

## Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ District: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Summary Rating Form for School-Based Physical Therapists	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
<b>Standard 1: School-based physical therapists demonstrate leadership.</b>					
<b>Element a.</b> School-based physical therapists demonstrate leadership in public schools					
<b>Element b.</b> School-based physical therapists provide knowledge and skills critical to support educational outcomes of students.					
<b>Element c.</b> School-based physical therapists promote and support their profession.					
<b>Element d.</b> School-based physical therapists demonstrate and promote high ethical standards.					
<b>Overall Rating for Standard 1</b>					
<b>Standard 2: School-based physical therapists establish a safe, inclusive and respectful environment for a diverse population of students.</b>					
<b>Element a.</b> School-based physical therapists promote awareness of individual student needs.					
<b>Element b.</b> School-based physical therapists communicate effectively.					
<b>Element c.</b> School-based physical therapists advocate for equal access for all students to programs, facilities, and inclusion in adherence to the Individuals with Disabilities Education Act, Americans with Disabilities Act, and Section 504.					
<b>Element d:</b> School-based physical therapists collaborate with school and district staff members and community partners to provide a wide range of student services.					
<b>Overall Rating for Standard 2</b>					
<b>Standard 3: School-based physical therapists implement educationally relevant pediatric (ages 3 to 21) physical therapy.</b>					
<b>Element a.</b> School-based physical therapists understand the importance of appropriate and timely documentation.					
<b>Element b.</b> School-based physical therapists connect their work to the <i>NC Standard Course of Study</i> to facilitate student learning and participation.					
<b>Element c.</b> School-based physical therapists incorporate 21 <sup>st</sup> century skills into the physical therapy program.					
<b>Overall Rating for Standard 3</b>					

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<b>Standard 4: School-based physical therapists support learning by practicing educationally-relevant physical therapy to facilitate student participation and access in the least restrictive learning environment.</b>					
<b>Element a.</b> School-based physical therapists provide services in a professional, effective, and efficient manner.					
<b>Element b.</b> School-based physical therapists use a variety of methods to assess students in the educational environment.					
<b>Element c.</b> School-based physical therapists plan service delivery, interventions, and strategies that are based on the student’s strengths and needs.					
<b>Element d.</b> School-based physical therapists promote safety, access, and participation of all students.					
<b>Overall Rating for Standard 4</b>					
<b>Standard 5: School-based physical therapists reflect on their current practice and demonstrate an increasing knowledge base, life-long learning, and professional development.</b>					
<b>Element a.</b> School-based physical therapists collect and analyze data to evaluate the impact of physical therapy services on student success.					
<b>Element b.</b> School-based physical therapists link professional growth to their professional goals.					
<b>Overall Rating for Standard 5</b>					