

Standards of Effective OT/PT

80% Elements of Effective Occupational or Physical Therapy
20% Professional Responsibilities

Note: (H) Denotes home visits, a part of Birth to 3 and Inclusion services, for OT/PTs working with that population.

Elements of Effective Occupational or Physical Therapy					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
OT/PT Foundational Knowledge		<ul style="list-style-type: none"> Demonstrates minimal knowledge of the assessment and service delivery related to occupational or physical therapy within an educational setting Demonstrates minimal knowledge of human development, social-emotional functions, sensory processing, and development of functional life skills Demonstrates minimal knowledge of the impact of a student's disability to access the general education curriculum and school environment Demonstrates minimal knowledge of standards/grade level curriculum and student development 	<ul style="list-style-type: none"> Demonstrates basic knowledge of the assessment and service delivery related to occupational or physical therapy within an educational setting Demonstrates basic knowledge of human development, social-emotional functions, sensory processing, and development of functional life skills Demonstrates basic knowledge of the impact of a student's disability to access the general education curriculum and school environment Demonstrates basic knowledge of standards/grade level curriculum and student development 	<ul style="list-style-type: none"> Demonstrates solid knowledge of the assessment and service delivery related to occupational or physical therapy within an educational setting Demonstrates solid knowledge of human development, social-emotional functions, sensory processing, and development of functional life skills Demonstrates solid knowledge of the impact of a student's disability to access the general education curriculum and school environment Demonstrates solid knowledge of standards/grade level curriculum and student development 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shares occupational or physical therapy content knowledge with other staff to impact practices of others Published in content area or OT/PT practices Presenter or leader for professional organization
Written Intervention/Service Plan		<ul style="list-style-type: none"> Plans are unavailable or inconsistently available when asked Plans are incomplete and missing more than one of the following: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment 	<ul style="list-style-type: none"> Plans are available consistently when asked but May be incomplete with no more than one of the following missing: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment 	<ul style="list-style-type: none"> Plans are available consistently when asked and Are complete: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Clear link to disability area and relationship to academic achievement
Planning for Home/Site Visit (H only)		<ul style="list-style-type: none"> Rarely revisits plans from previous home/site visit Joint visits of team members are rarely planned according to specific caregiver/site priorities and concerns There is limited evidence of planning for the home/site visit 	<ul style="list-style-type: none"> Sometimes revisits plans from previous home/site visit Joint visits of team members are sometimes planned according to specific caregiver/site priorities and concerns There is some planning for the home/site visit 	<ul style="list-style-type: none"> Regularly revisits plans from previous home/site visit Joint visits of team members are routinely planned according to specific caregiver/site priorities and concerns There is clear evidence of planning for the home/site visit 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses exceptional creativity to engage families in planning next session

Elements of Effective Occupational or Physical Therapy

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Activities and Adaptations Support Authentic Learning		<ul style="list-style-type: none"> Activities and adaptations are rarely related to educational outcomes or functional outcomes Activities and adaptations rarely lead to increased access and participation in educational curriculum and standards Activities and adaptations rarely increase student's independence in any environments Services/activities seldom focus on student involvement in authentic learning activities 	<ul style="list-style-type: none"> Activities and adaptations sometimes related to educational outcomes or functional outcomes Activities and adaptations sometimes lead to increased access and participation in educational curriculum and standards Activities and adaptations increase student's independence in some environments Services/activities sometimes focus on students involvement in authentic learning activities 	<ul style="list-style-type: none"> Activities and adaptations consistently relate to educational outcomes or functional outcomes Activities and adaptations regularly lead to increased access and participation in educational curriculum and standards Activities and adaptations increase student's independence in most environments to highest possible level Services/activities consistently focus on students involved in authentic learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Activities and adaptations increase students independence in all environments to the highest possible level
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the content and/or therapy session Has limited understanding of culture norms about child development Content is seldom respectful of individual family backgrounds 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves through the content and/or therapy session Shows some understanding of cultural norms about child development Content is occasionally respectful of individual family backgrounds 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all learners, and attempts to adapt services to make content accessible for all Students are able to show up as their authentic selves through the content and/or therapy session Shows solid understanding of cultural norms about child development Content is specifically respectful of individual family backgrounds 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Realness is present – students question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse learners
Provides Culturally Effective Services		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices when providing services/supports Rarely accounts for students' cultural differences in therapy sessions; rarely embeds cultural characteristics of students within services/supports 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices when providing services/supports Sometimes accounts for students' cultural differences in therapy sessions; sometimes embeds cultural characteristics of students within services/supports 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices when providing services/supports Regularly accounts for students' cultural differences in therapy sessions; consistently embeds cultural characteristics of students within services/supports 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Show exceptional creativity and flexibility in facilitating services/supports Provides student choices based on each student's individual experiences during services/supports when appropriate
OT/PT Services		<ul style="list-style-type: none"> Rarely works effectively with individuals at all ability levels including low incidence populations Rarely serves a range of disabilities and severity levels as appropriate for the setting Minimal to no modification to product, process, or content to differentiate instruction during therapy sessions 	<ul style="list-style-type: none"> Sometimes works effectively with individuals at all ability levels including low incidence populations Sometimes serves a range of disorders and severity levels as appropriate for the setting Inconsistent modification to product, process, or content to differentiate instruction during therapy sessions 	<ul style="list-style-type: none"> Consistently works effectively with individuals at all ability levels including low incidence populations Regularly serves a range of disorders and severity levels as appropriate for the setting Regular and ongoing modification to product, process, or content to differentiate instruction during therapy sessions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in assisting other OTs/PTs and school staff in developing skills to serve a range of disorders and severity levels
Special Education Assessment Tools and Use		<ul style="list-style-type: none"> Test selection and interpretation rarely takes into account language differences and is rarely sensitive to diverse racial and cultural student populations Demonstrates limited ability to select and administer valid, reliable, and appropriate standardized instruments Demonstrates minimal knowledge and use of non-standardized assessment tools and data collection procedures 	<ul style="list-style-type: none"> Test selection and interpretation sometimes takes into account language differences and is sometimes sensitive to diverse racial and cultural student populations Selects and administers standardized assessment instruments appropriately, however may not know all options available Selects, administers, and interprets non-standardized assessment data and data collection procedures however observations and interpretation is not all inclusive 	<ul style="list-style-type: none"> Test selection and interpretation consistently takes into account language differences and is sensitive to diverse racial and cultural student populations Selects and administers standardized assessment instruments appropriately Selects, administers, and interprets non-standardized assessment data and data collection procedures 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in exploring new assessment tools that are not racially biased Supports training of other coworkers with use and interpretation of standardized and non standardized tools

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Pre-Referral Student Support		<ul style="list-style-type: none"> • Seldom screens students prior to special education referral even when requested • Provides limited student and staff pre-special education referral interventions 	<ul style="list-style-type: none"> • Sometimes will screen students prior to special-education referral when requested • Provides some student and staff pre-special education referral interventions by providing a few recommendations, modifications, and adaptations 	<ul style="list-style-type: none"> • As appropriate will screen students prior to special-education referral when requested • Actively supports students and staff pre-special education referral interventions by providing recommendations, modifications, and adaptations 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Writes grants or seeks out other funding sources to support general education student equipment, modification needs • Staff seeks provider out to support student interventions
Interventions		<ul style="list-style-type: none"> • Rarely provides interventions across grade levels and collaborates with teachers/staff to support implementation • Rarely collaborates with teachers/staff on appropriate intervention techniques • Rarely provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment 	<ul style="list-style-type: none"> • Sometimes provides interventions across grade levels and collaborates with teachers/staff to support implementation • Sometimes collaborates with teachers/staff on appropriate intervention techniques • Sometimes provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment 	<ul style="list-style-type: none"> • Routinely provides interventions across grade levels and collaborates with teachers/staff to support implementation • Regularly collaborates with teachers/staff on appropriate intervention techniques • Regularly provides teachers/staff with strategies to implement IEP accommodations/modifications within the classroom and school environment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Routinely monitors accommodations within the classroom setting and school environment for case management, students, and/or caseload • Advocates for on-going students' needs for accommodations within the general education setting
Bridges Therapy and Curriculum		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of the relationship between student needs and academic achievement • Rarely collaborates to write and executes therapy goals that clearly describe the relationship between student needs and academic achievement • Minimally incorporates standards and/or grade level curriculum and/or expectations into therapeutic activities 	<ul style="list-style-type: none"> • Demonstrates some knowledge of the relationship between student needs and academic achievement • Sometimes collaborates to write and executes therapy goals that clearly describe the relationship between student needs and academic achievement • Sometimes incorporates standards and/or grade level curriculum and/or expectations into therapeutic activities 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of the relationship between student needs and academic achievement • Regularly collaborates to write and executes therapy goals that clearly describe the relationship between student needs and academic achievement • Regularly incorporates standards and grade level curriculum/expectations into therapeutic activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Provides training to team members and staff on the relationship of occupational or physical therapy needs and the impact on academic achievement
Service/ Adaptations Recognizes Students Interests, Abilities, and Experiences		<ul style="list-style-type: none"> • Rarely crafts therapy sessions that embed students' interests, abilities, experiences, and backgrounds • Rarely incorporates interests into real-life applications • Minimally creates student learning experiences that are racially and culturally relevant • Modifications and adaptations are inconsistently executed 	<ul style="list-style-type: none"> • Sometimes crafts therapy sessions that embed students' interests, abilities, experiences, and backgrounds • Sometimes incorporates interests into real-life applications • Sometimes creates student learning experience that are racially and culturally relevant 	<ul style="list-style-type: none"> • Routinely crafts therapy sessions that embed students' interests, abilities, experiences, and backgrounds • Regularly incorporates interests into real-life applications • Regularly creates student learning experiences that are racially and culturally relevant • Modification and adaptations are consistently executed 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Provides student choices based on each student's individual experiences and needs for service
Therapist Modeling		<ul style="list-style-type: none"> • Instructs with minimal monitoring or regard to developmentally appropriate scaffolding, student comprehension, learning styles, or strengths • Instructions are unclear or disorganized • Rarely interact with students during modeling • (H) Rarely demonstrates strategies/interventions for caregivers to be carried out in the natural environment 	<ul style="list-style-type: none"> • Instructs with some monitoring or regard to developmentally appropriate scaffolding, student comprehension, learning styles, or strengths • Instructions are sometimes clear and organized • Instructions are given with some regard to the thought process behind them • Sometimes interacts with students during modeling • (H) Sometimes demonstrates strategies/interventions for caregivers to be carried out in the natural environment 	<ul style="list-style-type: none"> • Instructs with regular monitoring and regard to developmentally appropriate scaffolding, student comprehension, learning styles, or strengths • Instructions are clear, concise, and logically organized • Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles • Regularly interacts with students during modeling • (H) Consistently demonstrates strategies/interventions for caregivers to be carried out in the natural environment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Encourages students/caregivers to make deductions in order to explore the new concepts

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Instructional/ Therapeutic Techniques		<ul style="list-style-type: none"> Utilizes minimal variety of instructional/therapeutic techniques which rarely considers effective strategies for students with diverse abilities, language, and learning needs Rarely embeds instructional/therapeutic practices within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<ul style="list-style-type: none"> Sometimes attempts varied instructional/therapeutic techniques but is inconsistent for students with diverse abilities, language, and learning needs Returns to less effective instructional/therapeutic practices if something new does not work Sometimes embeds instructional/therapeutic practices within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional/therapeutic techniques that include effective strategies for students with diverse abilities, language, and learning needs Effective instructional/therapeutic practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) Consistently embeds instructional/therapeutic practices within and across routines, activities, and environments to provide contextually relevant learning opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating learning within least restrictive environments
Engaging Students		<ul style="list-style-type: none"> Uses minimal variety of therapy strategies to engage students and promote ongoing improvement Rarely demonstrates a pattern of flexibility in the use of materials and instruction that reflects the student's level of engagement; intentionality of instruction to improve student engagement is minimal Seldom takes overt action to re-engage students and/or increase student engagement during therapy sessions 	<ul style="list-style-type: none"> Uses some variety of therapy strategies to engage students and promote ongoing improvement Sometimes demonstrates a pattern of flexibility in the use of materials and instruction that reflects the student's level of engagement Sometimes takes overt action to re-engage students and/or increase student engagement during therapy sessions 	<ul style="list-style-type: none"> Uses an ample variety of therapy strategies to engage students and promote ongoing improvement Consistently demonstrates a pattern of flexibility in the use of materials and instruction that reflects the student's level of engagement; intentionality of instruction to improve student engagement is present Routinely takes overt action to re-engage students and/or increase student engagement during therapy sessions 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> Maximally engages all students on their caseload in learning
Consultation Collaboration		<ul style="list-style-type: none"> Few suggestions fit within the context of the child's total educational program or few can be delivered in the least restrictive environment Makes limited effort to obtain feedback from staff and/or give feedback Seldom updates consultation strategies using limited input from student performance, staff, and families May be critical, rigid, or ineffective in problem-solving Limited contact with related agencies, professionals, and/or physicians 	<ul style="list-style-type: none"> Some suggestions fit within the context of the child's total educational program and many can be delivered in the least restrictive environment Occasionally reviews interventions and obtains/gives staff feedback Occasionally updates consultation strategies based on student performance, staff, and family input Occasionally demonstrates effective problem-solving skills Makes some contact with related agencies, professionals, and/or physicians 	<ul style="list-style-type: none"> Suggestions consistently fit within the context of the child's total educational program and many can be delivered in the least restrictive environment Regularly reviews interventions and obtains/gives staff feedback Regularly updates consultation strategies as needed, based on student performance, staff, and family input Consistently demonstrates effective problem-solving skills Maintains regular contact with related agencies, professionals, and/or physicians 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Is a leader and resource to help solve problems and develop solutions for students related to consultation strategies
Relationships Between Therapist and Students		<ul style="list-style-type: none"> Therapist interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for the therapist (H) Works with the child, but minimally engages the caregiver 	<ul style="list-style-type: none"> Therapist-student interactions are generally appropriate Students exhibit only minimal respect for the therapist (H) Focuses on child and caregivers as individuals rather than as a dyad 	<ul style="list-style-type: none"> Therapist-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and therapist seeks input/advice on what is appropriate cultural norms for students outside of the therapist's culture Students exhibit respect for the therapist (H) Positions self to observe caregiver/child dyad and acts as a guide for the caregivers rather than a performer and promotes caregiver engagement with child and service provider(s) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Recognizes student contributions to the school community Creates an environment where students build relationships with the therapist, not just the therapist building relationships with students

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Behavior Monitoring and Response		<ul style="list-style-type: none"> • Student behavior is not monitored • Unaware of what students are doing • Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student’s dignity • (H) Limited coaching of caregiver response to behavior 	<ul style="list-style-type: none"> • Sometimes intervenes to redirect student behavior • May miss behaviors of some students • Attempts to respond to misbehavior, but with uneven results • (H) Some coaching of caregiver response to behavior 	<ul style="list-style-type: none"> • Alert to student behavior at all times • Monitoring is preventative and consistent • Response to misbehavior is appropriate and results in the desired behavior • Response is sensitive to students’ individual needs • (H) Ongoing coaching of caregiver response to behavior; provider models appropriate response to behavior 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Monitoring is subtle and preventative • Response to misbehavior is highly effective
Engaging Families		<ul style="list-style-type: none"> • Does not attempt to engage families in learning opportunities related to occupational and physical therapy services • Rarely builds relationships with families • Seldom seeks opportunities to learn about cultures, race, and backgrounds of families • Does not create a welcoming environment for families • (H) Rarely engages families in next steps for child’s learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K) 	<ul style="list-style-type: none"> • Attempts to engage families in learning opportunities related to occupational and physical therapy services • Builds relationships with some families, but not others • Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families • (H) Sometimes engages families in next steps for child’s learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K) 	<ul style="list-style-type: none"> • Routinely engages families in learning opportunities related to occupational and physical therapy services • Builds reciprocal relationships with most families and sees them as an asset in student learning • Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families • (H) Fully engages families in next steps for child’s learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Builds reciprocal relationships with all families and uses them as an asset in student learning • Works with families in the community outside the school
Use of Student Data		<ul style="list-style-type: none"> • Rarely collects data on student progress to plan for instruction • Rarely uses data to make changes in therapy sessions to assist the student to be successful • Rarely encourages students to participate in tracking data related to goals • Limited or no sharing or collaboration within teams to make decisions about next steps and possible need for modifications and accommodations • (H) Rarely uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments 	<ul style="list-style-type: none"> • Sometimes collects data on student progress to plan for instruction • Sometimes uses data to make changes in therapy sessions to assist the student to be successful • Sometimes encourages students to participate in tracking data related to goals • Some sharing of student work/performance and some collaboration within teams to make decisions about next steps and possible need for modifications and accommodations • (H) Sometimes uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments 	<ul style="list-style-type: none"> • Regularly collects data on student progress to plan for instruction • Routinely uses data to make changes in therapy sessions to assist the student to be successful • Student actively participates in tracking data related to therapy goals • Shares student work/performance and collaborates within teams to make decisions about next steps and possible need for modifications and accommodations • (H) Routinely uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role in assisting others to collect and analyze student data
Considers Need for Assistive Technology to Support Student Outcomes		<ul style="list-style-type: none"> • Does not use available assistive technology to support students goals and objectives or to increase level of student independence • Rarely considers both low and high tech options • Few or no attempts to educate stakeholders in proper and safe equipment/assistive technology use and maintenance • Few connections with outside equipment vendors, healthcare providers, or community agencies when it is needed or requested 	<ul style="list-style-type: none"> • Infrequently considers the need for assistive technology, or does not consistently evaluate need and effectiveness • Sometimes consider both low and high tech options • Makes some effort or attempts to educate staff and families in proper and safe equipment/assistive technology use and maintenance • Sometimes connects with outside vendors, healthcare providers, or community agencies, may need some assistance from other skilled staff 	<ul style="list-style-type: none"> • Considers the need for assistive technology, secures or make contacts for trials, and keeps data to evaluate effectiveness • Considers both low and high tech solutions • Regularly educates staff, students, and families in proper and safe equipment/assistive technology use and maintenance • Regularly connects with equipment vendors, healthcare providers, or community organizations to provide students with use of appropriate equipment when appropriate 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Writes grants, assists in fundraising, or other funding sources to acquire needed equipment • Trains other staff on the use of appropriate assistive technology

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Function of Technology Used in Therapy Sessions		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool during therapy session Rarely uses available technology to increase student's level of independence across school environments 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change during therapy session Sometimes uses available technology to increase student's level of independence across school environments 	<ul style="list-style-type: none"> Uses available technology to augment or modify instructional practices during therapy sessions Regularly uses available technology to increase student's level of independence across school environments 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single pathway to access and present information 	<ul style="list-style-type: none"> Offers students few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	Meets Proficient AND: <ul style="list-style-type: none"> Provides students with voice and choice about options for accessing and presenting information
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Learning environment is cluttered and materials are in disarray Learning environment arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Learning environment has some evidence of organization, and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to students and supports student learning Learning environment is neat, clean, and uncluttered; materials are readily available Learning environment is safe and the furniture and/or space arrangement is a resource for learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> Learning environment is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning Learning environment and materials are organized to maximize learning with all students
Expectations for Para-professionals		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Rarely uses support staff to promote student learning; does not develop specific plans for support staff with or without the teacher Delegates too much to the support staff Support staff are underutilized 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Sometimes uses support staff to promote student learning; specifically plans for the support staff with teacher Inconsistently clarifies and/or reinforces expectations of the support staff 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff Regularly uses support staff to promote student learning; specifically plans for the support staff with teacher Continuously clarifies and reinforces expectations of the support staff 	Meets Proficient AND: <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to classroom dynamics, instruction, and curriculum
Supervision of Therapy Assistant/Clinical Student		<ul style="list-style-type: none"> Does not provide appropriate supervision of PTA/COTA Delegate tasks beyond the assistant scope of practice, knowledge, or level of expertise PTA/COTA supervision is inconsistently documented in third party billing as assigned 	<ul style="list-style-type: none"> Supervision is provided, however it may not meet all the needs of the PTA/COTA Allows some service provision by the assistant without completely evaluating or training assistant to carry out the task 	<ul style="list-style-type: none"> Adheres to state license requirements for supervision of PTA/COTA Determines service competency of assistant and delegates interventions appropriately PTA/COTA supervision is consistently documented in third party billing as assigned 	Meets Proficient AND: <ul style="list-style-type: none"> Is a leader among peers regarding how to delegate and supervise PTAs/COTAs

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or content/grade level teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and collaborative across disciplines Works effectively and respectfully with colleagues in collaboration, PLCs, and/or content/grade level teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or content/grade level teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of services Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications to services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student/caregiver data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other OT/PT leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or clinical students in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Families receive information about students' progress or grades only at due process meetings, conferences, etc. Difficult for families to contact, or does not respond when contacted Reports mostly on student challenges, not on successes 	<ul style="list-style-type: none"> Families receive information about students' progress or grades on an occasional basis Information is available to families, but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about students' progress, so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school, program, and/or SPPS policies and procedures Inconsistently involved in required school/program events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school, program, and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school, program and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school/program events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school, program and/or district events
OT/PT Standards		<ul style="list-style-type: none"> Displays minimal professional judgment regarding confidentiality Inconsistently follows standards of ethical practice as it relates to American Occupational Therapy Association or American Physical Therapy Association standards of practice and state rules/regulations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in most situations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in all situations Consistently follows standards of ethical practice as it relates to American Occupational Therapy Association or American Physical Therapy Association standards of practice and state rules/regulations 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Promotes standards of ethical practice when working with colleagues Interrupts confidentiality breaches when necessary
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress Student records/special education files are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress Maintains student records/ special education files 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress and timelines Maintains accurate and up-to-date student records and special education files 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in developing systems to track student progress Mentors colleagues in effective and timely record keeping procedures
Due Process		<ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked) Inconsistent case management; sometimes takes lead to assure IEP/IFSP services are scheduled and delivered, minimal problem solving if issues arise Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs/IFSPs, and progress notes 	<ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs, goals, objectives) 	<ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives) Consistent and effective case management; regularly takes lead to assure IEP/IFSP services are scheduled and delivered, strategic problem solving if issues arise Due Process procedures are consistently followed Due dates are met for evaluations, IEPs/IFSPs, and progress notes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
Third Party Billing		<ul style="list-style-type: none"> Third party reimbursement documentation is incomplete or inaccurate 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete and mostly timely (as directed); reminders might be needed to complete billing records in a timely manner 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete, accurate, and timely (as directed) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring/coaching colleagues in third party billing
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: