

Therapist Observation/Evaluation Instrument v2

Speech Language Pathologists, Occupational Therapist, Physical Therapist, Teachers of the Vision Impaired, Itinerant Teachers, Hospital Homebound Teachers

Limited/No Student Contact

Palm Beach School District

Lesson Segments Involving Routine Events

DQ 1: Communicating Learning Goals and Feedback

1. Providing Clear Long-Term Learning Goal(s) Commensurate with individual needs.
2. Tracking Student Progress
3. Celebrating Success

DQ 6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

DQ 2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing New Information
11. Elaborating on New Information
12. Helping Students Record and Represent Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

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15. Organizing Students to Practice and Deepen Knowledge
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17. Helping Students Examine Similarities and Differences
18. Examining Errors in Processing or Production
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

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22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
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DQ 5: Engaging Students

24. Noticing when Students are Not Engaged
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DQ 7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
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36. Understanding Students' Interests and Background
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- 40. [Asking Questions of all Students](#)
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Lesson Segments Involving Routine Events

DQ 1: Communicating Learning Goals and Feedback

Providing Clear Long-Term Learning Goal(s) Commensurate with individual needs.

The Therapist/Teacher provides clearly stated long-term learning goals commensurate with individual needs accompanied by outcomes that describe levels of performance relative to the learning goal(s).

Evidence:

Therapist/Teacher Evidence (Recipients may include: teachers, parents, Child Study Team members or School Based Team members):

- Learning goals have been articulated to the students/recipients via the Individual Education Plan (IEP)
- Therapist/Teacher makes reference to the learning goals and outcomes throughout the lesson/ workshop/ meeting/ conference
- Therapist/Teacher shares/develops learning goal(s) with students/ recipients
- The Therapist/Teacher develops clinical management plans, which are easily followed, comprehensive and consistent with clinical objectives

Possible Student Evidence:

- When asked, student/recipients can explain the long-term learning goals
- When asked, students/recipients can explain how their current activities relate to the long-term learning goal(s)
- When asked, students/recipients can explain the meaning of the levels of performance articulated in the IEP

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Tracking Student Progress

The Therapist/Teacher tracks student progress on one or more learning goals.

OR

The Therapist/Teacher when completing an evaluation correctly scores and completes all protocols following appropriate prescribed standardized methods using a variety of appropriate measures.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher tracks student progress on the learning goal(s) of the IEP on which they are providing service.
- Maintains clinical data/evaluation results on all students.
- Evaluation protocols are scored appropriately based on the evaluation manual.
- Therapist/Teacher fulfills required FTE and Federal record-keeping accurately and punctually.

Student/Recipient Evidence:

- When asked, students/recipients can describe their status relative to the learning goal using the scale or rubric.
- Students/recipients systematically update their status on the learning goal.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Celebrating Success

The Therapist/Teacher recognizes the progress of students/recipients toward the learning goal(s).

OR

The Therapist/Teacher when completing an evaluation provides the student/recipient with verbal affirmation of compliance and attention to the requested tasks and the choice of instruments utilized is based upon the needs of the child.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher/educator acknowledges gains in the student/recipient knowledge and skill relative to the learning goal.
- Therapist/Teacher utilizes a variety of ways to acknowledge success including verbal and written affirmation.
- Therapist/Teacher uses a variety of ways to celebrate success.

Student/Recipient Evidence:

- Student/recipient show signs of pride regarding their accomplishments in the class.
- When asked, students/recipients say they want to continue to make progress.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

DQ 6: Establishing Rules and Procedures

Establishing Classroom Routines

The Therapist/Teacher reviews expectations regarding rules and/or procedures to ensure their effective execution.

OR

The Therapist/Teacher when completing an evaluation explains procedures in a standardized format relative to the assessment tool and/or expectations of behaviors during the evaluation session and requires the child to follow the recommended protocol.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher has procedures and routines in place when working with students/recipients.
- Therapist/Teacher assists educators in developing rules, routines, and procedures for working with students with special needs.

Student/Recipient Evidence:

- Students/recipients follow clear routines during class/meetings/workshops.
- When asked, students/recipients can describe established rules and procedures.
- When asked, students/recipients can describe the classroom/environment as orderly.
- Students/recipients recognize cues and signals by the teacher.
- Students/recipients regulate their own behavior.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Organizing the Physical Layout of the Classroom

The Therapist/Teacher organizes the physical layout of the classroom/therapy room to facilitate movement and focus on learning or is conducive to evaluation activities.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher organizes the physical layout of the classroom/therapy room to facilitate a focus on the conversation.
- Therapist/Teacher arranges the physical layout of the classroom to ensure that there are clear traffic patterns and that the classroom arrangement provides easy access to materials and centers.

Student/Recipient Evidence:

- Students/recipients describe the environment as conducive for learning/collaboration.
- Students/recipients make use of materials and learning centers.
- Students/recipients attend to the information provided on boards or charts.
- Students/recipient focus on the therapist/teacher during therapy/instruction.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Lesson Segments Addressing Content

DQ 2: Helping Students Interact with New Knowledge

Identifying Critical Information

The Therapist/Teacher identifies, and assists students/recipients in identifying, critical information pertinent to students/recipients.

Evidence:

Therapist/Teacher Evidence::

- Therapist/Teacher assists the educator in the identification of critical information of a given lesson.
- Therapist/Teacher utilizes strategies to assist students/recipients in identifying and delivering critical information.
- Therapist/Teacher articulates the importance of standards/content/topics to students/recipients.

Student/Recipient Evidence:

- When asked, students/recipients can describe the level of importance of the information addressed in class/environment.
- When asked, students/recipients can explain why the content is important.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Organizing Students to Interact with New Knowledge

The Therapist/Teacher organizes students/recipients into small groups to facilitate the processing of new information.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher organizes student groups to facilitate therapy sessions.
- Therapist/Teacher has established routines for grouping students/recipients.
- Therapist/Teacher organizes students/recipients into small groups to facilitate the processing of new information.

Student/Recipient Evidence:

- Students/recipients move to groups in an orderly fashion.
- Students/recipients appear to understand expectations about appropriate behavior in groups.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Previewing New Content

The Therapist/Teacher engages students/recipients in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Evidence:

Therapist/Teacher Evidence::

- Therapist/Teacher discusses/models/demonstrates previewing strategies
 - Preview questions
 - K-W-L strategy or variation of it
 - Advanced organizer (outline, graphic organizer)
 - Brainstorming
 - Anticipation guide
 - Motivational hook/launching activity (Anecdotes, Short selection from video, Splash activity)

Student/Recipient Evidence:

- When asked, students/recipients can explain linkages with prior knowledge.
- When asked, students/recipients can provide a purpose for what they are about to learn.
- Students/recipients actively engage in previewing activities.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Chunking Content into "Digestible Bites"

Based on student/recipient needs, the Therapist/Teacher breaks the content or goal into small chunks (i.e. digestible bites) of information that can be easily processed.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher stops at strategic points during facilitation, mentoring, coaching, delivery of content, and/or presentation of new information.
- Therapist/Teacher guides educators in chunking information into digestible bites.

Student/Recipient Evidence:

- Students/recipients appear to know what is expected of them when the teacher stops at strategic points.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Processing New Information

During breaks in the presentation of content, the Therapist/Teacher engages students/recipients in actively processing new information.

Evidence:

Therapist/Teacher Evidence::

- Therapist/Teacher has group members summarize new information.
- Therapist/Teacher employs group processing strategies.
- Therapist/Teacher provides educators with strategies to assist students in processing new information
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student/Recipient Evidence:

- When asked, students/recipients can explain what they have just learned.
- When asked, students/recipients can explain the relevance of the information.
- Students/recipients voluntarily ask clarification questions.
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information.
 - Group members make predictions about what they expect next.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Elaborating on New Information

The Therapist/Teacher asks questions or engages students/ recipients in activities that require elaborative inferences that go beyond what was explicitly taught.

Evidence:

Therapist/Teacher Evidence::

- Therapist/Teacher asks explicit questions that require students/ recipients to make elaborative inferences about the content
- Therapist/Teacher help educators assist students in explaining and defending their inferences
- Therapist/Teacher presents situations or problems that require inferences

Student/Recipient Evidence:

- Students/ recipients volunteer answers to inferential questions
- Students/ recipients provide explanations and "proofs" for inferences

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Helping Students Record and Represent Knowledge

The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content. Desired Effect: Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.

Evidence:

Therapist/Teacher Evidence:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content

Student/Recipient Evidence:

- Students' summaries and notes include critical content
- Students' nonlinguistic representation include critical content
- Student models and other artifacts represent critical content

- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to represent new knowledge through various types of models
 - Mathematical
 - Visual
 - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Reflecting on Learning

The Therapist/Teacher engages students/ recipients in activities that help them reflect on their learning and the learning process.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher asks students/ recipients to state or record what they are clear about and what they are confused about
- Therapist/Teacher asks students/ recipient to reflect on their own learning
- Therapist/Teacher asks students/ recipients to state or record what they might have done to enhance their learning
- Therapist/Teacher asks students/ recipients how their knowledge has grown through this learning process

Student/Recipient Evidence:

- When asked, students/ recipients can explain what they are clear about and what they are confused about
- When asked, students/ recipients can describe the effectiveness of their effort
- When asked, students/ recipients can explain what they could have done to enhance their learning

Resources:

[Scale](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

DQ3: Helping Students Practice and Deepen New Knowledge

Reviewing Content

The Therapist/Teachers engages students/ recipients in a brief review of content that highlights the critical information.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher begins the lesson/ meeting/ conference with a brief review of content/ information
- Therapist/Teacher uses specific strategies to review information including, but not limited to the following:
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration/ practice
 - Reflection

Student/Recipient Evidence:

- When asked, students/ recipients can describe the previous content on which the new lesson/meeting/ training is based
- Student/ recipient responses indicate that they recall previous content/information

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Organizing Students to Practice and Deepen Knowledge

The Therapist/Teacher uses grouping students in ways that facilitate practicing and deepening knowledge.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher organizes students/recipients into groups with the expressed idea of deepening their knowledge of informational content
- Therapist/Teacher organizes students/recipients into groups with the expressed idea of practicing a skill, strategy, or process

Student/Recipient Evidence:

- When asked, students/recipients can explain how the group work supports their learning
- While in groups students/recipients interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Using Homework

When appropriate (as opposed to routinely) the Therapist/Teacher provides "next steps" or homework to deepen students' knowledge of information, a skill, or provides practice for specific skills to the family.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher communicates a clear purpose for "next steps" and/or homework.
- Therapist/Teachers and educators agree upon "next steps" or homework that allow the student to practice and deepen their knowledge independently
- Teacher/Therapist assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently or with family assistance.

Student/Recipient Evidence:

- When asked, student/recipient can describe how the "next steps" or homework will deepen their understanding of content/information or help them practice a skill, strategy, or process

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Helping Students Examine Similarities and Differences

When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences. Desired Effect: Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.

Evidence:

Therapist/Teacher Evidence:

- Teacher engages students in activities that require students to examine similarities and differences
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
 - Identifying basic relationships between ideas that deepen knowledge
 - Generating and manipulating mental images that deepen knowledge
- Teacher asks students to summarize what they have learned from the activity
- Teacher asks students to linguistically and non-linguistically represent similarities and differences
- Teacher asks students to explain how the activity has added to their understanding
- Teacher asks students to draw conclusions after the examination of similarities and differences
- Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Student/Recipient Evidence:

- Students can create analogies and/or metaphors that reflect their depth of understanding
- Student comparison and classification activities reflect their depth of understanding
- Student artifacts indicate that student knowledge has been extended as a result of the activity
- Student responses indicate that they have deepened their understanding
- Students can present evidence to support their explanation of similarities and differences
- Students navigate digital resources to find credible and relevant information to support similarities and differences

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Examining Errors in Processing or Production

The Therapist/Teacher engages students to deepen their abilities by examining their own production of a specific skill.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher assists students in reflective practice to assist in examining errors in replicating a specific skill.
- Students can listen or watch when the Therapist/Teacher is completing a skill correctly/incorrectly and comment on the correctness of the Therapist/Teacher.
- Student data sheets and work samples.

Student/Recipient Evidence:

- When asked, students/ recipients can describe correct production of a specific skill.
- When asked, students/ recipients can explain the overall structure of an argument presented to support a claim.
- Artifacts indicate that students/ recipients can identify errors in their own work.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Practicing Skills, Strategies, and Processes

The Therapist/Teacher engages students in practice activities that help them develop proficiency and generalization of skills.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process.
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student/Recipient Evidence:

- Recipient implements the strategy and/or student performs the skill, strategy, or process with increased confidence and competence and begins to generalize the skill to other settings.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Revising Knowledge

The Therapist/Teacher supports students/recipients in the revision of knowledge and self-monitoring of previous knowledge about content.

Evidence:

Therapist/Teacher Evidence:

- When asked, the student/recipient can explain previous incorrect responses
- When asked, the student/recipient can explain how his/her understanding or production of the skill has changed

Student/Recipient Evidence:

- Students/recipients make corrections to incorrect responses
- When asked, students/recipients can explain previous errors or misconceptions they had about content
- Therapist/Teacher asks students to examine previous entries in their academic notebooks or notes
- Therapist/Teacher has students explain how their understanding has changed and how the correct response is produced

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

DQ 4: Helping Students Generate and Test Hypotheses

Organizing Students for Cognitively Complex Tasks

The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses. Desired Effect: Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.

Evidence:

Therapist/Teacher Evidence:

- Teacher establishes the need to generate and test hypotheses for short- or long-term tasks

Student/Recipient Evidence:

- Students describe the importance of generating and testing hypotheses about content
- Students explain how groups support their learning

- Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- Teacher provides guidance on one or more conative skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson
- Students use group activities to help them generate and test hypotheses
- While in groups, students interact in explicit ways to generate and test hypotheses
 - Students actively ask and answer questions about the content
 - Students add their perspectives to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking. Desired Effect: Students generate and test hypotheses to enhance their understanding of content and the inquiry process.

Evidence:

Therapist/Teacher Evidence:

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources

Student/Recipient Evidence:

- Students participate in tasks that require them to generate and test hypotheses
- Students can explain the hypothesis they are testing
- Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation

- Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources

- Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
 - Generate conclusions
 - Identify common logical errors
 - Present and support claims
 - Navigate digital resources
 - Identify how one idea relates to others

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Providing Resources and Guidance

The Therapist/Teacher acts as resource provider and guide as students/recipients engage in therapeutic or educational tasks.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher assists students/recipients who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Therapist/Teacher assists students during the class to determine their needs for extended practice of therapeutic tasks.
- Therapist/Teacher provides written resources to students/recipients concerning therapeutic tasks.

Student/Recipient Evidence:

- Students/recipients seek out the teacher for advice and guidance regarding therapeutic tasks.
- When asked, students/recipients can explain how the teacher provides assistance and guidance in achieving mastery of their therapeutic goals.

Resources:

[Scale](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Lesson Segments Enacted on the Spot

DQ 5: Engaging Students

Noticing when Students are Not Engaged

The Therapist/Teacher recognizes and addresses non-engagement makes note of non- engagement and taking action.

OR

The Therapist/Teacher when evaluating a student redirects inattention or non-engagement with the presented activities.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher redirects students/ recipients when not engaged.
- Assists students/ recipients in implementation of a strategy (ies) for engagement in their own context.

Student/Recipient Evidence:

- Student/ recipient engagement improves when redirected.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Using Academic Games

The Therapist/Teacher uses academic games and inconsequential competition to maintain student/recipient engagement.

Evidence:

Therapist/Teacher Evidence:

Student/Recipient Evidence:

- Therapist/Teacher uses structured therapeutic games.
- Therapist/Teacher develops impromptu games such as making a game out of which answer might be correct for a given question.
- Therapist/Teacher uses friendly competition along with games.
- Students/recipients engage in the games with some enthusiasm.
- When asked, students/recipients can explain how the games keep their interest and help them learn or remember content.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Managing Response Rates

The Therapist/Teacher uses response rate techniques to maintain student/recipient engagement.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher uses using wait time.
- Therapist/Teacher uses response cards.
- Therapist/Teacher uses hand signals or other visual cues to respond to questions.
- Therapist/Teacher collect data on students' responses.
- Therapist/Teacher uses response chaining.
- During an evaluation session uses correct standardization for response rate when appropriate.
- During an evaluation session uses adapted response time when appropriate.

Student/Recipient Evidence:

- Multiple student/recipient or the entire class/audience responds to questions posed by the Therapist/Teacher and/or educator.
- When asked, student/recipient can describe their thinking about specific questions posed by the Therapist/Teacher and/or educator.

Resources:

Scale

Scale:

Using Physical Movement

The Therapist/Teacher uses physical movement to maintain student/recipient engagement.

OR

The Therapist/Teacher during an evaluation session allows the movement in the testing room to continue to engage the student in the evaluation.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher uses stand up and stretch or related activities with students/recipients when their energy is low.
- Therapist/Teacher uses activities that require students/recipients to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- Therapist/Teacher uses acting/modeling content with student/recipients to increase energy and engagement.
- Therapist/Teacher uses give-one-get-one activities that require students/recipients to move about the room.

Student/Recipient Evidence:

- Students/recipients engage in the physical activities designed by the Therapist/Teacher and/or educator.
- When asked, students/recipients can explain how the physical movement keeps their interest and helps them learn.

Resources:

Scale

Scale:

Maintaining a Lively Pace

The Therapist/Teacher uses using pacing techniques to maintain students'/recipients' engagement.

Evidence:

Therapist/Teacher Evidence:

Student/Recipient Evidence:

- Therapist/Teacher uses crisp transitions from one activity to another
- Therapist/Teacher uses altering pace appropriately (i.e. speeds up and slows down)
- Students/recipients quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students/recipients describe it as not too fast or not too slow

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Demonstrating Intensity and Enthusiasm

The Therapist/Teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

OR

During and evaluation session the Therapist/Teacher demonstrates intensity and enthusiasm for the activities presented.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher describes personal experiences that relate to the content
- Therapist/Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Therapist/Teacher overtly adjusts energy level

Student/Recipient Evidence:

- When asked, students say that the teacher "likes the content" and "likes teaching" or evaluating students.
- Students'/recipients' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Using Friendly Controversy

The Therapist/Teacher uses friendly controversy techniques to maintain student engagement.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher structures mini-debates about the content
- Therapist/Teacher has students examine multiple perspectives and opinions about the content
- Therapist/Teacher elicits different opinions on content from members of the class

Student/Recipient Evidence:

- Students engage in friendly controversy activities with enhanced engagement
- When asked, students describe friendly controversy activities as "stimulating," "fun," and so on
- When asked, students explain how a friendly controversy activity helped them better understand the content

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Providing Opportunities for Students to Talk about Themselves

The Therapist/Teacher provides recipients students with opportunities to relate what is being addressed in class/meetings/workshops to their personal interests.

OR

The Therapist/Teacher during evaluation sessions provides opportunities for the student/recipient to talk about themselves in order to establish rapport.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher is aware of student/recipient interests and makes connections between these interests and content or in developing rapport during an evaluation session
- Therapist/Teacher structures activities that ask students/recipients to make connections between the content and their personal interests

Student/Recipient Evidence:

- Students/recipients engage in activities that require them to make connections between their personal interests and the content
- Students become actively engaged in the evaluation process

- Therapist/Teacher is aware of and or explains to students/recipients how content relates to their personal interests

- When asked, students/recipients explain how making connections between content and their personal interests engages them and helps them better understand the content

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Presenting Unusual or Intriguing Information

The Therapist/Teacher uses unusual or intriguing information about the content in a manner that enhances student/recipient engagement.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher systematically provides interesting facts and details about the content
- Therapist/Teacher encourages students/recipients to identify interesting information about the content
- Therapist/Teacher engages students in activities like "Believe it or not" about the content

Student/Recipient Evidence:

- Students'/recipients' attention increases when unusual information is presented about the content
- When asked, students/recipients explain how the unusual information makes them more interested in the content

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

DQ 7: Recognizing Adherence to Rules and Procedures

Demonstrating "Withitness"

The Therapist/Teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher physically occupies all quadrants of the room.
- Therapist/Teacher scans the entire room/setting making eye contact with all students/recipients.
- Therapist/Teacher recognizes potential sources of disruption.

Student/Recipient Evidence:

- Students recognize that the Therapist/Teacher is aware of their behavior.
- When asked, students describe the Therapist/Teacher as "aware of what is going on" or "has eyes on the back on the back of his/her head".

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Applying Consequences for Lack of Adherence to Rules and Procedures

The Therapist/Teacher applies consequences for not following rules and procedures consistently and fairly.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the Desk
 - Shaking head, no
- Therapist/Teacher provides verbal signals when students'/recipients' behavior is not appropriate
 - Tells students/recipients to stop
 - Tells students/recipients that their behavior is in violation of a rule or procedure
- Therapist/Teacher utilizes group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)

Student/Recipient Evidence:

- Students/recipients cease inappropriate behavior when signaled by the teacher
- Students/recipients accept consequences as part of the way class is conducted
- When asked, students/recipients describe the teacher as fair in application of rules

- Therapist/Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Acknowledging Adherence to Rules and Procedures

The Therapist/Teacher acknowledges adherence to rules and procedures.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- Therapist/Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students/recipient for following a rule or procedure
 - Describes student/recipient behaviors that adhere to rule or procedure
- Therapist/Teacher notifies the home when a rule or procedure has been followed
- Therapist/Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Student/Recipient Evidence:

- Students/Recipients appear appreciative of the teacher acknowledging their positive behavior.
- When asked, students/recipients describe teacher as appreciative of their good behavior.
- The number of students/recipients adhering to rules and procedures increases.

Resources:

Scale

Scale:

DQ 8: Establishing and Maintaining Effective Relationships with Students

Understanding Students' Interests and Background

The Therapist/Teacher uses students'/recipients' interests and background to produce a climate of acceptance and community.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher uses discussions with students/recipients about events in their lives
- Therapist/Teacher uses discussions with students/recipients about topics in which they are interested
- Therapist/Teacher builds student/recipient interests into lessons
- Therapist/Teacher creates an environments that recognizes and supports diversity

Student/Recipient Evidence:

- When asked, students/recipients describe the Therapist/Teacher and/or educator as someone who knows them and/or is interested in them
- Students/recipients respond when Therapist/Teacher and/or educator demonstrates understanding of their interests and background
- When asked students/recipients say they feel accepted

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the Therapist/Teacher uses verbal and nonverbal behavior that indicates caring for students/recipients.

Evidence:

Therapist/Teacher Evidence:

Student/Recipient Evidence:

- Therapist/Teacher compliments students/recipients regarding academic and personal accomplishments
- Therapist/Teacher engages informal conversations with students/recipients that are not related to academic
- Therapist/Teacher uses smiles, nods, (etc.) at students/recipients when appropriate

- When asked, students/recipients describe Therapist/Teacher or educator as someone who cares for them
- Students/recipients respond to Therapist/Teacher or educators verbal interactions
- Students/recipients respond to Therapist/Teacher or educators nonverbal interactions

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Displaying Objectivity and Control

The Therapist/Teacher demonstrates professional demeanor when dealing with students/recipients.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher does not exhibit extremes in positive or negative emotions.
- Therapist/Teacher addresses inflammatory issues and events in a calm and controlled manner.
- Therapist/Teacher interacts with all students/recipients in the same calm and controlled fashion.

Student/Recipient Evidence:

- Students/recipients are settled by the Therapist/Teacher's calm demeanor.
- When asked, the students/recipients describe the Therapist/Teacher's as in control of himself/herself and in control of the class/setting.
- When asked, students/recipients say that the Therapist/Teacher does not hold grudges or take things personally.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

DQ 9: Communicating High Expectations for All Students

Demonstrating Value and Respect for Low Expectancy Students

The Therapist/Teacher exhibits behaviors that demonstrate value and respect for all students and families.

Evidence:

Therapist/Teacher Evidence:

- The Therapist/Teacher provides students /recipients with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- The Therapist/Teacher proves students /recipients with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students/recipients in a manner they view as respectful
- The Teacher/Therapist does not allow negative comments about students/recipients.

Student/Recipient Evidence:

- When asked, students say that the Teacher/Therapist cares for all students.
- Students/recipients treat each other with respect.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Asking Questions of all Students

The Therapist/Teacher asks questions of all students with the same frequency and depth.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher makes sure all students are asked questions at the same rate.

Student/Recipient Evidence:

- When asked, students say the teacher expects everyone to participate.

Therapist/Teacher makes sure all students are asked complex questions appropriate to their specific needs.

When asked, students say the teacher asks difficult questions of every student.

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Probing Incorrect Answers with All Students

The Therapist/Teacher probes incorrect answers with all students and provides feedback to incorrect responses as well as monitors correct versus incorrect responses.

OR

During an Evaluation session the Therapist/Teacher probes incorrect answers as prescribed in the testing procedures.

Evidence:

Therapist/Teacher Evidence:

- Therapist/Teacher asks students to further explain their answers when they are incorrect
- Therapist/Teacher rephrases questions for students when they provide an incorrect answer
- Therapist/Teacher models the correct response and provides feedback and practice to the student

Student/Recipient Evidence:

- When asked, students say that the educator won't "let you off the hook"
- When asked, students say that the educator "won't give up on you"
- When asked, students say the educator helps them answer questions successfully

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating