

## Standard 1: Learner Development

The therapist understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and understands developmentally appropriate interventions to support learning.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>1.1 Demonstrates an understanding of how children /adolescents learn and develop.</b>	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
<b>1.2 Understands learner’s disability and impact on access to learning and physical environment.</b>	Demonstrates minimal knowledge of disabilities, and is unable to connect its impact on learning and access.	Demonstrates emerging knowledge of disabilities and impact on learning and access to physical environment.	Demonstrates thorough knowledge of disabilities and impact on learning and access to physical environment.	Demonstrates extensive knowledge of disabilities and the resulting impact on learning and access to physical environment.
<b>1.3 Establishes rapport based on learner developmental level.</b>	Fails to effectively establish rapport; interactions are developmentally inappropriate for learner.	Emerging ability to establish effective rapport based on learner’s developmental level.	Establishes rapport by interacting in a positive and respectful manner, while considering the learner’s developmental level.	N/A

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there a demonstrated understanding of a variety of disabilities and their impact on learning?</li> <li>• Are developmental needs of students recognized and appropriately used to modify interventions?</li> <li>• Are developmental needs of students recognized and appropriately responded to?</li> </ul>	<ul style="list-style-type: none"> <li>• Review of evaluation report</li> <li>• Review of therapy notes</li> <li>• Protocols and procedures in place</li> <li>• Environmental modifications and adaptations</li> </ul>

## Standard 2: Evaluation

The therapist selects, uses, and interprets assessment tools and methods to determine appropriate service needs.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.1 Selects and uses assessment tools and methods to determine learner’s current levels of function.</b>	Does not select and use appropriate assessment tools and methods to determine learner’s current levels of function.	With input from colleagues, selects available assessment tools and methods to determine learner’s current levels of function.	Selects and skillfully uses appropriate assessment tools and methods to determine learner’s current levels of function.	Knowledgeable about a wide variety of assessment tools and serves as a resource to colleagues on assessment tool selection and use.
<b>2.2 Interprets results to determine appropriate intervention services.</b>	Unable to interpret results to determine appropriate intervention services.	Frequently seeks input from colleagues to interpret results.	Consistently interprets results to determine appropriate intervention services.	Skillfully integrates multi-disciplinary team findings and recommendations to determine intervention needs.
<b>2.3 Communicates results, orally and in writing, to the multi-disciplinary team.</b>	Ineffective in conveying results.	Attempts to convey information and ideas accurately with emerging consideration of audience.	Conveys information and ideas in modes, forms and in a style that is appropriate to audience, purpose and context.	N/A

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there evidence of data collected and used to determine learner’s current level of function?</li> <li>• Is information communicated in a way that promotes audience understanding?</li> <li>• Is there evidence that information was drawn from multiple sources and environments (where appropriate)?</li> <li>• Does the therapist use a variety of assessment methods?</li> </ul>	<ul style="list-style-type: none"> <li>• Review of evaluation reports</li> <li>• Review of testing protocols</li> <li>• Documentation of modifications and/or accommodations individualized to student needs</li> <li>• Parent surveys</li> <li>• Data on student improvement</li> </ul>

## Standard 3: Implementation and Management

The therapist uses a variety of intervention strategies to support learners in accessing educational activities and environments.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.1 Designs plans and strategies to achieve desired outcomes.</b>	Therapy plans and strategies fail to consider the situation and/or developmental level of the student.	Therapy plans and strategies are basic, and are partially suitable to the situation and developmental level of the student.	Therapy plans and strategies are clear and appropriate to the situation and developmental level of the student, and demonstrate progress toward desired outcomes.	Designs plans and strategies anticipating individual student's needs for proactive and timely implementation, and demonstrate progress toward desired outcomes.
<b>3.2 Implements effective intervention strategies, and supports implemented strategies through consultation, monitoring, and student contact.</b>	Fails to implement intervention strategies.	With input from colleagues, implements intervention strategies including consultation, monitoring, and student contact.	Initiates effective intervention strategies and supports implemented strategies through consultation, monitoring, and student contact.	Develops comprehensive intervention strategies, finding ways to creatively incorporate many related components into regular daily routines.
<b>3.3 Monitors, evaluates and modifies interventions using observation, and data analysis.</b>	Fails to monitor and/or analyze data, resulting in ineffective interventions.	Using limited data analysis, attempts to make revisions to interventions.	Using observation and data analysis makes revisions to interventions when needed.	Has a system in place to not only monitor, evaluate and modify interventions, but also address unanticipated learner needs in the moment.
<b>3.4 Selects and manages adaptive equipment/assistive technology for functional access.</b>	Selects inappropriate adaptive equipment/assistive technology.	With input from colleagues, selects and manages the use of adaptive equipment/assistive technology to support functional access.	Skillfully selects and manages the use of adaptive equipment/assistive technology to support functional access.	Knowledgeable about a wide variety of adaptive equipment/assistive technology and is a resource to colleagues. Is innovative in approach to increasing functionality for student.
<b>3.5 Provides instruction to staff to implement intervention plans.</b>	Fails to adequately train staff in order to implement intervention plans.	Omits important details, facts and concepts when training staff so that implementation plans are moderately effective.	Effectively provides instruction to staff so that they are able to implement intervention plans. Provides a feedback plan for review of intervention effectiveness.	Collaboratively engages staff and uses various training techniques for successful implementation of intervention plans.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Does the therapist consider the various environments and functional access for maximal learner independence?</li> <li>• Are developed therapy plans clear and appropriate?</li> <li>• Is the therapist using a variety of service methods?</li> <li>• Does therapist act on staff input?</li> <li>• Do the chosen adaptive equipment/assistive technology improve functional access?</li> <li>• Is there evidence of adequate staff training?</li> </ul>	<ul style="list-style-type: none"> <li>• Protocols with classroom staff indicate complete training in protocols or interventions or procedures</li> <li>• Therapy plans and notes</li> <li>• IEP/504 plans</li> <li>• Observed student use of adaptive equipment and/or assistive technology</li> </ul>

## Standard 4: Professionalism and Ethical Practice

The therapist engages in ongoing professional learning and uses evidence to continually evaluate his/her practice and modifies practice to meet the needs of each learner.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.1 Demonstrates knowledge of district, state and federal regulations and guidelines pertaining to related service provision.</b>	Demonstrates little or no knowledge of district, state and federal regulations and guidelines pertaining to related service provision.	Demonstrates basic knowledge of district, state and federal regulations and guidelines pertaining to related service provision.	Demonstrates thorough knowledge of district, state and federal regulations and guidelines pertaining to related service provision.	Has extensive knowledge of district, state and federal regulations and guidelines; takes a leadership role in reviewing and revising district policies and procedures.
<b>4.2 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment and feedback received. Implements new knowledge and skills.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts that reflect on professional practice.
<b>4.3 Demonstrates organization of time and materials.</b>	Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Time management skills are moderately well developed; essential activities are carried out, but not always in the most timely or efficient manner.	Exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient and timely manner.	Demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>4.4 Demonstrates knowledge of resources, both within and beyond the school and district.</b>	Demonstrates little or no knowledge of resources for students available through the school or district.	Demonstrates basic knowledge of resources for students available through the school or district.	Demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	Demonstrates extensive knowledge of resources for students through the school or district and in the larger community.

### Standard 4: Professionalism and Ethical Practice *(continued)*

The therapist engages in ongoing professional learning and uses evidence to continually evaluate his/her practice and modifies practice to meet the needs of each learner.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.5 Demonstrates flexibility, adaptability, and responsiveness in meeting school, staff and student needs.</b>	Adheres to his or her planned therapy services, in spite of evidence of the need for change.	Makes minimal changes in therapy services when confronted with evidence of the need for change.	Makes changes in therapy services as needed in response to student and/or team input.	Is continually seeking ways to improve therapy services, and makes changes as needed in response to student and/or team input.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are strengths and areas for growth identified during self-assessment and/or based on feedback or results?</li> <li>• Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?</li> <li>• Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?</li> <li>• Does the therapist respond to referrals within the defined timelines?</li> <li>• Does the therapist respond to staff requests in a timely manner?</li> <li>• Does the therapist refer student to district and community resources (when appropriate)?</li> <li>• Is there evidence that multiple contacts with staff have been made to monitor and revise therapy plans?</li> </ul>	<ul style="list-style-type: none"> <li>• Therapy notes</li> <li>• Contact log</li> <li>• Staff feedback</li> <li>• Professional Growth Goals</li> <li>• Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals</li> <li>• Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities</li> </ul>

## Standard 5: Leadership and Collaboration

The therapist seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, colleagues, and other school professionals to ensure learner growth.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>5.1 Establishes and maintains effective working relationships within the OT/PT team and colleagues in the district.</b>	Does not form working relationships with colleagues.	Maintains cooperative relationships with colleagues.	Fosters collaborative, positive and effective working relationships with colleagues.	Assumes leadership role with colleagues in developing relationships within the team.
<b>5.2 Works collaboratively with students and staff to support learner development and expand educational access.</b>	Rarely invites interactive communication to support learner development and expand educational access.	Sometimes invites interactive communication. Shares information to support learner development and expand educational access.	Invites interactive communication to design a plan for learner development and expand educational access.	Uses interactive communication and collaborates with staff to foster a culture in which students know how to advocate for and articulate their needs in order to expand access to their education.
<b>5.3 Takes an active role on the IEP/504 team.</b>	Attends meetings offering limited recommendations for interventions.	Within the scope of practice, sometimes engages in meetings offering limited recommendations for interventions.	Within the scope of practice, engages in meetings offering recommendations for interventions that integrate into the student's plan.	Team looks to therapist as a supportive resource in their area of expertise for the student's long term educational program.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there evidence of communication to establish a working relationship with colleagues?</li> <li>• Does the therapist communicate with student and staff while designing a plan?</li> <li>• Does the therapist attend IEP and 504 meetings when notified?</li> <li>• Does the therapist stay within their scope of practice/license?</li> </ul>	<ul style="list-style-type: none"> <li>• IEP/504 meeting notes</li> <li>• Therapy notes</li> <li>• Present Level of Academic Achievement and Functional Performance (PLAAF)</li> <li>• OT/PT licensure law (scope of practice)</li> <li>• Active participation in team meetings</li> </ul>