

Rubric for Evaluating Colorado Special Services Providers: School Occupational Therapists

QUALITY STANDARD I				
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.				
<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Is aware of standards, regulations, and laws that impact therapy practice in the educational setting.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Understands the role and responsibilities of the School Occupational Therapist in the education system.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Manages and delivers services in accordance with state, federal, and local plans and procedures and the needs of students.</p> <p>4 Complies with timelines for state, federal, and local policies related to documentation and communication.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Are aware that the nature of the services provided are determined by state and federal laws.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>6 Consult with the School Occupational Therapist as a resource regarding state and federal laws and local policies and procedures.</p>
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Identifies potential barriers to student participation in academic and non-academic content areas.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Develops and provides interventions and strategies to reduce barriers and increase student participation.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Collaborates with others to reduce barriers and increase student participation.</p>	<p>... and STUDENTS:</p> <p>4 Participate in the educational environment at their developmental level as a result of a reduction of barriers to learning.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>5 Consult with the School Occupational Therapist to reduce barriers to and support student participation.</p>

QUALITY STANDARD I

Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
THE SCHOOL OCCUPATIONAL THERAPIST: 1 Identifies sources of evidence-based practices to obtain relevant current research.	... and THE SCHOOL OCCUPATIONAL THERAPIST: 2 Remains current on evidence-based practices to provide services to meet student needs.	... and THE SCHOOL OCCUPATIONAL THERAPIST: 3 Designs and implements evidence-based interventions to meet the individual needs of students.	... and STUDENTS: 4 Use learned skills in structured settings with support from significant adult(s) to improve participation.	... and STUDENTS: 5 Generalize learned skills to a variety of school and community environments.

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and STUDENTS:	... and SIGNIFICANT ADULT(S):
<p>1 Articulates the importance of a safe, accessible environment in which students experience a caring relationship.</p> <p>2 Provides expectations and rules that guide student behavior.</p>	<p>3 Collaborates to promote the safety of students, staff, and self in all interactions.</p> <p>4 Delivers supports and/or services in a way that maximizes classroom learning time.</p>	<p>5 Uses a continuum of service delivery options to support students.</p> <p>6 Modifies services in response to student needs.</p>	<p>7 Access the school environment using identified supports and/or activity and environmental modifications.</p>	<p>8 Consult with the School Occupational Therapist to maintain a safe and accessible environment for students in all settings.</p>

ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Identifies individual differences, cultural beliefs, customs, and their influence on occupation and participation.</p>	<p>2 Considers individual differences, cultural beliefs, customs, and their influence on occupation and participation when planning occupational therapy services.</p>	<p>3 Implements services that honor individual differences, cultural beliefs, customs, and their influence on occupation and participation.</p>	<p>4 Recognize diversity among others and the influences of student and family backgrounds, cultures, and experiences.</p>	<p>5 Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.</p>

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Identifies each student’s strengths, interests, and needs.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Collaborates with the team to establish priorities and goals based on student strengths, interests, and needs.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Collaborates with the team to design and modify interventions to reflect student strengths, interests, and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Understand the importance of student strengths, interests, and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Advocate for supports based on strengths, interests, and needs of the student.</p>

ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Recognizes the value of building relationships with students, families, and significant adults.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Establishes effective relationships with students, families, and significant adults.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Uses a variety of methods to communicate with students, families, and other significant adults to promote sharing of pertinent information.</p> <p>4 Educates others about disability awareness and the importance of inclusion.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Communicate pertinent information (medical, home, and community) with the School Occupational Therapist that may impact student participation across all educational activities.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Seek the School Occupational Therapist as a resource to support student needs.</p>

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Understands the relevance of child development to their work.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Plans services with an understanding of the School Occupational Therapist’s distinct contribution.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Applies knowledge of child development across multiple domains to support student access and participation in the school environment.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Understand the School Occupational Therapist’s unique role in helping students to access and participate in their school environment.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>5 Understand information provided by the School Occupational Therapist related to the student’s developmental trajectory.</p>

ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Identifies multiple forms of informal and formal assessment related to occupational performance.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Utilizes multiple forms of assessment (informal and/or formal) related to occupational performance to inform intervention.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Accurately interprets and communicates evaluation findings with student, family, and school team members.</p> <p>4 Uses clinical reasoning skills to develop intervention(s) informed by evaluation results.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Contribute pertinent information to the evaluation process.</p>	<p>... and TEACHERS AND/OR ADMINISTRATORS:</p> <p>6 Demonstrate an awareness of how system level data can inform decisions.</p>

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Is aware of appropriate available technology supports as determined by the educational team.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Supports the use of appropriate available technology to maximize student outcomes.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Selects, recommends, and/or trains teachers to use assistive technology to support student participation in the educational setting.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Express preferences for appropriate available assistive technology.</p>	<p>... and STUDENTS:</p> <p>5 Use appropriate available assistive technology to support their learning and participation in the classroom.</p>
--	--	--	--	---

ELEMENT D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Understands the importance of having high expectations for all students.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>2 Communicates high expectations for all students.</p> <p>3 Collaborates to develop rigorous goals for student outcomes based on student, family, and team priorities.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>4 Collaborates with the team to choose activities that provide the student with an appropriate level of challenge.</p> <p>5 Provides opportunities for students to practice self-advocacy and/or problem solving during functional tasks.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Consult with the School Occupational Therapist on strategies to promote problem-solving and self-advocacy during functional tasks.</p>	<p>... and STUDENTS:</p> <p>7 Demonstrate problem-solving and self-advocacy skills to improve participation with support from significant adults.</p>
--	--	---	---	--

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Maintains student data and/or documentation to plan services.</p> <p>2 Identifies potential intervention strategies effective for the environment.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Conducts task analysis to support the skills needed for a student to engage in an activity.</p> <p>4 Selects intervention(s) that support(s) student's engagement in the least restrictive environment.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>5 Monitors effectiveness of intervention and modifies as needed to improve student outcomes across school environment.</p>	<p>... and STUDENTS:</p> <p>6 Actively engage in meaningful and challenging activities in the classroom based on their skill level and interests.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>7 Integrate the School Occupational Therapist's recommendations to provide practice opportunities and progress towards goals.</p>
--	---	--	--	--

ELEMENT F: Special Services Providers model and promote effective communication.

<p>THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>1 Uses effective communication skills with students.</p> <p>2 Recognizes the importance of respectful and effective written (informal and formal) and oral communication.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>3 Builds rapport with students and provides positive feedback to student on performance.</p> <p>4 Selects and uses a variety of communication strategies based on situational needs.</p>	<p>... and THE SCHOOL OCCUPATIONAL THERAPIST:</p> <p>5 Modifies communication based on student, emotional and ability level, and to be culturally relevant.</p> <p>6 Writes plans that are concise and meaningfully linked to student needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Engage in dialogue and/or collaboration related to student strengths and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>8 Understand and follow written and oral instructions to maximize student outcomes.</p>
---	--	---	--	--

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.

THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:
<p>1 Is familiar with American Occupational Therapy Association (AOTA) Code of Ethics.</p>	<p>2 Demonstrates emerging skills related to AOTA Code of Ethics.</p> <p>3 Accepts responsibility for actions and decisions that affect student outcomes.</p>	<p>4 Upholds ethical standards of practice as defined by the AOTA Code of Ethics and applicable state laws and regulations.</p>	<p>5 Models ethical standards of practice within the working environment.</p>	<p>6 Promotes ethical standards of practice within school, department and/or district teams.</p>

ELEMENT B: Special Services Providers link professional growth to their professional goals.

THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:
<p>1 Uses performance feedback from supervisor and/or colleagues to improve practice.</p> <p>2 Completes required professional development according to state and/or district/BOCES policies.</p>	<p>3 Participates in professional development opportunities that support professional learning plan.</p>	<p>4 Develops and implements a professional learning plan that builds on strengths and addresses areas of professional growth.</p>	<p>5 Applies newly learned knowledge and skills to decision-making about professional growth and goals.</p>	<p>6 Establishes continuous improvement strategies, including seeking feedback from colleagues, and/or supervisors, to identify and self-monitor professional growth.</p>

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT C: Special Services Providers respond to a complex, dynamic environment.

THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:
<p>1 Is aware of the complexity and dynamic nature of the educational environment.</p>	<p>2 Actively seeks professional guidance and/or resources to prioritize competing demands within their work environment.</p>	<p>3 Demonstrates flexibility, priority setting, and effective time management strategies.</p>	<p>4 Aligns priorities of student, teacher, and other significant adult(s) and makes adjustments to meet student's needs.</p>	<p>5 Acts as an agent of change for the department and/or school district.</p>

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:	... and THE SCHOOL OCCUPATIONAL THERAPIST:
<p>1 Identifies steps for advocating for students.</p>	<p>2 Actively supports disability awareness at the school and district level.</p> <p>3 Assists school staff with identifying appropriate occupational therapy referrals.</p>	<p>4 Makes contributions from an occupational therapy perspective to school or district teams.</p>	<p>5 Proposes or implements educational programs for department and/or school staff which advocate for the needs of students.</p> <p>6 Provides leadership to school-based teams in order to maximize the skills and knowledge of colleagues.</p> <p>7 Shares knowledge through mentorship of colleagues.</p>	<p>8 Assists staff with interpretation of regulations and policies that impact school-based occupational therapy.</p> <p>9 Advocates for inclusion in administrative decision-making to improve access and student outcomes.</p> <p>10 Assumes additional duties and/or leadership roles that elevates the occupational therapy profession.</p>