School-Based Physical Therapist Summary Rating Form (Required)

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

Name: _____
School: _____ School Year:_____
Evaluator: _____District: _____
Date Completed: _____ Evaluator's Title: _____

Standard 1: School-based physical therapists demonstrate leadership.	**Not Demonstrated**	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Element a. School-based physical therapists demonstrate leadership in public schools					
Element b. School-based physical therapists provide knowledge and skills critical to support educational outcomes of students.					
Element c. School-based physical therapists promote and support their profession**.**					
Element d. School-based physical therapists demonstrate and promote high ethical standards.					
Overall Rating for Standard 1					

Comments: **Recommended actions for improvement:** **Resources needed to complete these actions:**	**Examples of artifacts that may be used to demonstrate performance:** ☐ In-service schedule ☐ Continuing competency record ☐ IEP Documentation ☐ Communication Logs ☐ ☐ ☐ ☐

Standard 2: School-based physical therapists establish a safe, inclusive, and respectful environment for a diverse population of students.	**Not Demonstrated**	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Element a. School-based physical therapists promote awareness of individual student needs.					
Element b. School-based physical therapists communicate effectively.					
Element c. 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.					
Element d: School-based physical therapists collaborate with school and district staff members and community partners to provide a wide range of student services.					
Overall Rating for Standard 2					

Comments:	**Evidence or documentation to support rating:**
	☐ Exceptional Children student participation data ☐ Disability awareness training events for schools ☐ School accessibility studies ☐ Evacuation plan protocols Individualized Education Plans, particularly Least Restrictive Environment requirement ❑ Referral documentation including contact logs, emails, phone logs
Recommended actions for improvement:	❑ ❑ ❑ ❑
Resources needed to complete these actions:	

Standard 3: School-based physical therapists implement educationally relevant pediatric (ages 3 to 21) physical therapy.	**Not Demonstrated**	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Element a. School-based physical therapists understand the importance of appropriate and timely documentation.					
Element b. School-based physical therapists connect their work to the *NC Standard Course of Study* to facilitate student learning and participation.					
Element c. School-based physical therapists incorporate 21st century skills into the physical therapy program.					
Overall Rating for Standard 3					

Comments:	**Evidence or documentation to support rating:**
Recommended actions for improvement:	☐ Evaluations ☐ IEPs ☐ Transition plans ☐ Plans of care ☐ Daily treatment notes and progress notes ☐ Letters of medical necessity ☐ Correspondence and communication logs ☐ Colleague assessments ☐ Continuing competence record ☐ Documentation for Medicaid cost recovery ☐ ☐ ☐ ☐
Resources needed to complete these actions:	

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.	**Not Demonstrated**	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Element a. School-based physical therapists provide services in a professional, effective, and efficient manner.					
Element b. School-based physical therapists use a variety of methods to assess students in the educational environment.					
Element c. School-based physical therapists plan service delivery, interventions, and strategies that are based on the student's strengths and needs.					
Element d. School-based physical therapists promote safety, access, and participation of all students.					
Overall Rating for Standard 4					

Comments: **Recommended actions for improvement:** **Resources needed to complete these actions:**	**Evidence or documentation to support rating:** ☐ Plans of care ☐ Training logs ☐ Professional development documentation ☐ Physical therapy evaluations ☐ Evacuation plans ☐ Equipment inventories and other records ☐ Calendars, schedules, and workload ☐ ☐ ☐ ☐

Standard 5: School-based physical therapists reflect on their current practice and demonstrate an increasing knowledge base, life-long learning, and professional development.	**Not Demonstrated**	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Element a. School-based physical therapists collect and analyze data to evaluate the impact of physical therapy services on student success.					
Element b. School-based physical therapists link professional growth to their professional goals.					
Overall Rating for Standard 5					

Comments: **Recommended actions for improvement:** **Resources needed to complete these actions:**	**Evidence or documentation to support rating:** ☐ Current North Carolina physical therapy license ☐ Study group logs ☐ Involvement in Physical Therapy Counts ☐ Documentation of participation in research ☐ Feedback received from others ☐ Data collected to determine student and program needs ☐ Professional Growth Plans ☐ Continuing Education Units ☐ Continuing competency documentation ☐ ☐ ☐ ☐

_____ _____
School-Based Physical Therapist Signature Date

_____ _____
Principal/Evaluator Signature Date

Comments Attached: _____ YES _____ NO

_____ _____
Principal/Evaluator Signature Date
(Signature indicates questions above regarding comments has been addressed)

Note: The School-based physical therapist's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the School-based physical 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 School-based Physical Therapist Evaluation Process.