

Rubric for Evaluating Colorado’s Specialized Service Professionals: Occupational Therapists

Definition of an Effective Occupational Therapist

Effective school 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 school 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 <input type="checkbox"/> Understands the relevance of normal developmental skill sequences to their work.	... and THE OCCUPATIONAL THERAPIST <input type="checkbox"/> Bases services and/or specially designed instruction on an understanding of developmental science.	... and THE OCCUPATIONAL THERAPIST <input type="checkbox"/> Appropriately plans services to the needs of specific students based on knowledge of developmental science.	... and STUDENTS AND/OR FAMILIES <input type="checkbox"/> Understand information related to their student’s developmental trajectory.	... and STUDENTS <input type="checkbox"/> Engage in challenging learning activities representing appropriate developmental levels.
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 <input type="checkbox"/> Identifies potential barriers to student access to academic and non-academic content areas.	... and THE OCCUPATIONAL THERAPIST <input type="checkbox"/> Designs services and/or specially designed instruction based on district/school adopted curriculum and Colorado academic standards.	... and THE OCCUPATIONAL THERAPIST <input type="checkbox"/> Reduces barriers to learning experienced by individual students within the learning environment.	... and STUDENTS: <input type="checkbox"/> Are engaged in the educational environment as a result of a reduction of barriers to learning.	... and STUDENTS: <input type="checkbox"/> Identify and participate in resolving barriers to learning in the educational environment.

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 c: Occupational therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accesses research-based practices. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies current occupational therapy research relevant to student performance. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates knowledge from current research to meet individual needs of students. <input type="checkbox"/> Collaborates in the training of school personnel regarding evidence based interventions. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of research-based tools and strategies in learning. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate measurable improvement in skills attainment.
Element d: Occupational therapists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of the-system of care including the family, school and/or community. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in a system of care for students, which include the family, school and/or community and their impact on student learning outcomes. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates information from families and significant adults with other professionals who provide services to the student. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with the occupational therapist and educational team for the benefit of the student. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek the 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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is familiar with the standards and domain and process of occupational therapy. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable about the domain and process of occupational therapy practice including philosophy and practice concepts. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and implements occupational therapy services in accordance with nationally recognized professional practice. 	<p>... and</p> <p>STUDENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in therapy services that are in accordance with the domain and process of occupational therapy. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express understanding of the purpose of educationally-related occupational therapy services and the benefits of such services.

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

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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of a safe, accessible environment in which students experience a caring relationship 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates potentially hazardous situations and takes steps to prevent accidents. 	<p>.. and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other professionals to improve safety and accessibility to the school environment. <input type="checkbox"/> Provides a caring relationship for each student 	<p>.. and</p> <p>STUDENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safely access targeted school environment(s). 	<p>.. and</p> <p>STUDENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engage in development of positive relationships with their peers.
Element b: Occupational therapists demonstrate respect for diversity within the home, school, and local and global communities.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of respect for student diversity. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of equal access to programs and facilities for all students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respects diversity in home and community and educates other about disability awareness and the importance of inclusion. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feel respected by the therapist. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respect the background of fellow students.
Element c: Occupational therapists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies each student's strengths, interests and needs. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes priorities and goals based on unique student interests, strengths and needs. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies interventions to reflect unique student interests, strengths and needs. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate actively in services provided by the occupational therapist. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve the goals collaboratively established for them by school staff members, IEP teams, and their families.

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 d: Occupational therapists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of clear, constructive communications. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes effective communications with students, families and other significant adults. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of methods to communicate with students, families and other significant adults to promote sharing of pertinent information. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feel comfortable communicating with the occupational therapist. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriately share relevant information that may impact student performance with an understanding of confidentiality.
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>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides expectations that guide student behavior. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies services in response to student behavioral needs. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates an accessible learning environment with expectations for student behavior that maximize use of service time with student. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abide by established expectations during therapeutic activities. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay on task during the provision of services.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels).</p>		<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>		

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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of standards, regulations and laws that impact occupational therapy practice in the educational setting. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with timelines for state and federal legislation and local regulations and procedures. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures documentation is aligned with federal and state laws and district policies. <input type="checkbox"/> Develops measureable student goals based on Colorado academic standards. 	<p>... and</p> <p>STUDENTS AND/OR Families:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are aware that the larger organizational context governs the services they receive. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in the development of student learning goals.
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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses findings from program evaluation data to inform occupational therapy service delivery and specialized instruction. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects and/or uses formal and informal assessments for evaluation of services. <input type="checkbox"/> Assesses environments in which student occupation occurs. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determines occupational therapy service needs based on evaluation data and educational team discussion. <input type="checkbox"/> Appropriately interprets and shares evaluation data with team. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in the evaluation process. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to the data collection process by identifying data sources and/or information relevant to them.
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>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains student data and/or documentation to plan services. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and adapts service delivery model based on individual needs of students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides services in alignment with individual education programs based on the integration of multiple data sources. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in educationally challenging activities based on therapist's use of evaluation findings. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <p>Set individual goals based on for students based on evaluation findings and student needs.</p>

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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate technology supports as determined by the educational team. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports the use of appropriate technology to maximize student outcomes. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects, recommends, and trains teachers to use assistive technology or adaptive equipment to support student participation in the educational setting. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express preferences for adaptive equipment and/or technology verbally or non-verbally based on participation and ease of use. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use 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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates high expectations for all students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets individual student expectations/goals at a level that challenges students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with the educational team to develop goals ensuring that students are working toward high expectations. <input type="checkbox"/> Provides opportunities for students to practice self-advocacy with functional tasks. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond positively to the therapist's expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate problem solving skills to improve functional independence.
Element f: Occupational therapists communicate effectively with students.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses effective communication skills with students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds rapport with students. <input type="checkbox"/> Allows time for student response and interaction. <input type="checkbox"/> Provides positive feedback to student on performance. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies communication based on student, emotional and ability level. <input type="checkbox"/> Works with colleagues to improve understanding of and ability to communicate with students who have diverse needs. 	<p>.. and</p> <p>STUDENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in multiple communication exchanges on identified topics. 	<p>... and</p> <p>STUDENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in multiple communication exchanges with peers and significant adults in their lives.

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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects activities that prepare students for engagement in the least restrictive environment. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts activity/task analysis to support the skills needed for a student to engage in an activity. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively implements activities that prepare students for engagement in the least restrictive environment. <input type="checkbox"/> Uses a variety of service delivery approaches to meet student needs. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transfer activities learned in out-of-context settings to the least restrictive environment or context. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are prepared to participate effectively in planning transitions.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels).</p>			<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>	

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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies methods and tools to collect student data. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and uses student learning development, and growth data to inform practice. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes a wide range of student data to design and implement services. <input type="checkbox"/> Provides analyses based on expertise to the educational team. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesizes data from multiple students to inform and drive future practices. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies findings from data analysis to improve practice.
Element b: Occupational therapists link professional growth to their professional goals.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a professional learning plan that builds on strengths and addresses areas in need of improvement. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional development opportunities that support professional learning plan. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects data on implementation of newly learned strategies and makes modifications to support student outcomes. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term written professional development plan.
Element c: Occupational therapists respond to complex, dynamic environments.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the complexity and dynamic nature of the work environment. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks professional guidance to prioritize competing demands within the work environment. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively prioritizes competing demands within the work environment. <input type="checkbox"/> Works to align student, teacher and parent priorities. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and willingly responds to the fluid demands of the work environment. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts as an agent of change for the department and/or the LEA.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels).</p>		<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>		

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.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies key stakeholders in the lives of students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other professionals to support progress towards student outcomes. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates professional dialogue with other school providers to gather various perspectives to meet the needs of students. <input type="checkbox"/> Initiates and /or supports collaborative communication with families. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates collaboratively shared information into services to benefit the student. <input type="checkbox"/> Proactively shares own analyses of student needs with others. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes ongoing partnerships with external stakeholders to support the needs of students.
Element b: Occupational therapists advocate for students, families, and schools.				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for students. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively supports disability awareness at the school and district level. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for curricular, school climate and service improvements. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and/or proposes educational programs for department and/or school staff which advocate for the needs of students. 	<p>... and</p> <p>Families and other significant adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have knowledge of how to access advocacy support and resources for the benefit of the student.
Element c: Occupational therapists demonstrate leadership in their educational setting(s).				
<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Supports school goals and initiatives. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes contributions from an occupational therapy perspective to school or district teams. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership to school-based teams in order to harness the skills and knowledge of colleagues. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge through mentorship of colleagues <input type="checkbox"/> Confers with school administrators and/or supervisors to improve working and learning conditions. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists other staff with interpretation of regulations and policies that impact school-based OT. <input type="checkbox"/> Assumes additional duties and/or leadership roles in the department and/or school(s).

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element d: Occupational therapists contribute knowledge and skills to educational practices and their profession.

<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes knowledge and skills to the educational work of the school. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge of student’s occupational performance within the context of IEP meetings. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements effective consultation strategies. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops consultative tools or programs to improve student outcomes. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for occupational therapists inclusion in educational reform/decision making processes. <input type="checkbox"/> Contributes to the development of the occupational therapy profession.
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Element e: Occupational therapists demonstrate high ethical standards.

<p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Upholds the professional Code of Ethics and Standards of Practice for Occupational Therapy. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepts responsibility for actions and decisions that affect student outcomes. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows district procedures for reporting unsafe or unethical practices. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models respect for the dignity, privacy, and confidentiality of others within the working environment. 	<p>... and</p> <p>THE OCCUPATIONAL THERAPIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes ethical standards of practice in the school and/or district teams.
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<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels).</p>	<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>
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