

Rubric for Evaluating Colorado’s Physical Therapists

Definition of an Effective Physical therapist

Effective **Physical 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 Physical Therapists 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: <i>Physical Therapists demonstrate mastery of and expertise in the domain for which they are responsible.</i>				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Physical 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>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> ■ Bases services and/or specially designed instruction on a defensible progression of development 	<p>The physical therapist:</p> <p>-Understands information related to theories or models of development in the areas of gross motor, mobility, movement dysfunction, posture and positioning, self-help skills, foundational recreation skills for age appropriate play and learning, , social emotional learning, activities of daily living, and motor planning, leading to access to school environments and activities for students 3-21 years of age.</p>	<p>... and</p> <p>The physical therapist:</p> <p>-Has knowledge of normal developmental milestones and sequences of the ages with which the therapist works.</p> <p>Articulates information related to theories or models of development in the areas of gross motor, mobility, movement dysfunction, posture and positioning, self-help skills, foundational recreation skills for age appropriate play and learning, , social emotional learning, activities of daily living, and motor planning for students 3-21 years of age.</p> <p>-Appropriately matches theories and models of development to the needs of specific students</p>	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Routinely shares knowledge with students, families and other stakeholders for the purpose of understanding normal development and theories or models of development in the areas gross motor, mobility, movement dysfunction, posture and positioning, self-help skills, foundational recreation skills for age appropriate play and learning, , social emotional learning, activities of daily living, and motor planning, for students 3-21 years of age. <p>Students:</p> <p>Will be actively involved in the learning environment with consideration for their skills and abilities (developmental level/abilities)</p> <p>Progress in participation in focused, functional activities as per individual goals/objectives</p>	<p>... and</p> <p>The physical therapist:</p> <p>-Shares knowledge at the district and/or state level for the purpose of training and educating other professionals in the areas of gross motor, mobility, movement dysfunction, posture and positioning, self-help skills, foundational recreation skills for age appropriate play and learning, , social emotional learning, activities of daily living, and motor planning, leading to access to school environments and activities for students 3-21 years of age.</p> <p>Students:</p> <p>Will have increasing levels of rigor for learning with consideration for their individual skills and abilities (developmental level) leading to progress in functional outcomes as per individual goals/objectives.</p>
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Element b: Physical 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>There is inadequate evidence that the physical therapist: Is knowledgeable of barriers to student access to literacy, math and other content areas -Considers district/school adopted curriculum and Colorado academic standards</p>	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Accesses information regarding the district/school adopted curriculum and Colorado academic standards ○ Identifies potential barriers to student literacy, math and other content areas. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> • Works collaboratively with other professionals to reduce barriers to learning for specific students within the learning environment • Links PT service provision to information regarding district/school adopted curriculum and Colorado academic standards 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Supports other professionals with strategies to reduce barriers and incorporate curriculum and standards. <p>Students: Will increase participation in educational environment as a result of reduction of identified barriers.</p>	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Develop materials to support professionals in using curriculum and standards to inform practice. <p>Students: Will identify barrier/s in environment affecting self.</p> <p>Will advocate for reduction in barriers in school environments for self and/or others.</p>
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Element c: Physical Therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>There is inadequate evidence that the physical therapist:</p> <p>Knows how to access relevant research.</p>	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Is aware of the connection of current, relevant physical therapy research impacting student performance /progress 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Incorporates knowledge from current physical therapy research to meet individual needs of students. ○ Collaborates in the training of school personnel regarding evidence based interventions 	<p>... and</p> <p>The physical therapist:</p> <p>Demonstrates knowledge of how to modify interventions based on student response to intervention and progress using evidence based practice and research</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will demonstrated measureable improvement in skill/s attainment including participation due to intervention/s provided. 	<p>... and</p> <p>The physical therapist:</p> <p>-Contributes to the growth and dissemination of knowledge as related to the provision of physical therapy services.</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Will generalize learned skill/s or responses to alternate settings.
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Element d: Physical Therapists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p>There is inadequate evidence that the physical therapist:</p> <p>Participates in the system of care.</p>	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Acknowledges system of care including the community, family and school, and the impacts of student outcomes. ○ Helps students connect to their learning by linking interventions with relevant experiences and/or cultural contexts. ○ Is developmentally appropriate. 	<p>... and</p> <p>The physical therapist:</p> <p>Effectively communicates and works inter-professionally with those who provide services to students in order to clarify each professional's responsibility in executing an intervention plan.</p> <p>Is aware of and suspends own social and cultural biases.</p>	<p>... and</p> <p>The physical therapist:</p> <p>Monitors and reassesses in collaboration with the student, family and other professionals.</p> <p>Takes into account the effectiveness of physical therapy interventions and modifies interventions as a result of student outcomes and collaboration with other stakeholders.</p> <p>Communicates with sensitivity by considering differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, and disability or health status." (physical therapy professional practice standards Cultural Competence from the CPI)</p>	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Participates in and/or facilitates local/state/national collaboration between school and community services for students. <p>Students:</p> <p>The student participates in the system of care.</p>
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Element e: Physical Therapists demonstrate knowledge of and expertise in their professions.

<p>There is inadequate evidence that the physical therapist:</p> <p>Is familiar with the domain of physical therapy including performance skills, practice patterns, including</p>	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Is familiar with the domain of physical therapy including professional practice skills and fundamental practice patterns including a variety of contextual and environmental factors. ○ Is familiar with all areas of the profession including the development of an appropriate plan of care from entry to exit. 	<p>... and</p> <p>The physical therapist:</p> <p>Applies the foundational skills of physical therapy including practice patterns and the development of an appropriate plan of care (screen, evaluation, intervention, reevaluation) for students from entry to exit considering a variety of contextual and environmental factors.</p> <p>Communicates with stakeholders (student, family, colleagues, and other professionals) for the purpose of implementing and carrying out appropriate plans of care from entry to exit and beyond.</p> <p>Recognizes when interventions are ineffective, identifies areas of need and implements appropriate changes to plan of care.</p>	<p>... and</p> <p>The physical therapist:</p> <p>Selects evidence-based tests and measures that are relevant” (from the CPI) to the student’s individual situation and needs</p> <p>Students:</p> <p>Will have goals and activities reflective of performance skills and patterns</p>	<p>... and Students:</p> <ul style="list-style-type: none"> ○ Will demonstrate increased engagement in education related activities through greater self-determination and meaningful participation in desired or required activity.
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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:
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Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
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Element a: Physical 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.						
Element b: Physical 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.						
Element c: Physical Therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
Element d: Physical Therapists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
Element e: Physical Therapists demonstrate knowledge of and expertise in their professions.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary	Overall Rating for Standard I:					
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)						

Quality Standard II: Physical 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
<p>Element a: Physical Therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</p>				
<p>There is inadequate evidence that the physical therapist creates a classroom environment in which:</p> <ul style="list-style-type: none"> ○ Diversity is acknowledged and used to further student learning. ○ The importance of student and family background is considered in developing lesson plans. ○ Ensures the safety of self, student and others throughout all interactions. ○ Requests assistance when needed. ○ Understands the importance of their role in collaborating with other professionals to provide safe environments, activities and promote accessibility for the students they serve. 	<p>The physical therapist creates a classroom environment that:</p> <ul style="list-style-type: none"> ○ Ensures the safety of self, student and others throughout all interactions. ○ Requests assistance when needed. ○ Uses acceptable techniques for safe handling of student 	<p>.. and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Recognizes physiological and psychological changes in students' and adjusts student interventions accordingly. ○ Demonstrates awareness of contraindications and precautions of student intervention. ○ Uses acceptable techniques for safe handling of student. ○ Collaborates with other professionals to improve safety and accessibility to the school environment and activities. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Demonstrate respect for classmates and their SSP. <p>The Physical Therapist:</p> <ul style="list-style-type: none"> ○ Works within the district to actively promote safety and accessibility of facilities and activities. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in respectful and open dialogue with each other and their SSP.

Element b: Physical Therapists demonstrate respect for diversity within the home, school, and local and global communities.

<p>There is inadequate evidence that the physical therapist creates a classroom environment in which:</p> <ul style="list-style-type: none"> ○ Student diversity is valued. ○ Student and family background characteristics are considered in developing lessons. ○ Acknowledges the influence of race, ethnicity, gender, religion, socioeconomic, and culture on a student's development and attitudes. ○ 	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Uses instructional approaches and materials that reflect students' backgrounds. ○ Acknowledges the value of each student's contributions to the quality of lessons. ○ Discovers respects and highly regards individual differences, preferences, values, life issues, and emotional needs within and among cultures. ○ Is aware of and suspends own social and cultural biases 	<p>... and</p> <p>The physical therapist establishes routine processes that result in:</p> <ul style="list-style-type: none"> ○ A strong sense of community among students. ○ Effective interactions among students. ○ Respect for individual differences. ○ Positive social relationships. ○ Incorporates an understanding of the implications of individual and cultural differences and adapts behavior accordingly in all aspects of physical therapy services ○ Communicates with sensitivity by considering differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, disability, and health status. ○ 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Respect the backgrounds of fellow students. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively seek a variety of perspectives to complete group assignments.
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Element c: Physical Therapists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> ○ Has high expectations for all students. ○ Uses data for instructional decision making. ○ Holds students accountable for their learning. ○ Considers student interests in planning lessons. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Monitors students for level of participation. ○ Encourages students to share their interests. ○ Challenges students to expand and enhance their learning. ○ Acknowledges students for their accomplishments. ○ Modifies treatment to meet individual student needs, strengths, and interests. ○ Establishes priorities for educational needs in collaboration with team members ○ Identifies students learning style and barriers to learning ○ Tailors interventions with consideration for student family situation and resources 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Asks appropriately challenging questions of all students. ○ Scaffolds questions. ○ Gives wait time equitably. ○ Flexibly groups students. ○ Ensures that all students participate with a high level of frequency. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively participate in classroom activities. ○ Seek opportunities to respond to difficult questions. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Select challenging content and activities when given the choice in order to stretch their skills and abilities. ○ Encourage fellow students to participate and challenge themselves. ○ Participate in collaborative learning and appropriate group processes.
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Element d: Physical Therapists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> ○ Establishes a classroom environment that is inviting to families and significant adults. ○ Adapts communication to reflect diverse learners 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains appropriate and respectful relationships with students, their families, and significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults. <input type="checkbox"/> Is sensitive to the diverse family structures. <input type="checkbox"/> Maintains productive working relationships with students, families, and staff members 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with families and significant adults to help students meet education goals. <input type="checkbox"/> Coordinates information from families and significant adults with colleagues who provide student services. <input type="checkbox"/> Seeks services and resources to meet the diverse needs of students. <input type="checkbox"/> Demonstrates communication with students, families, and staff members <input type="checkbox"/> Engages in staff trainings 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate freely and openly with SSPs. <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate communication with SSPs to discuss student needs. <input type="checkbox"/> Participate in a variety of school-based activities. <input type="checkbox"/> Willingly share information that may impact student learning. <p>Physical Therapist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides education and promotion of health, wellness, and fitness <input type="checkbox"/> Fosters a relationship with families and other professionals that support sharing and initiation of communication related to student needs. 	<p>... and</p> <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek the SSP's assistance to find resources and services to support student needs. <input type="checkbox"/> Partner with the SSP and the school for the benefit of their students.
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Element e: Physical Therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has rules to guide students to behave appropriately in the classroom. <input type="checkbox"/> Holds students accountable for school and/or class rules. <input type="checkbox"/> Provides structures or transitions at the beginning of each class. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Puts procedures in place to avoid interruption to instructional time. <input type="checkbox"/> Posts class rules where they are readily available to all students. <input type="checkbox"/> Creates a weekly schedule for entire caseload <input type="checkbox"/> Exhibits caring, compassion, and empathy learning environment 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes maximum use of instructional time. <input type="checkbox"/> Holds students accountable for adherence to school and class rules. <input type="checkbox"/> Maintains a safe and orderly environment. <input type="checkbox"/> Uses time wisely with good time management skills <input type="checkbox"/> Students are engaged in physical therapy session (may not be realistic for all students) 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay on task during class periods. <input type="checkbox"/> Avoid interruptions to their work. <input type="checkbox"/> Abide by school and class rules. <input type="checkbox"/> Students demonstrates behaviors that contribute to a positive work environment 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Help other students stay on task. <input type="checkbox"/> Accept responsibility for their behavior and use of time.
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Professional Practice is **Observable** during an observation of a session.
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: Physical Therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.							
Element b: Physical Therapists demonstrate respect for diversity within the home, school, and local and global communities.							

Element c: Physical Therapists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.						
Element d: Physical Therapists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.						
Element e: Physical Therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary	Overall Rating for Standard II: <div style="border: 1px solid black; background-color: #c8e6c9; width: 100%; height: 20px; margin-top: 5px;"></div>					
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)						

Quality Standard III: *Physical 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
<p>Element a: Physical 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>				
<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes goals related to the educational environment. <input type="checkbox"/> Understands the responsibilities of the physical therapist in the education system 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the structure and global goals within the education system. <input type="checkbox"/> Demonstrates an understanding for the responsibilities of the physical therapist in the education system. <input type="checkbox"/> Meets required timelines and maintains student records for documentation and communication with stakeholders. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manages and delivers physical therapy services in accordance with required documentation from referral to exit. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes the understanding of these documents with all stakeholders. <p>The student: This element is focused on the law and compliance. I am not sure we can have a student part in this element.</p>	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional expertise on the role of the school based physical therapist and the interpretation state and federal laws to have the greatest impact on outcomes for students with disabilities.

Element b: Physical Therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment feedback to guide intervention and goal development with the IEP team. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands various assessment tools. <input type="checkbox"/> Identifies the perceived needs of the family/caregiver and staff. <input type="checkbox"/> Uses assessment feedback to guide intervention and goal development with the IEP team. 	<p>... and</p> <p>The physical therapist utilizes valid, cost effective and nondiscriminatory instruments for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification and eligibility <input type="checkbox"/> Diagnostic purposes <input type="checkbox"/> Individual program planning <input type="checkbox"/> Documentation of progress <input type="checkbox"/> Re-evaluation <p>Evaluates students to determine:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of participation and necessary assistance and adaptation <input type="checkbox"/> Activity limitations <input type="checkbox"/> Impairments related to activity limitations. <input type="checkbox"/> Personal and environmental factors limiting participation 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects, administers and interprets a variety of screening instruments and standardized measurement tools. <input type="checkbox"/> Organizes tools for evaluations <input type="checkbox"/> Promotes consistent evaluation procedures <p>The student:</p> <p>This section is about assessment, eligibility and re-evaluation. Again, I am not sure there can be a student part in this element.</p>	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops protocols for evaluations.
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Element c: Physical 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>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands physical therapy theory relevant to effective interventions. <input type="checkbox"/> Adapts intervention strategies to changing student needs. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prescribes an appropriate frequency, intensity, mode and duration for the delivery of physical therapy services based on the student's needs in the context of the educational setting. <input type="checkbox"/> Monitors effectiveness of interventions and modifies the plan as needed to reach student goals and objectives. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and prepares for student transitions, including entering school, changing schools and moving from school to community. <input type="checkbox"/> Employs a variety of intervention strategies to achieve student outcomes. <input type="checkbox"/> Incorporates evidence based interventions and strategies in the least restrictive environment. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delivers therapeutic interventions through classroom, community and school activities/routines to achieve student outcomes in multiple settings. <input type="checkbox"/> Provides intervention strategies that challenge the student based on age, ability level and interest <p>And students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate their learning needs. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to develop a method for ongoing collaboration with the IEP team or stakeholders to monitor and review progress of the student's educational goals. <p>And students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer suggestions and or feedback on interventions found to be helpful or that could be made more challenging.
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Element d: Physical Therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> ○ Understands the appropriate use of assistive technology and or devices to achieve student outcomes. ○ Makes the appropriate referral for assistive technology needs 	<p>The physical therapist:</p> <ul style="list-style-type: none"> □ Understands the appropriate use of assistive technology and or devices to achieve student outcomes. □ Makes the appropriate referral for assistive technology needs. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Instructs students and other team members in the use of adaptive equipment and or technology □ Identifies and recommends adaptive equipment, assistive technology and environmental adaptations to facilitate student participation 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Identifies sources for obtaining, maintaining, repairing and financing adaptive equipment, assistive technology and or environmental adaptations. <p>And students:</p> <ul style="list-style-type: none"> □ Use technology (environmental adaptations/modifications, assistive devices....) to allow for access to their educational environment by decreasing activity limitations. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Provides professional expertise on available technology to improve student outcomes to colleagues and stakeholders. <p>And students:</p> <ul style="list-style-type: none"> □ Demonstrate increased participation in their role as a student and or peer through the use of technology.
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Element e: Physical Therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> □ Planned goals and objectives to challenge the student to grow and develop in their school environment. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> □ Establishes goals and objectives to challenge the student to grow and develop in their school environment and community. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Develops intervention strategies to encourage critical thinking and problem solving for task specific activities. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Promotes generalization of functional skills to facilitate critical thinking, self advocacy, leadership and problem solving across multiple settings with the collaboration of the IEP team and or other stakeholders. <p>And students:</p> <ul style="list-style-type: none"> □ Offer suggestions on how to decrease activity limitations in their school environment. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Creates or provides training on incorporating functional mobility skills to improve the students ability to self advocate for individual needs across multiple settings <p>And students:</p> <ul style="list-style-type: none"> □ Advocate for themselves to modify/adapt activities and or the environment to improve their ability to participate in their school setting.
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Element f: Physical Therapists communicate effectively with students.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> ○ Demonstrates a respectful and sensitive approach towards students, families and staff. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Demonstrates a respectful and sensitive approach towards students, families and staff. ○ Effectively communicates learning objectives or tasks to be completed clear to the student. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Listens effectively ○ Demonstrates effective and appropriate communication in all educational settings. ○ Able to effectively communicate student information (results of assessments, strengths and needs) to all stakeholders during formal and informal meetings. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Provides appropriate environmental, physical and verbal cues to enhance motor learning and therapeutic interventions. □ Provides appropriate written and oral instruction for the learning activity to students and staff. <p>And students:</p> <ul style="list-style-type: none"> ○ Can follow written and oral instructions to complete an activity. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of and or models alternative communication techniques with members of the school community. <p>And students:</p> <ul style="list-style-type: none"> □ And or parents feel that their primary concerns for physical therapy are being addressed as evident in the IEP or other documentation.
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Element g: Physical Therapists develop and/or implement services and/or specially designed instruction unique to their professions.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands task analysis to improve a student's access to education 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performs a task analysis or ecological assessment. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets results from the task analysis and or ecological assessment to identify barriers to accessing the educational environment (classroom, bathroom, hallways, specials, recess, community). <input type="checkbox"/> Provides interventions to improve access which may include adaptation /modification to the environment, adaptive equipment and or assistive devices for mobility. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thoughtfully integrates adaptation/modifications to improve accessibility across the school environment in a cost effective and practical manner, which addresses the primary needs and concerns of the student, family and staff. <p>And students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively use the intervention recommended in the school environment consistently to decrease activity limitations allowing for improved participation. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing collaboration, monitoring and intervention strategies to maintain and or improve student accessibility to their school environment in order to access their education. Intervention strategies to include but not limited to adaptation/modifications to environment, interventions to address activity limitations and impairments, equipment recommendations and recognition of personal factors that affect accessibility to education and community. <p>And students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express that they are able to improve their participation through the strategies used to decrease barriers in their educational environment. <p>*****NOT SURE IF WE NEED THIS SECTION. POSSIBLY A DUPLICATION</p>
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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"/> IEP/IFSP/504 documentation	
<input type="checkbox"/> Physical Therapy Reports	
<input type="checkbox"/> Written goals and objectives	
<input type="checkbox"/> Service time	
<input type="checkbox"/> Other documentation (home programs, classroom logs, communication logs)	
<input type="checkbox"/> Progress monitoring tools	

<input type="checkbox"/>							
<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
Element a: Physical 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.							
Element b: Physical Therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.							
Element c: Physical 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.							
Element d: Physical Therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.							
Element e: Physical Therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.							
Element f: Physical Therapists communicate effectively with students.							
Element g: Physical Therapists develop and/or implement services and/or specially designed instruction unique to their professions.							
0 to 5 Total Points = Not Evident 6 to 11 Total Points = Partially Proficient 12 to 17 Total Points = Proficient 18 to 23 Total Points = Accomplished 24 to 28 Total Points = Exemplary				Overall Rating for Standard III: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>			
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) 							

Quality Standard IV: <i>Physical therapists reflect on their practice.</i>				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Physical therapists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning and development occurs. <input type="checkbox"/> Collects and analyzes student data to inform practice. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning and development occurs and what can be done to improve student outcomes. 	<p>... and</p> <p>The physical therapist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes data to determine the effect of physical therapy intervention on students' progress. <input type="checkbox"/> Collaborates with teachers and/or other SSPs to analyze student performance in multiple settings. 	<p>... and</p> <p>The physical therapist modifies intervention strategies based on analysis to assure that all students:</p> <ul style="list-style-type: none"> <input type="radio"/> Are appropriately challenged to meet or exceed expectations. <input type="radio"/> Improve participation in typical school activities. <input type="radio"/> Have the opportunity to build on their interests and strengths. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.
Element b: Physical therapists link professional growth to their professional goals.				
<p>There is inadequate evidence that the physical 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. <input type="checkbox"/> Understands which professional development activities will help to address student and school needs. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks high quality professional development opportunities to meet professional goals. <input type="checkbox"/> Willingly tries new planning, consultation, and intervention strategies. 	<p>... and</p> <p>The physical therapist:</p> <p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Likelihood of having a positive impact on student outcomes. <input type="checkbox"/> Alignment with educationally relevant PT practices. <input type="checkbox"/> Evidenced-based approach. <input type="checkbox"/> Student needs. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies knowledge and skills learned to professional decision-making. <input type="checkbox"/> Shares lessons learned with colleagues. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan.

Element c: Physical therapists respond to complex, dynamic environments.

<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manages time and resources effectively, meets team and student needs, and delivers legally required services. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates and follows a schedule to meet team and student needs. <input type="checkbox"/> Consistently delivers legally required services as defined by the IEP/504. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility, priority setting, and effective time management strategies. <input type="checkbox"/> Maintains appropriate caseload for hours worked. <input type="checkbox"/> Manages resources and equipment to meet student needs. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds to changing demands and needs by reprioritizing workload duties. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists colleagues in time and resource management skills. <input type="checkbox"/> Creates and/or maintains organizational plan for shared resources (i.e. equipment inventory, workload database, etc.)
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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Progress notes	
<input type="checkbox"/> Communication logs	
<input type="checkbox"/> Continuing education records	
<input type="checkbox"/> Professional development plan	
<input type="checkbox"/> Survey of colleagues	
<input type="checkbox"/> Organizational logs/ schedules	
<input type="checkbox"/> Classroom logs	
<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
Element a: Physical therapists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.							
Element b: Physical therapists link professional growth to their professional goals.							
Element c: Physical therapists respond to complex, dynamic environments.							

<p>0 to 1 Total Points = Not Evident 2 to 4 Total Points = Partially Proficient 5 to 7 Total Points = Proficient 6 to 10 Total Points = Accomplished 11 to 12 Total Points = Exemplary</p>	<p style="text-align: center;">Overall Rating for Standard IV:</p> <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #d9ead3;"></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)

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

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: Physical therapists collaborate with internal and external stakeholders to meet the needs of students.				
<p>There is inadequate evidence that the physical therapist:</p> <p>Understands the importance of collaboration to meet student needs.</p>	<p>The physical therapist:</p> <ul style="list-style-type: none"> ○ Initiates dialogue with colleagues to exchange professional perspectives 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Collaborates with colleagues and families to promote student participation in the educational experience. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Have opportunities to practice specific skills at school or in the community with staff or significant adults who have received training by the physical therapist. 	<p>... and</p> <p>Students:</p> <p>Participate in school or community activities and routines with assistance from staff or significant adults who have been trained by the physical therapist.</p>
Element b: Physical therapists advocate for students, families, and schools.				
<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> □ Participates in activities designed to improve policies and procedures that affect student outcomes. □ Understands the importance of identifying student, family, and school needs. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> □ Participates in team meetings that advocate for student outcomes such as IEP/ 504 meetings, school based meetings, or other district task forces and committees. □ Identifies student, family, and school needs. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> □ Makes recommendations to colleagues or administrators to ensure accessibility and reasonable accommodations in the school environment. □ Assists school staff in identifying appropriate physical therapy referrals 	<p>... and</p> <p>Students or Families:</p> <ul style="list-style-type: none"> □ Identify environmental modifications or assistance they or their student may require for specific tasks given structured setting with support. 	<p>... and</p> <p>Students or Families:</p> <ul style="list-style-type: none"> □ Request environmental modifications or appropriate assistance for specific tasks using their preferred method of communication.

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Element c: Physical therapists demonstrate leadership in their educational setting(s).				
<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports school goals and initiatives. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school or PT department committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes actively toward developing and implementing department and team goals. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtains data or other resources to justify changes to physical therapy program that will promote student outcomes. 	<p>... and</p> <p>The physical therapist initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve practice. <input type="checkbox"/> Contributes to developing the physical therapy program including philosophy and vision.
Element d: Physical therapists contribute knowledge and skills to educational practices and their profession.				
<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to share expertise with colleagues. <input type="checkbox"/> Understands the relationship between disabling conditions and education. 	<p>The physical therapist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the administrative and interpersonal factors that influence the effectiveness of a consultant <input type="checkbox"/> Understands the relationship between disabling conditions and education. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a resource to colleagues and families on disabling conditions and their effects on education. <input type="checkbox"/> Implements effective consultative strategies. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides expertise to develop informational resources, support safe student evacuation, and injury prevention for students and staff. <input type="checkbox"/> Serves as a resource on school or district teams to facilitate understanding of the role of the physical therapy or promote student access to school environments and activities. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for physical therapists inclusion in educational reform/ decision-making process.

Element e: Physical therapists demonstrate high ethical standards.


<p>There is inadequate evidence that the physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others. <input type="checkbox"/> Adheres to standards of professional practice. 	<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to professional, ethical, and legal standards of practice as defined by the American Physical Therapy Association Code of Ethics and applicable state laws and regulations. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages colleagues to uphold high ethical standards. <input type="checkbox"/> Models respect for the dignity, privacy, and confidentiality of others within the working environment. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who are developmentally able to do so, demonstrate problem-solving strategies with support when learning ethical behaviors. <p><i>I do not believe a statement can be constructed for this element that is any reflection on whether the physical therapist is practicing in an ethical manner. AB</i></p>
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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"/> Physical therapy notes	
<input type="checkbox"/> Communication logs	
<input type="checkbox"/> Meeting minutes	
<input type="checkbox"/> Student data collection logs	
<input type="checkbox"/> Fact sheets/ Resource sheets	
<input type="checkbox"/> Survey of colleagues	
<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
Element a: Physical therapists collaborate with internal and external stakeholders to meet the needs of students.							
Element b: Physical therapists advocate for students, families and schools.							
Element c: Physical therapists demonstrate leadership in their educational setting(s).							
Element d: Physical therapists contribute knowledge and skills to educational practices and their profession.							
Element e: Physical therapists demonstrate high ethical standards.							

0 to 3 Total Points = Not Evident
4 to 7 Total Points = Partially Proficient
8 to 12 Total Points = Proficient
13 to 16 Total Points = Accomplished
17 to 20 Total Points = Exemplary

Overall Rating for Standard V:


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)

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