

Rubric for Evaluating Colorado Special Services Providers: School Physical 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 PHYSICAL THERAPIST:</p> <p>1 Is aware of standards, regulations, and laws that impact therapy practice in the educational setting.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>2 Understands the role and responsibilities of the School Physical Therapist in the education system.</p>	<p>... and THE SCHOOL PHYSICAL 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 Physical 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 PHYSICAL THERAPIST:</p> <p>1 Identifies potential barriers to student access in academic and non-academic content areas.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>2 Develops and provides therapeutic interventions and strategies to reduce barriers to learning.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>3 Collaborates with others to reduce barriers to learning and support student growth.</p>	<p>... and STUDENTS:</p> <p>4 Engage 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 <i>Consult with the School Physical Therapist to reduce barriers to and support learning.</i></p>

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ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and STUDENTS:	... and STUDENTS:
<p>1 Identifies sources of evidence-based practices to obtain relevant current research.</p>	<p>2 Remains current on evidence-based practices to provide services to meet student needs.</p>	<p>3 Implements evidence-based strategies to meet the individual needs of students.</p>	<p>4 Use learned skills in structured settings with support from significant adult(s) to improve participation.</p>	<p>5 Generalize learned skills to a variety of school and community environments with support from significant adult(s).</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
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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 PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and STUDENTS:	... and SIGNIFICANT ADULT(S):
<p>1 Understands the importance of a safe, accessible, and caring environment for students, staff, and self.</p>	<p>2 Anticipates potentially unsafe situations and takes steps to prevent accidents.</p>	<p>3 Collaborates with others to improve safety and accessibility within the school environment.</p>	<p>4 Use verbal and/or nonverbal methods to express comfort with the physical care they receive from significant adults.</p>	<p>5 Consult with School Physical 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 PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and TEACHERS AND/OR SIGNIFICANT ADULT(S):
<p>1 Identifies diverse perspectives of students, families, and the community in designing and implementing care.</p>	<p>2 Considers student and family backgrounds, cultures, and experiences when planning physical therapy services and communication.</p>	<p>3 Responds to diverse student needs for equitable access to educational programs and facilities.</p>	<p>4 Receive information from the School Physical Therapist about disability awareness and the importance of inclusion.</p>	<p>5 Respond to the diverse needs of students by using the School Physical Therapist’s recommended strategies.</p>

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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.

<p>THE SCHOOL PHYSICAL THERAPIST:</p> <p>1 Identifies each student’s interests, strengths, and needs.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>2 Establishes priorities and goals based on student interests, strengths, and needs.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>3 Designs and modifies interventions to reflect student interests, strengths, and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Understand the importance of students’ interests, strengths, and needs in achieving goals.</p>	<p>... and STUDENTS:</p> <p>5 Expand participation in the learning environment based on their strengths and interests with support from significant adults.</p>
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ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

<p>THE SCHOOL PHYSICAL THERAPIST:</p> <p>1 Recognizes the value of building relationships with students, families, and significant adults.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>2 Establishes effective relationships with students, families, and significant adults.</p>	<p>... and THE SCHOOL PHYSICAL 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>... and SIGNIFICANT ADULT(S):</p> <p>4 Communicate pertinent information (medical, home, and community) with the School Physical Therapist that may impact student participation across all educational activities.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>5 Collaborate with students by including and engaging them in decisions to meet educational needs.</p>
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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
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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.

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
<p>1 Identifies developmental motor milestones and their relation to learning.</p>	<p>2 Implements developmentally appropriate motor strategies based on strengths and needs of individual students.</p>	<p>3 Applies knowledge of child development across multiple domains to support student access and participation with peers.</p>	<p>4 Understand the impact of motor delays for students regarding mobility, safety and school participation.</p>	<p>5 Understand information provided by the School Physical 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.

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
<p>1 Identifies formal and informal assessment tools to inform practice.</p>	<p>2 Selects and completes appropriate assessments to determine the student's participation and activity levels and relevant contextual factors.</p>	<p>3 Analyzes assessment findings to determine the strengths and needs of the student and shares evaluation data with team.</p> <p>4 Recognizes student needs that require referral to another professional.</p>	<p>5 Contribute pertinent information to the evaluation process.</p>	<p>6 Integrate pertinent School Physical Therapist's assessment data in order to guide program planning.</p>

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

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Identifies benefits of assistive technology and/or adaptive equipment to improve functional independence.</p>	<p>2 Recommends assistive technology and/or adaptive equipment to facilitate student participation.</p> <p>3 Makes appropriate referrals for assistive technology and/or adaptive equipment needs.</p>	<p>4 Instructs students and significant adults in the proper use of assistive technology and/or adaptive equipment to maximize student outcomes.</p> <p>5 Identifies sources for obtaining, maintaining, repairing, and financing assistive technology and/or adaptive equipment.</p>	<p>6 Express preferences for assistive technology and/or adaptive equipment based on personal factors, school participation, and ease of use.</p>	<p>7 Use assistive technology and/or adaptive equipment to improve access to the educational environment with support from significant adults.</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.

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

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

<p>THE SCHOOL PHYSICAL THERAPIST:</p> <p>1 Identifies potential intervention strategies.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>2 Determines method of intervention strategies based on student needs.</p> <p>3 Employs a variety of intervention strategies to achieve student outcomes.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>4 Monitors effectiveness of intervention and modifies as needed to improve student outcomes.</p> <p>5 Plans and prepares students for transitions into school and community.</p>	<p>... and STUDENTS:</p> <p>6 Participate in meaningful and challenging activities based on their skill level and interests.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>7 Integrate the School Physical Therapist's recommendations to provide practice opportunities and progress towards goals.</p>
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ELEMENT F: Special Services Providers model and promote effective communication.

<p>THE SCHOOL PHYSICAL THERAPIST:</p> <p>1 Recognizes the importance of respectful and effective written (informal and formal) and oral communication.</p> <p>2 Listens effectively and allows time for responses and discussion.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>3 Selects and uses a variety of communication strategies based on situational and individual needs.</p>	<p>... and THE SCHOOL PHYSICAL THERAPIST:</p> <p>4 Writes plans that are concise and meaningfully linked to student strengths and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Engage in dialogue and/or collaboration related to student strengths and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Understand and follow written and oral instructions to maximize student outcomes.</p>
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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
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ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:
<p>1 Maintains confidentiality of student information as required by law.</p>	<p>2 Maintains positive, productive, and respectful relationships with colleagues.</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 American Physical Therapy Association (APTA) 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 PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:
<p>1 Uses performance feedback to improve practice.</p>	<p>2 Identifies areas of needed growth and learns new skills to improve professional practices.</p>	<p>3 Engages in evidence-based professional development activities that address student needs and meet professional goals.</p> <p>4 Develops and follows a professional development plan.</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>

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

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL 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 and adjusts priorities based on the changing needs of students and teams.</p>	<p>4 Aligns priorities of student, teacher, and other significant adult(s) and makes adjustments to meet student's needs.</p>	<p>5 Is aware of and responds to changing conditions at the national, state, or local level in order to provide effective services.</p>

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

THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:	... and THE SCHOOL PHYSICAL THERAPIST:
<p>1 Identifies student, family, and school needs.</p> <p>2 Recognizes opportunities to develop leadership skills.</p>	<p>3 Contributes professional expertise to teams that advocate for student outcomes.</p> <p>4 Assists school staff in identifying appropriate physical therapy referrals.</p>	<p>5 Advocates for developing and improving physical therapy services that promote student outcomes.</p>	<p>6 Connects students, families, and significant adults to school and community resources based on student needs.</p> <p>7 Provides professional expertise to develop information resources and trainings for school teams and/or other significant adult(s).</p>	<p>8 Advocates for inclusion in administrative decision-making to improve access and student outcomes.</p> <p>9 Assumes additional duties and/or leadership roles that elevate the physical therapy profession.</p>