2015-16 Rubric for Evaluating Colorado's Specialized Service Professionals: *Occupational Therapists Simulation*

Definition of an Effective Occupational Therapist

Effective occupational therapists are vital members of the education team. They are properly credentialed and have knowledge of federal and state laws, evidence-based practices in educational settings and student occupational performance. Effective occupational therapists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective occupational therapists assist students in accessing academic instruction, environmental adaptations and meaningful activities through skill acquisition, environmental adaptations and educational accommodations and modifications. They provide collaborative and focused evaluations, determination of services based on student performance, service plan development and progress monitoring in the educational context. Effective occupational therapists have a deep understanding on the interconnectedness of the home, school and community. Through reflection, advocacy and leadership, they enhance the academic achievement and personal/social/physical development of their students.

QUALITY STANDARD I
Occupational therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE OCCUPATIONAL THERAPIST: ✓ Understands the relevance of normal developmental skill sequences to their work.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Bases services and/or specially designed instruction on an understanding of developmental science.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Appropriately plans services to the needs of specific students based on knowledge of developmental science.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ✓ Understand information related to their student's developmental trajectory.	. . . and **SIGNIFICANT ADULTS:** ✓ Provide challenging learning activities representing appropriate developmental levels with the support of the occupational therapist.

QUALITY STANDARD I

Occupational therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE OCCUPATIONAL THERAPIST: ✓ Identifies potential barriers to student access to academic and non-academic content areas.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Designs services and/or specially designed instruction based on district/school adopted curriculum and Colorado academic standards.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Reduces barriers to learning experienced by individual students within the learning environment.	. . . and **STUDENTS:** ✓ Engage in the educational environment at their developmental level as a result of a reduction of barriers to learning.	. . . and **STUDENTS:** ☐ Identify and participate in resolving barriers to learning in the educational environment.
ELEMENT C: Occupational therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE OCCUPATIONAL THERAPIST: ✓ Accesses research-based practices.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Identifies current occupational therapy research relevant to student performance.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Incorporates knowledge from current research to meet individual needs of students. ✓ Collaborates in the training of school personnel regarding evidence based interventions.	. . . and **STUDENTS:** ✓ Use a variety of research-based/evidence-based tools and strategies in learning.	. . . and **SIGNIFICANT ADULTS:** ✓ Use a variety of research-based tools and strategies to support student learning.

QUALITY STANDARD I

Occupational therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Occupational therapists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE OCCUPATIONAL THERAPIST: ✓ Has knowledge of the system of care including the family, school and/or community.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Participates in a system of care for students, which include the family, school and/or community and their impact on student learning outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Coordinates information from families and significant adults with other professionals who provide services to the student.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ✓ Partner with educational team for the benefit of the student.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ✓ Seek occupational therapist's assistance to find resources and services to support student needs.
ELEMENT E: Occupational therapists demonstrate knowledge of and expertise in their professions.				
THE OCCUPATIONAL THERAPIST: ✓ Is familiar with the standards and domain and process of occupational therapy.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Is knowledgeable about the domain and process of occupational therapy practice including philosophy and practice concepts.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Plans and implements occupational therapy services in accordance with nationally recognized professional practice.	. . . and **STUDENTS:** ✓ Participate in services that are in accordance with the domain and process of occupational therapy.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ✓ Express understanding of the purpose of educationally-related occupational therapy services and the benefits of such services.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE OCCUPATIONAL THERAPIST: ✓ Understands the importance of a safe, accessible environment in which students experience a caring relationship.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Anticipates potentially hazardous situations and takes steps to prevent accidents.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Collaborates with other professionals to improve safety and accessibility to the school environment. ✓ Provides a caring relationship for each student.	. . . and **STUDENTS:** ✓ Safely access targeted school environment(s).	. . . and **SIGNIFICANT ADULTS:** ☐ With the support of the occupational therapist, provide students with opportunities or strategies to engage in the development of positive peer relationships.
ELEMENT B: Occupational therapists demonstrate respect for diversity within the home, school and local and global communities.				
THE OCCUPATIONAL THERAPIST: ✓ Understands the importance of respect for student diversity.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Understands the importance of equal access to programs and facilities for all students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Respects diversity in home and community and educates others about disability awareness and the importance of inclusion.	. . . and **STUDENTS AND FAMILIES:** ✓ Feel respected by the therapist.	. . . and **STUDENTS:** ✓ Respect the background of fellow students.

QUALITY STANDARD II

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Occupational therapists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE OCCUPATIONAL THERAPIST: ✓ Identifies each student's strengths, interests and needs.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Establishes priorities and goals based on unique student interests, strengths and needs.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Modifies interventions to reflect unique student interests, strengths and needs.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ✓ Understand the importance of students' unique interests, strengths and needs in achieving goals.	. . . and **STUDENTS:** ✓ Expand participation in the learning environment based on their strengths and interests.
ELEMENT D: Occupational therapists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE OCCUPATIONAL THERAPIST: ✓ Understands the importance of clear, constructive communications.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Establishes effective communications with students, families and other significant adults.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Uses a variety of methods to communicate with students, families and other significant adults to promote sharing of pertinent information.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ✓ Feel comfortable communicating and interacting with the occupational therapist.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ✓ Appropriately share relevant information that may impact student performance with an understanding of confidentiality.

QUALITY STANDARD II

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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.				
THE OCCUPATIONAL THERAPIST: ✓ Provides expectations that guide student behavior.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Modifies services in response to student behavioral needs.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Collaboratively creates an accessible learning environment with expectations for student behavior that maximize use of service time with student.	. . . and **STUDENTS:** ✓ Abide by established expectations during therapeutic activities.	. . . and **STUDENTS:** ☐ Demonstrate, with the support of the occupational therapist, behaviors that positively contribute to increased participation in school.

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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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: 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.				
THE OCCUPATIONAL THERAPIST: ✓ Is aware of standards, regulations and laws that impact occupational therapy practice in the educational setting.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Complies with timelines for state and federal legislation and local regulations and procedures.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Ensures documentation is aligned with federal and state laws and district policies and/or procedures. ✓ Collaborates in the development of measureable student goals based on Colorado academic standards.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Understand that the nature the services provided are determined by state and federal laws and budgetary issues.	. . . and **STUDENTS AND/OR SIGNIFICANT ADULTS:** ☐ Participate in the development of student learning goals.

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Occupational therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE OCCUPATIONAL THERAPIST: ✓ Uses findings from program evaluation data to inform occupational therapy service delivery and specialized instruction.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Selects and/or uses formal and informal assessments for evaluation of services. ✓ Assesses environments in which student occupation occurs.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Determines occupational therapy service needs based on evaluation data and educational team discussion. ✓ Appropriately interprets and shares evaluation data with team.	. . . and **STUDENTS:** ☐ Contribute to the data collection process by identifying data sources and/or information relevant to them.	. . . and **SIGNIFICANT ADULTS:** ☐ Participate in the evaluation process with the support of the occupational therapist.
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.				
THE OCCUPATIONAL THERAPIST: ✓ Maintains student data and/or documentation to plan services.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Establishes and adapts service delivery model based on individual needs of students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Provides services in alignment with individual education programs based on the integration of multiple data sources. ✓ Facilitates the transition or exit process in collaboration with the educational team.	. . . and **STUDENTS:** ✓ Participate in educationally challenging activities based on therapist's use of evaluation findings.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ☐ Practice skills, based on evaluation findings and student needs, in their home and school environment.

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Occupational therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE OCCUPATIONAL THERAPIST: ✓ Uses appropriate available technology supports as determined by the educational team. ✓ Uses appropriate available technology to facilitate access to education.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Supports the use of appropriate available technology to maximize student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Selects, recommends and trains teachers to use assistive technology or adaptive equipment to support student participation in the educational setting.	. . . and **STUDENTS:** ☐ Express preferences for appropriate available adaptive equipment and/or technology verbally or non-verbally based on participation and ease of use.	. . . and **STUDENTS:** ☐ Use appropriate available assistive technology/ adaptive equipment to support their learning and participation in the classroom.
ELEMENT E: Occupational therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE OCCUPATIONAL THERAPIST: ✓ Communicates high expectations for all students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Sets individual student expectations/goals at a level that challenges students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Collaborates with the educational team to develop goals ensuring that students are working toward high expectations. ✓ Identifies opportunities for students to practice self-advocacy with functional tasks.	. . . and **STUDENTS:** ✓ Respond positively to the therapist's expectations.	. . . and **STUDENTS:** ☐ Demonstrate problem solving skills to improve functional independence based on the students' developmental levels, skills and abilities.

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Occupational therapists communicate effectively with students.				
THE OCCUPATIONAL THERAPIST: ✓ Uses effective communication skills with students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Builds rapport with students. ✓ Allows time for student response and interaction. ✓ Provides positive feedback to student on performance.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Modifies communication based on student, emotional and ability level. ✓ Works with colleagues to improve understanding of and ability to communicate with students who have diverse needs.	. . . and **STUDENTS:** ✓ Engage in positive dialogue during services, which expand the therapists understanding of students' strengths, needs and interests.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ✓ Understand and follow written and oral instructions to assist in therapeutic activities.

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT G: Occupational therapists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE OCCUPATIONAL THERAPIST: ✓ Selects activities that prepare students for engagement in the least restrictive environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Conducts activity/task analysis to support the skills needed for a student to engage in an activity.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Interprets results from task analyses to identify barriers to accessing the educational environment and provide services to improve success. ✓ Uses a variety of service delivery approaches to meet student needs.	. . . and **STUDENTS AND SIGNIFICANT ADULTS:** ✓ Integrate recommendations to improve participation in the least restrictive environment.	. . . and **STUDENTS:** ✓ Participate in recommended occupational services based on their developmental level, skills and abilities.

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QUALITY STANDARD IV

Occupational therapists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE OCCUPATIONAL THERAPIST: ✓ Identifies methods and tools to collect student data.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Collects and uses student learning development and growth data to inform practice.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Analyzes a wide range of student data to design and implement services. ✓ Provides analyses based on expertise to the educational team.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Synthesizes data from multiple students to inform and drive future practices.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Creates innovative progress monitoring tools.
ELEMENT B: Occupational therapists link professional growth to their professional goals.				
THE OCCUPATIONAL THERAPIST: ✓ Uses performance feedback from supervisor and/or colleagues to improve practice. ✓ Completes required professional development.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Participates in professional development opportunities that support professional learning plan.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Develops a professional learning plan that builds on strengths and addresses areas in need of improvement.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Collects data on implementation of newly learned strategies and makes modifications to support student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Develops and follows a long-term written professional development plan.

QUALITY STANDARD IV

Occupational therapists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Occupational therapists respond to complex, dynamic environments.				
THE OCCUPATIONAL THERAPIST: ✓ Understands the complexity and dynamic nature of the work environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Seeks professional guidance to prioritize competing demands within the work environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Effectively prioritizes competing, demands within the work environment. ✓ Works to align student, teacher and parent priorities.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Recognizes and willingly responds to the fluid demands of the work environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Acts as an agent of change for the department and/or the LEA.

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QUALITY STANDARD V

Occupational therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Occupational therapists collaborate with internal and external stakeholders to meet the needs of students.				
THE OCCUPATIONAL THERAPIST: ✓ Identifies key stakeholders in the lives of students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Collaborates with other professionals to support progress towards student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Initiates professional dialogue with other school providers to gather various perspectives to meet the needs of students. ✓ Initiates and /or supports collaborative communication with families.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Integrates collaboratively shared information into services to benefit the student. ✓ Proactively shares own analyses of student needs with others.	. . . and **THE OCCUPATIONAL THERAPIST:** ☐ Establishes ongoing partnerships with external stakeholders to support the needs of students.
ELEMENT B: Occupational therapists advocate for students, families and schools.				
THE OCCUPATIONAL THERAPIST: ✓ Advocates for students.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Actively supports disability awareness at the school and district level.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Advocates for curricular, school climate and service improvements.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Plans and/or proposes educational programs for department and/or school staff which advocate for the needs of students.	. . . and **FAMILIES AND OTHER SIGNIFICANT ADULTS:** ☐ Have knowledge of how to access advocacy support and resources for the benefit of the student based on information provided by the occupational therapist.

QUALITY STANDARD V

Occupational therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Occupational therapists demonstrate leadership in their educational setting(s).				
THE OCCUPATIONAL THERAPIST: ✓ Accurately and appropriately defines occupational therapy services.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Recognizes opportunities to develop leadership skills.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Makes contributions from an occupational therapy perspective to school or district teams.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Provides leadership to school-based teams in order to maximize the skills and knowledge of colleagues. ✓ Shares knowledge through mentorship of colleagues.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Assists other staff with interpretation of regulations and policies that impact school-based occupational therapy. ☐ Confers with school administrators and/or supervisors to improve working and learning conditions. ☐ Assumes additional duties and/or leadership roles in the department and/or school(s).
ELEMENT D: Occupational therapists contribute knowledge and skills to educational practices and their profession.				
THE OCCUPATIONAL THERAPIST: ✓ Contributes knowledge and skills to the educational work of the school.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Shares knowledge of student's occupational performance within the context of IEP meetings.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Implements effective consultation strategies.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Develops consultative tools or programs to improve student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Advocates for occupational therapists inclusion in educational reform/decision making processes. ☐ Contributes to the development of the occupational therapy profession.

QUALITY STANDARD V

Occupational therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Occupational therapists demonstrate high ethical standards.				
THE OCCUPATIONAL THERAPIST: ✓ Maintains confidentiality of student records as required by law. ✓ Upholds the professional Code of Ethics and Standards of Practice for Occupational Therapy.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Accepts responsibility for actions and decisions that affect student outcomes.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Follows district procedures for reporting unsafe or unethical practices.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Models respect for the dignity, privacy and confidentiality of others within the working environment.	. . . and **THE OCCUPATIONAL THERAPIST:** ✓ Promotes ethical standards of practice in the school and/or district teams.

Evaluator Comments: *(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*	*Comments of Person Being Evaluated:* *(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for Occupational Therapists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:
Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Assessment tools and evaluation findings
- Behavioral expectations for OT sessions
- Communications with other staff, families
- Consultation notes-student notes
- Consultation notes-professional notes
- Consultation strategies and tools
- Copies of agendas/articles from therapist-provided workshops/presentations
- Copies of materials developed for intervention
- Departmental policies and protocols
- Documentation of examples of adapted equipment
- Documentation of examples of environmental adaptations
- Documentation of interagency projects
- Documentation of leadership service on teams, task forces and committees
- Documentation of parent communication
- Educational plans (IFSP, IEP, 504 and other learning plans)
- Example of monitoring tools
- Examples of research articles or other valid or reliable research-based sources
- IDEA/NCLB Document Reference
- Intervention plans and notes
- Inventory of student needs, strengths and interests.
- Laws, policies, procedures from all levels
- Materials and/or resources developed by the OT
- Occupational Therapy Standards of Practice
- Occupational Therapy Code of Ethics
- Parent/family feedback
- Peer review documentation
- Presentations
- Professional development activity log
- Professional growth plan
- Progress monitoring information
- Records of advocacy activities
- Self-assessment
- Special education evaluation reports
- Standards of Practice for Occupational Therapy
- Student feedback
- Student work samples and data sheets
- Surveys of other educational personnel regarding collaboration with the OT
- Training handouts
- Working documents from LEA, state or national task forces, committees and/or workgroups