

## **Rubric for Evaluating Colorado’s Specialized Service Professionals**

### *Definition of an Effective Occupational Therapist*

Effective Occupational Therapists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed specialized service professionals employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

**Quality Standard I: Occupational Therapists demonstrate mastery of and expertise in the domain for which they are responsible.**

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**Element a:** Occupational Therapists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

<p><b>There is <u>inadequate</u> evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bases services and/or specially designed instruction on a defensible progression of development.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands information related to theories or models of development in the areas of self-help skills, social participation, access to school environments &amp; activities, social emotional learning, manipulation, sensory &amp; emotional regulation and prevocational skills for students 3-21 years of age.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> References normal developmental skill sequences of the ages with which the therapist works.</li> <li><input type="checkbox"/> Articulates information related to theories or models of development in the areas of self-help skills, social participation, access to school environments &amp; activities, social emotional learning, manipulation, sensory &amp; emotional regulation and prevocational skills for students 3-21 years of age.</li> <li><input type="checkbox"/> Appropriately matches theories and models of development to the needs of specific students.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Routinely shares knowledge with students, families and other significant adults and/or professionals for the purpose of understanding normal development and theories or models of development in the areas of self-help skills, social participation, access to school environments &amp; activities, social emotional learning, manipulation, sensory &amp; emotional regulation and prevocational skills for students 3-21 years of age.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Teachers and other significant adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand information related to their student's developmental trajectory</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge at a district and/or state level.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Receiving occupational therapy services are actively involved in the learning environment with consideration for their individual skills and abilities.</li> </ul>
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**Element b:** Occupational therapists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

<p><b>There is inadequate evidence that the school occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable of barriers to student access to literacy, math and other content areas.</li> <li><input type="checkbox"/> Considers district/school adopted curriculum and Colorado academic standards.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accesses information regarding the district/school adopted curriculum and Colorado academic standards</li> <li><input type="checkbox"/> Identifies potential barriers to student access to literacy, math and other content areas.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works collaboratively with other professionals to reduce barriers to learning experienced by specific students within the learning environment.</li> <li><input type="checkbox"/> Links OT service provision to information regarding district/school adopted curriculum and Colorado academic standards</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports other professionals with strategies to reduce barriers and incorporate curriculum and standards.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in educational environment with reduction of identified barriers.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops materials to support professionals in using curriculum and standards to inform practice.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify new barrier/s in their educational environment when they arise.</li> </ul>
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**Element c:** Occupational therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows how to access relevant research.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is aware of the connection of current, relevant occupational therapy research which impacts student performance.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates knowledge from current occupational therapy research to meet individual needs of students.</li> <li><input type="checkbox"/> Collaborates in the training of school personnel regarding evidence based interventions.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of how to modify interventions based on student progress using evidence-based practices and research.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to the growth and dissemination of knowledge as related to the provision of occupational therapy services.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate measureable improvement in skill/s attainment due to intervention/s provided.</li> </ul>
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**Element d:** Occupational therapists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges system of care of the community, family and school and the impacts of student performance and growth.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in a system of care of the community, family and school and the impacts of student performance and growth.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively communicates with those who provide services to students in order to clarify each professional's responsibility in executing an intervention plan.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinates monitors and reassesses student performance in collaboration with the student, family and other professionals.</li> <li><input type="checkbox"/> Takes into account the effectiveness of occupational therapy intervention and modifies intervention as a result of collaboration.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates and/or facilitates local/state/national collaborations between school and community services for students.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate evidence of identifiable benefit/s as a result of community, home and/or school connection.</li> </ul>
<p><b>Element e:</b> Occupational therapists demonstrate knowledge of and expertise in their professions.</p>				

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is familiar with the domain of occupational therapy, including performance skills and patterns, activity demands and engagement in occupation, including a variety of contextual and environmental factors.</li> <li><input type="checkbox"/> Is familiar with all areas of occupation including activities of daily living, instrumental activities of daily living, education, work, play leisure, and social participation.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is familiar with the domain of occupational therapy, including performance skills and patterns, activity demands and engagement in occupation, including a variety of contextual and environmental factors.</li> <li><input type="checkbox"/> Is familiar with all areas of occupation including activities of daily living, instrumental activities of daily living, education, work, play leisure, and social participation.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes the domain of occupational therapy: client factors, student's performance skills and patterns, demands of the activity, and engagement in occupation considering a variety of contextual and environmental factors.</li> <li><input type="checkbox"/> Addresses all areas of occupation, directly or indirectly, based on the needs of the student: activities of daily living, instrumental activities of daily living, education, work, play, leisure, social participation.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fully and routinely explains the depth and breadth of occupational therapy domain to parents, students and other professionals.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain in simple, student-friendly terms why he/she is receiving occupational therapy.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates discussion of performance patterns (i.e. habits, routines, roles and rituals), and their impact on learning, into collaborations with teachers, students, parents and other educational professionals.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the definition of occupational therapy in simple, student-friendly terms and/or the positive benefits of occupational therapy.</li> </ul>
<p><input type="checkbox"/> Professional Practice is <b>Observable</b> during an observation of a session.</p> <p><input type="checkbox"/> Professional Practice is <b>Not Observable</b> during an observation of a session.</p>				
<p><b>Examples of Artifacts that may be used to provide evidence of performance:</b></p>		<p><b>Evidence of performance provided by artifact:</b></p>		
<p><input type="checkbox"/> Special education evaluation reports</p>				
<p><input type="checkbox"/> Educational plans (IFSP, IEP, 504, and other learning plans)</p>				
<p><input type="checkbox"/> Student work</p>				
<p><input type="checkbox"/> Intervention plans</p>				
<p><input type="checkbox"/> Students feedback</p>				
<p><input type="checkbox"/> Parent feedback</p>				
<p><input type="checkbox"/> Progress monitoring information</p>				
<p><input type="checkbox"/> Surveys of other educational personnel regarding collaboration with the OT</p>				
<p><input type="checkbox"/> Examples of research articles or other valid or reliable research-based sources</p>				
<p><input type="checkbox"/> Copies of programs/agendas/articles from therapist-provided workshops/presentations/submissions</p>				
<p><input type="checkbox"/> Copies of materials developed for intervention</p>				

<input type="checkbox"/>						
<input type="checkbox"/>						
Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> Specialized Service Professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
<b>Element b:</b> Specialized Service Professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.						
<b>Element c:</b> Specialized Service Professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
<b>Element d:</b> Specialized Service Professionals demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
<b>Element e:</b> Specialized Service Professionals demonstrate knowledge of and expertise in their professions.						
<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>						<b>Overall Rating for Standard I:</b> <div style="border: 1px solid black; background-color: #d9ead3; width: 100px; height: 20px; margin: 5px auto;"></div>
<b>Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>						
<b>Comments of person being evaluated. (Optional)</b>						

**Quality Standard II:** Occupational therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> Occupational therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of their role in collaborating with other professionals to provide safe environments and activities and promote accessibility for students they serve.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipates potentially hazardous situations and takes steps to prevent accidents.</li> <li><input type="checkbox"/> Models empathy and respect for diversity.</li> </ul>	<p><b>.. and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with other professionals to improve safety and accessibility to the school environment and activities.</li> <li><input type="checkbox"/> Ensures that services promote a student's sense of acceptance by peers and adults and promotes the student's positive self-concept.</li> </ul>	<p><b>.. and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works within the district to actively promote safety and accessibility of facilities and activities.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Visibly benefit from increased safety and accessibility in the educational environment.</li> </ul>	<p><b>.. and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serves as an occupational therapy representative on local district task forces, communities, or work groups to facilitate positive relationships and accessible learning environments.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share ideas for how to create an educational environment that is safe and accessible.</li> </ul>
<b>Element b:</b> Occupational therapists demonstrate respect for diversity within the home, school, and local and global communities.				

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socioeconomic, and culture on a student's development and attitudes.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respects and celebrates diversity/position of others.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands own position on matters of diversity and is willing to reflect on and change position as appropriate.</li> <li><input type="checkbox"/> Encourages others to understand and respect students with diverse abilities.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable of differences in ability, race, gender and religion.</li> <li><input type="checkbox"/> Guides others in providing a nurturing and positive learning environment for students.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage with therapists in designing interventions that reflect respect for their diverse needs and backgrounds.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in the development of local district policies to promote respect and understanding of student with diverse abilities.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in or lead diversity awareness activities in their educational setting.</li> </ul>
<p><b>Element c:</b> Occupational therapists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.</p>				



<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has high expectations for all students.</li> <li><input type="checkbox"/> Considers student's strengths and interests.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges students strengths and interests.</li> <li><input type="checkbox"/> Individualizes student's service intervention plan based on unique developmental needs of each student.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports/collaborates with other professionals regarding student's unique strengths and developmental needs to support teacher's differentiated instruction across the student's day.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in the development of materials to support collaborative instruction of developmentally appropriate activities.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate their strengths, interests and background.</li> </ul> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand students as individuals with unique strengths and weaknesses.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents to the school, community, district and/or national groups regarding implementation of strategies to support diverse learners.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support students based on the knowledge of a student's unique strengths and weaknesses.</li> </ul>
<p><b>Element d:</b> Occupational therapists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.</p>				

<p><b>There is inadequate evidence that The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapts communication to reflect diverse learners.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the need to adapt communication to reflect the unique characteristics and backgrounds of the audience.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with and solicits information from student, other professionals and parents to understand all of a student's unique learning needs.</li> <li><input type="checkbox"/> Communicates information and ideas in a format appropriate for diverse audience including the use of interpreters as appropriate.</li> <li><input type="checkbox"/> Demonstrates active listening skills.</li> <li><input type="checkbox"/> Treats others with respect.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with colleagues to improve their understanding of and ability to communicate with diverse audiences.</li> <li><input type="checkbox"/> Fosters a relationship with families and other professionals that support sharing and initiation of communication related to student needs.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feel comfortable communicating with the occupational therapist.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops materials/resources for occupational therapists to share with families and other professionals to facilitate effective communication related to student needs.</li> </ul> <p style="text-align: center;"><i>Or</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates translation of materials/resources into other languages for occupational therapists to share with families of diverse linguistic backgrounds.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate with providers to discuss student/family needs and information that may impact student learning.</li> </ul>
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**Element e:** Occupational therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modifies services in ways that reflect an understanding of appropriate and effective behavioral strategies.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of several appropriate behavioral interventions to support student learning.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluidly modifies and/or adjusts services in response to student needs and behaviors.</li> <li><input type="checkbox"/> Collaboratively provides environmental-based strategies to support student behavior.</li> <li><input type="checkbox"/> Modifies own schedule based on student need within a school environment.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modifies own schedule to manage competing demands of multiple job responsibilities/schools/districts.</li> <li><input type="checkbox"/> Shares knowledge of how to support positive student behavior with other occupational therapy colleagues.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positively interact in their learning environment.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates/co-facilitates trainings to increase school, district and/or parent knowledge of relevant interventions that support positive student behavior and learning.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with school staff regarding changes needed to respond to a dynamic school environment.</li> </ul>
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Professional Practice is **Observable** during an observation of a session.  
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Consultation notes-student notes	
<input type="checkbox"/> Consultation notes-professional notes	
<input type="checkbox"/> Task force documents	
<input type="checkbox"/> Training handouts	
<input type="checkbox"/> Documentation of examples of adapted equipment	
<input type="checkbox"/> Documentation of examples of environmental adaptations	
<input type="checkbox"/> Materials and/or resources developed by the OT	
<input type="checkbox"/> Documentation of parent communication	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> Specialized Service Professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.						

<b>Element b:</b> Specialized Service Professionals demonstrate respect for diversity within the home, school, and local and global communities.							
<b>Element c:</b> Specialized Service Professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.							
<b>Element d:</b> Specialized Service Professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.							
<b>Element e:</b> Specialized Service Professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.							
<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>		<b>Overall Rating for Standard II:</b> <div style="background-color: #d9ead3; width: 200px; height: 20px; margin: 5px 0;"></div>					
<b>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>  							
<b>Comments of person being evaluated. (Optional)</b>  							

Quality Standard III: Occupational therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> Occupational therapists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
<p><b>There is inadequate evidence that he occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is aware of standards, regulations and laws that impact occupational therapy practice in the educational setting.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes occupational therapy scope of practice in the educational environment.</li> <li><input type="checkbox"/> Attempts to make decisions based on federal and state laws and regulation and local policy that impact school-based occupational therapy practice.</li> <li><input type="checkbox"/> Attempts to make decisions based on academic standards and district's organized plan of instruction.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with individual timelines for: <ul style="list-style-type: none"> <li>-state and federal legislation</li> <li>-local regulations and procedures</li> <li>-best practice guidelines.</li> </ul> </li> <li><input type="checkbox"/> Integrates academic standards and district's organized plan of instruction into services supporting the individual needs of students.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures compliance of local, state, and federal policies through: <ul style="list-style-type: none"> <li>-collaboration with general education and special education colleagues, other significant adults and families</li> </ul> </li> <li><i>and</i></li> <li>- participating in clarification, developing and implementing activities with regards to IEP, IFSP or 504 plan development.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share their learning goals in simple, student-friendly ways that are developmentally appropriate.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists other staff with interpretation of regulations and policies that impact student with disabilities and development and implementation of IEP, IFSP or 504 plan.</li> <li><input type="checkbox"/> Develops training materials and/or mentors to support other occupational therapist and/or professional's knowledge of federal or state laws, regulation, or procedures, academic standards and/or their district's organized plans of instruction and the individual needs of students.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in the development of their learning goals.</li> </ul>
<b>Element b:</b> Occupational therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				

**Commented [user1]:** Ask Courtney and Jean- how we would measure? Do we have to keep a student outcome here? Would be difficult for some of our significant need and preschool students to accomplish.

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses evaluation data to inform occupational therapy services delivery and specialized instruction.</li> <li><input type="checkbox"/> Uses evaluation data to guide development of goals/objectives and/or develop relevant accommodations and modifications.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completes and documents occupational therapy evaluation results.</li> <li><input type="checkbox"/> Consults with teachers, students and parents regarding student strengths and needs.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selects appropriate evaluation tools that match student and educational team needs to gather and support student's ability to participate in educational settings.</li> <li><input type="checkbox"/> Effectively determines occupational therapy service needs based on evaluation data and educational team discussion.</li> <li><input type="checkbox"/> Identifies and understands occupations the student wants to and needs to perform.</li> <li><input type="checkbox"/> Appropriately interprets and shares evaluation data with team.</li> <li><input type="checkbox"/> Facilitates the transition of discontinuing of OT services in collaboration with IEP team when appropriate.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates keen insightful evaluation and reporting skills.</li> <li><input type="checkbox"/> Assesses environments in which student occupation occurs.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Confer with therapist regarding their needs within the educational environment.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops data collection and assessment tools that others find useful and effective.</li> <li><input type="checkbox"/> Advocates for the acquisition and use of current assessment tools and processes.</li> </ul> <p style="text-align: center;"><i>and/or</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in developing their own data collection tools for goal progress, alongside the therapist, in a way that is meaningful for the student and when developmentally appropriate.</li> </ul>
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**Element c:** Occupational therapists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of modification of services plan based on student response.</li> <li><input type="checkbox"/> Maintains appropriate student data and/or documentation.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares goals of occupational therapy service with students.</li> <li><input type="checkbox"/> Employs a variety of service strategies.</li> <li><input type="checkbox"/> Understands services must be appropriate for a student's age, grade, ability level, and interests.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examines effectiveness of specially designed instruction and modifies plans as needed to support student participation.</li> <li><input type="checkbox"/> Ensures intervention plan, services and progress monitoring data meet timelines, formats and standards required by federal, state and district policies.</li> <li><input type="checkbox"/> Supports transition planning for student through data sharing and collaboration.</li> <li><input type="checkbox"/> Adapts and modifies the environment including training instructional staff as needed to ensure student participation.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates consistent energy and enthusiasm for providing services and/or specially designed instruction.</li> <li><input type="checkbox"/> Demonstrates innovative and unique occupation-based services.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in monitoring progress toward their goals/objectives.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads collaborative, long-term and/or project-based interventions in the classroom and/or at the school and/or district level.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seek opportunities to demonstrate their successes across environments.</li> </ul>
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**Element d:** Occupational therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p><b>There is inadequate evidence that The school based occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes available technology supports as determined by the educational team.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks supports to develop appropriate technology accommodations for diverse learners with diverse needs.</li> <li><input type="checkbox"/> Utilizes technology supports as determined by the educational team.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops/recommends low or lite technology accommodations as needed to support student participation in learning.</li> <li><input type="checkbox"/> Selects available assistive technology to support student participation in the educational setting based on evaluation data and collaboration with the educational team.</li> </ul>	<p><b>... and</b></p> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with the occupational therapist regarding changes needed to support student's participation through use of technology.</li> <li><input type="checkbox"/> Support student use of assistive technology in the classroom.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use assistive technology/ accommodations to support their own learning and participation in the classroom.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with school staff regarding assistive technology changes needed to respond to a dynamic school environment.</li> </ul>
<p><b>Element e:</b> Occupational therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.</p>				
<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets student expectations/goals at a level that challenges students.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets student expectations/goals at a level that challenges students.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets student expectations considering qualities needed for independence in school or community (executive functioning, problem-solving, self-advocacy, etc).</li> <li><input type="checkbox"/> Develops goals ensuring that students are working toward high expectations in collaboration with the educational team.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strive to achieve expectations set by therapist and the educational team.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for use of modifications and accommodations across environments.</li> </ul>



<b>Element f:</b> Occupational therapists communicate effectively with students.				
<p><b>There is inadequate evidence that The school based occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds rapport with students.</li> <li><input type="checkbox"/> Models effective communication skills for students.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds rapport with students.</li> <li><input type="checkbox"/> Models effective communication skills for students.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides positive feedback to student on his/her performance.</li> <li><input type="checkbox"/> Provides specific, immediate feedback to student on his/her performance.</li> <li><input type="checkbox"/> Modifies communication based on student, emotional and ability level.</li> </ul>	<p><b>.. and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with colleagues to improve understanding of and ability to communicate with students who have diverse needs.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate a positive rapport evident during occupational therapist/student interactions.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate a respectful and sensitive approach to other students and teachers.</li> </ul>
<b>Element g:</b> Occupational therapists develop and/or implement services and/or specially designed instruction unique to their professions.				

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selects activities that prepare students for engagement in the least restrictive environment.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selects activities that prepare students for engagement in the least restrictive environment.</li> <li><input type="checkbox"/> Conducts activity/task analysis to understand the skills needed for a student to engage in an activity.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively implements activities that prepare students for engagement in the least restrictive environment.</li> <li><input type="checkbox"/> Uses a variety of approaches deliver services to meet student needs, including establishing new skills, maintaining previous skills, modifying the activity and environments and/or providing accommodations, and preventing further disability or establishing safety.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transfer activities learned in out-of-context settings to least restrictive environment or context.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides services that support all stakeholders in the educational setting: individual students, teachers or parents, schools, district, and the community.</li> </ul>
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Professional Practice is **Observable** during an observation of a session.  
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/>	
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Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> Specialized Service Professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.						

<b>Element b:</b> Specialized Service Professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.							
<b>Element c:</b> Specialized Service Professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.							
<b>Element d:</b> Specialized Service Professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.							
<b>Element e:</b> Specialized Service Professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.							
<b>Element f:</b> Specialized Service Professionals communicate effectively with students.							
<b>Element g:</b> Specialized Service Professionals develop and/or implement services and/or specially designed instruction unique to their professions.							
<b>0 to 5 Total Points = Not Evident</b>	<b>Overall Rating for Standard III:</b> <div style="border: 1px solid black; width: 200px; height: 20px; background-color: #d9ead3; margin: 10px auto;"></div>						
<b>6 to 11 Total Points = Partially Proficient</b>							
<b>12 to 17 Total Points = Proficient</b>							
<b>18 to 23 Total Points = Accomplished</b>							
<b>24 to 28 Total Points = Exemplary</b>							
<b>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>							
<b>Comments of person being evaluated. (Optional)</b>							

Quality Standard IV: <i>Occupational therapists reflect on their practice.</i>				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> Occupational therapists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of knowing how to support educationally relevant student outcomes.</li> <li><input type="checkbox"/> Has attempted to collect, analyze and uses student data to inform services and/or specialized instruction.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges the need to evaluate effectiveness of occupational therapy services.</li> <li><input type="checkbox"/> Articulates techniques for evaluating effectiveness of occupational therapy services.</li> <li><input type="checkbox"/> Monitors and documents student progress.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selects outcome measures related to the student's ability to engage in occupations at school.</li> <li><input type="checkbox"/> Monitors and documents student progress accurately, persistently and reliably.</li> <li><input type="checkbox"/> Synthesizes data on student progress and current research to design and inform future actions.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates leadership in collecting, interpreting and reporting student outcome data within multi-disciplinary teams.</li> <li><input type="checkbox"/> Creates/uses professional monitoring tools and trains colleagues in their use.</li> </ul>	<p>... and</p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Publishes an efficacy study or case study in a publication from a professional organization or a peer-reviewed journal.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents an efficacy study or case study at a professional conference.</li> </ul>
<b>Element b:</b> Occupational therapists link professional growth to their professional goals.				

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.</li> <li><input type="checkbox"/> Completes required professional development.</li> <li><input type="checkbox"/> Understands which professional development activities will help to address student and school needs.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a professional development plan that builds on strengths and addresses areas in need of improvement.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in relevant continuing education for professional development and related to professional goals to ensure best practice.</li> <li><input type="checkbox"/> Demonstrates self-awareness and openness to feedback from others about own practice.</li> <li><input type="checkbox"/> Seeks opportunities to improve practice to positively impact student performance.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiates and actively seeks opportunities to process and share new knowledge.</li> <li><input type="checkbox"/> Uses data from self-assessment, feedback from teachers, parents and students and performance appraisal to select professional development activities.</li> <li><input type="checkbox"/> Develops and follows a long-term (3-5 year) written professional development plan.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports other staff to reflect on their practice, develop professional development plans and/or obtain feedback from teachers, parents and students.</li> </ul>
<p><b>Element c: Occupational therapists respond to complex, dynamic environments.</b></p>				
<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Considers new ideas to improve services and/or specialized instruction.</li> <li><input type="checkbox"/> Responds to policies and practices that impact student learning and OT student delivery in complex dynamic environments.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is developing ability to prioritize competing demands within a single school/district/multiple districts.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively prioritizes competing demands within a single school/district/multiple districts.</li> <li><input type="checkbox"/> Responsive to needs of students, parents and teachers.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works to align student, teacher and parent priorities.</li> <li><input type="checkbox"/> Acts as an agent of change for the department and/or the LEA.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acts as an agent of change within the community and/or OT profession.</li> </ul>
<p><b>Examples of Artifacts that may be used to provide evidence of performance:</b></p>		<p><b>Evidence of performance provided by artifact:</b></p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention plans and notes</li> </ul>				

<input type="checkbox"/> Student work samples and data sheets																																													
<input type="checkbox"/> Professional development activity log																																													
<input type="checkbox"/> Formal or informal publication																																													
<input type="checkbox"/> School-wide presentation to parent community																																													
<input type="checkbox"/> In-service presentation to teachers																																													
<input type="checkbox"/> Conference program from local, state or national conference																																													
<input type="checkbox"/> Self-assessment																																													
<input type="checkbox"/> Example of monitoring tools																																													
<input type="checkbox"/> Professional growth plan																																													
<input type="checkbox"/> Peer review documentation																																													
<input type="checkbox"/> IEP document																																													
<input type="checkbox"/> Working documents from LEA, state or national task forces, committees and/or workgroups																																													
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<b>Comments of person being evaluated. (Optional)</b>																																													

**Quality Standard V:** Occupational therapists demonstrate collaboration, advocacy and leadership.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> Occupational therapists collaborate with internal and external stakeholders to meet the needs of students.				
<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with families and colleagues</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an awareness of the need to collaborate with colleagues, parents and/or outside professionals by initiating and/or responding to requests for communication.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently initiates and responds needs of colleagues, parents and/or outside professionals.</li> <li><input type="checkbox"/> Integrates collaboratively shared information into services to benefit the student.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitates collaboration between school-based occupational therapist and private practice therapists or other providers in order to further occupational therapy services provided within the least restrictive environment.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in interagency projects and/or research and/or district, state or national policy development.</li> </ul>
<b>Element b:</b> Specialized Service Professionals advocate for students, families, and schools.				

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the scope of OT practice in the schools, including philosophy, principles, theories, and practice concepts.</li> <li><input type="checkbox"/> Is aware of the standards, regulations, and laws that impact school-based practice.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays awareness of the goals of the district, department and school.</li> <li><input type="checkbox"/> Demonstrates awareness of school-based practice and philosophy.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for the profession by articulating information about school-based OT practice and philosophy.</li> <li><input type="checkbox"/> Abides by local district standards and American Occupational Therapy Association Standards of Practice.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and implements educational programs for department and/or school staff which advocate for the needs of the students and furthers the professional practice.</li> </ul> <p><b>Students:</b></p> <p>Recognize and advocate for their needs as developmentally appropriate across school and/or home or community environment.</p>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for curricular, school climate and service improvements.</li> <li><input type="checkbox"/> Demonstrates professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, OTAC, advocacy organizations).</li> </ul>
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**Element c: Occupational therapists demonstrate leadership in their educational setting(s).**

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes opportunities to develop leadership skills.</li> <li><input type="checkbox"/> Supports school goals and initiatives.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes occupation-based approaches to school teams for the purpose of improving student outcomes.</li> <li><input type="checkbox"/> Establishes and maintains productive and respectful relationships with colleagues.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues.</li> <li><input type="checkbox"/> Participates in developing and/or implementing the goals and priorities outlines in the district and department plans.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge through mentorship of colleagues</li> <li><input type="checkbox"/> Confers with school administrators and/or supervisors to improve OT professional development and student learning conditions.</li> <li><input type="checkbox"/> Assumes additional duties and/or leadership roles in the department and/or school(s).</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists other staff with interpretation of regulations and policies that impact school-based OT.</li> <li><input type="checkbox"/> Guides others to develop professional goals and skills.</li> </ul>
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**Element d: Occupational therapists contribute knowledge and skills to educational practices and their profession.**



<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is willing to share expertise with colleagues.</li> <li><input type="checkbox"/> Understands the importance of supporting colleagues.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge of student's occupational performance within the context of IEP meetings.</li> <li><input type="checkbox"/> Contributes to discussions linking student strengths and needs to practices which support student growth.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge of student's occupational performance strengths and needs in IEP meetings, and/or during consultation, and/or in writing.</li> <li><input type="checkbox"/> Leads discussions linking student strengths and needs to practices that support student growth.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in district-wide decision-making processes that impact the schools.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for occupational therapists inclusion in educational reform/decision making processes.</li> </ul>
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**Element e: Occupational therapists demonstrate high ethical standards.**

<p><b>There is inadequate evidence that the occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality of student records as required by law.</li> <li><input type="checkbox"/> Understands the need to hold high standards for himself/herself and others.</li> <li><input type="checkbox"/> Adheres to standards of professional practice.</li> </ul>	<p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.</li> <li><input type="checkbox"/> Accepts responsibility for actions and decisions that affect student outcomes.</li> <li><input type="checkbox"/> Shows respect for the dignity, privacy, and confidentiality of students and families.</li> <li><input type="checkbox"/> Has knowledge of processes and procedures for reporting unsafe practices or unethical situations.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality of students and fellow colleague interactions as well as student and personal data.</li> <li><input type="checkbox"/> Uses professional Code of Ethics and Standards of Practice, and applicable state laws and regulations to guide ethical decision making in school-based practice.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages colleagues to uphold high ethical standards.</li> <li><input type="checkbox"/> Models respect for the dignity, privacy, and confidentiality of others within the working environment.</li> </ul>	<p><b>... and</b></p> <p><b>The occupational therapist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assesses, clarifies, and helps resolve incidents which are potential violations of ethical and regulatory guidelines according to the profession's ethical principles and core values.</li> <li><input type="checkbox"/> Contributes to the development of departmental policies and protocols related to ethics.</li> </ul>
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Records of advocacy activities	
<input type="checkbox"/> Documentation of leadership service on teams, task forces, and committees	
<input type="checkbox"/> Departmental policies and protocols	
<input type="checkbox"/> Documentation of interagency projects	
<input type="checkbox"/> Occupational Therapy Standards of Practice	
<input type="checkbox"/> Occupational Therapy Code of Ethics	
<input type="checkbox"/> IEP, IFSP, RTI documents	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> Specialized Service Professionals collaborate with internal and external stakeholders to meet the needs of students.							
<b>Element b:</b> Specialized Service Professionals advocate for students, families and schools.							
<b>Element c:</b> Specialized Service Professionals demonstrate leadership in their educational setting(s).							
<b>Element d:</b> Specialized Service Professionals contribute knowledge and skills to educational practices and their profession.							
<b>Element e:</b> Specialized Service Professionals demonstrate high ethical standards.							

<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>	<b>Overall Rating for Standard V:</b> <div style="border: 1px solid black; background-color: #d9ead3; width: 100px; height: 20px; margin: 5px auto;"></div>
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**Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.**

**Comments of person being evaluated. (Optional)**