School-Based Occupational Therapist Summary Rating Form (Required)

This form is to be jointly reviewed by the occupational therapist and evaluator during the Summary Evaluation Conference conducted at the end of the year.

Name:								
School:								
Evaluator:	Dist	District:						
Date Completed:	Date Completed: Evaluator's Title:							
Standard 1 School-based occupational teleadership, advocacy, and collaborative	_		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
Element a. Leadership								
Element b. Teamwork								
Element c. Vision								
Element d. Ethics								
Element e. Advocacy								
Element f. Supervision and Oversight								
Overall Rating for Standard 1 Comments:	•							
Recommended actions for improvement: Resources needed to complete these actions:		activities Reports of formal and inform Documentation of profession competence activities Documentation of services p development, intervention pl Documentation of service of and special projects Communications, feedback a (parents, students, communit Minutes, attendance logs and Documentation of trainings, presentations; and related ma Documentation of program development activities Documentation of use of pr and school wide data in mak Documentation of professio specialty certifications Documentation of self-impr competence activities and/or	provided (evaluations, IEP plans, data sheets, contact notes, program committees, work groups and/or surveys from stakeholders ity members, colleagues) dagendas from meetings, in-services and workshop platerials (agendas, handouts, feedback review and planned/implemented rofessional, student, program, king service/intervention decisions onal certifications/ memberships /					

Standard 2: School-based occupational therapists promote a respectful environment for diverse populations.					Proficient	Accomplished	Distinguished		
Element a. Communication									
Element b. Least Restrictive Environment									
Element c. Diversity									
Overall Rating for Standard 2									
Comments: Recommended actions for improvement: Resources needed to complete these actions:		support diversity, cultural environments Student profiles documen Documentation of collaboration	tions of formal p sional desprovion plans, gress no e on come and age gs, in-se materia m revier professional consistent diversity ork ground awaren awaren weration/o	mento eer revelopided (evelopided) (evelopid	ring/sup iew ment/cor aluation neets, co vice log s, work eys from colleag om mee and wor endas, ha blanned/ tudent, p rvention tions/me ment/cor ural attitu d special d range of reports attion wit	stakehologues) tings tkshop andouts, timpleme torogram, decision embership tinuing tinuing the ESL te	es, nd ders nted and s ps/		
		Documentation of activity	umentation of collaboration/cooperation with ESL teacher umentation of activity planning/implementation to proprate cultural awareness						

Standard 3: School-based occupational therap knowledge of their profession within education	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished			
Element a. Program Administration and Management								
Element b. Policies and Laws								
Element c. Work Behaviors.								
Overall Rating for Standard 3								
Comments: Recommended actions for improvement: Resources needed to complete these actions:	Evidence or documentation to s Communications/observations of activities Reports of formal and informal of competence activities Documentation of professional of competence activities Documentation of services providevelopment, intervention plans progress monitoring, progress not progress monitoring, progress not special projects Communication of service on competence activities Communications, feedback and/(parents, students, community monitoring) monitoring, in-sepresentations; and related materificedback) Documentation of program revidevelopment activities	peer review development/continuing vided (evaluations, IEP s, data sheets, contact notes, notes, service logs, etc.) ommittees, work groups and d/or surveys from stakeholders members, colleagues) gendas from meetings services and workshop rials (agendas, handouts,						
	 Documentation of use of profeschool wide data in making serv Documentation of professional specialty certifications Documentation of data collection to guide student/program service 	ervice/intervention decisions all certifications/ memberships/ tion, interventions and outcomes vices ork groups for program and police dministration and management bads, student files, calendars, quipment inventory) all standards and best practice and documentation						

Standard 4: School-based occupational therapists apply the skills and knowledge of their profession within educational settings.				Developing	Proficient	Accomplished	Distinguished		
Element a. North Carolina Standard Course of Study									
Element b. Evidence-based Practice.									
Element c. Evaluation and Identification									
Element d. Planning and Intervention									
Overall Rating for Standard 4									
Comments:		lence or documentation to sup							
		activities Reports of formal and information of professional competence activities	ommunications/observations of mentoring/supervisory tivities eports of formal and informal peer review ocumentation of professional development/continuing						
Recommended actions for improvement:		development, intervention pla progress monitoring, progress Documentation of service on a special projects Communications, feedback an (parents, students, community	oment, intervention plans, data sheets, contact notes s monitoring, progress notes, service logs, etc.) entation of service on committees, work groups an						
Resources needed to complete these actions:		feedback) Documentation of program redevelopment activities Documentation of use of profeschool wide data in making se Documentation of professional specialty certifications Documentation of professional progress towards goals and se Documentation of professional activities in use of occupation educationally relevant services	s, in-services and workshop materials (agendas, handouts, n review and planned/implemented professional, student, program, and g service/intervention decisions conal certifications/memberships/ tonal development plan, including d self-assessment conal development/competence cions, assessment tools and						

Standard 5: School-based occupational the examine their effectiveness and to adapt a practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished					
Element a. Professional Development.										
Element b. Outcomes										
Overall Rating for Standard 5 Comments:	Evid	lence or documentation to support	rating							
Recommended actions for improvement:		Reports of formal and informal peer review Documentation of professional development/continuing competence activities Documentation of services provided (evaluations, IEP development, intervention plans, data sheets, contact notes, progress monitoring, progress notes, service logs, etc.) Documentation of service on committees, work groups and special projects Communications, feedback and/or surveys from stakeholders (parents, students, community members, colleagues) Minutes, attendance logs and agendas from meetings Documentation of trainings, in-services and workshop presentations and related materials (agendas, handouts, feedback) Documentation of program review and planned/implemented development activities Documentation of use of professional, student, program, and school wide data in making service/intervention decisions Documentation of professional certifications/memberships/specialty certifications Documentation of leadership activities in data collection, staff training and/or tool development								
Resources needed to complete these actions:										
School-Based Occupational Therapist Signat Principal/Evaluator Signature	ure	Date Date		-						

Note: The school-based occupational therapist's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the occupational therapist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Occupational Therapists Evaluation Process.