

**RUBRIC ASSESSMENT: Occupational/Physical Therapists (OPT)**

Date  Self-Assessment  Evaluator Assessment

**Domain 1: Planning and Preparation**

To guide student goal achievement, therapists must have a command of their discipline. They must know and utilize evidenced-based practice in conjunction with professional experience, with consideration of family cultures and traditions. Accomplished therapists understand the importance of clinical observation as well as standardized testing to plan and prepare for service delivery.

Therapists must demonstrate a sufficient knowledge of child and adolescent development and differences in development. Therapist must understand that students learn in individual ways and may come with gaps in their learning and development. Cultures, traditions, and outside interests are considered in planning and preparations. These considerations are taken into account when planning and preparing for goal and achievement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>Ia: Demonstrating Knowledge of OT/PT Content, Skills, and Strategies</i></b>	<ul style="list-style-type: none"> <li>➤ Makes treatment errors due to limited knowledge of content, skills, and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has some knowledge of content, skills, and strategies, and applies knowledge inconsistently to practice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has adequate knowledge of content, skills, and evidence-based strategies, and applies knowledge consistently to practice and within a context of interdisciplinary collaboration and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has extensive knowledge of content, skills, and evidence-based strategies, and applies knowledge consistently to practice and within a context of interdisciplinary collaboration and problem-solving.</li> <li>➤ Is committed to building on knowledge base and collaborating with other educators to facilitate collective expertise and improved outcomes.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Does not know how to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident.</li> <li>➤ Is unable to provide educators and parents with strategies to restore the functions of walking and eating.</li> <li>➤ Does not demonstrate knowledge of impact of comorbidities for a child with significant cognitive and physical impairments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has some knowledge regarding how to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident.</li> <li>➤ Is able to provide educators and parents with a few strategies to restore the functions of walking and eating.</li> <li>➤ Demonstrates knowledge of impact of comorbidities for a child with significant cognitive and physical impairments. However, provides limited sharing of this knowledge with team, including family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discusses how to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident.</li> <li>➤ Is able to provide educators and parents with strategies to restore the functions of walking and eating.</li> <li>➤ Demonstrates knowledge of impact of comorbidities for a child with significant cognitive and physical impairments and shares this knowledge with the team, including the family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Works with a team of stakeholders to improve, develop, or restore functions impaired or lost for a student who was recently in a severe car accident.</li> <li>➤ Is able to provide a team with highly effective strategies for restoring the functions of walking and eating.</li> <li>➤ Demonstrates knowledge of impact of comorbidities for a child with significant cognitive and physical impairments and shares this knowledge with the team, including the family. Reaches out to medical providers to obtain medical updates and provides these updates to the team.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>Ib: Demonstrating Knowledge of Child Development and Individual Needs</i></b>	<ul style="list-style-type: none"> <li>➤ Does not understand child development and theory. Is not aware of the individual's interests, background, and/or strengths/needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has some understanding of child development/theory and the individual's needs, strengths, interests, and culture.</li> <li>➤ Incorporates this knowledge within service delivery and treatment planning inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has adequate understanding of child development/theory and the individual's needs, strengths, interests, and culture.</li> <li>➤ Incorporates this knowledge within service delivery and treatment planning on a consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has extensive understanding of child development/theory and the individual's needs, strengths, interests, and culture.</li> <li>➤ Incorporates this knowledge within service delivery and treatment planning on a consistent basis.</li> <li>➤ Uses knowledge and progress-monitoring to evaluate student response to treatment, educate and involve other team members, and make changes accordingly.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Despite learning that a child had an interest in playing basketball, does not use this interest and related skills to motivate a student with poorly developed fine and gross motor skills.</li> <li>➤ Does not use an interpreter to help a family that did not speak English gather critical information about their child's developmental needs.</li> <li>➤ Does not use multiple approaches for a group of students with varying skill levels who were grouped simply to comply with teacher's or student's schedule.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learns that a child has an interest in playing basketball and uses this interest to build rapport with the student.</li> <li>➤ Works with an interpreter to help a family that did not speak English gather some information about a child's developmental needs but does not apply this information to the treatment plan.</li> <li>➤ Uses two different approaches for a group of students with varying skill levels that were grouped simply to comply with teacher's or student's schedule but this approach does not take the needs of every child into account.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learns that a child has an interest in playing basketball and uses this interest and related skills to motivate a student with poorly developed fine and gross motor skills.</li> <li>➤ Works with an interpreter to help a family that does not speak English gather critical information about their child's developmental needs.</li> <li>➤ Uses multiple approaches for a group of students with varying skill levels that were grouped simply to comply with teacher's or student's schedule, taking the needs of individual children into account.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Works with a student to develop an appropriate treatment plan that aligns with the student's interest in becoming a basketball player.</li> <li>➤ Works with an interpreter to help a family that does not speak English gather critical information and conjointly develop strategies to help their child develop fine motor skills at home.</li> <li>➤ Uses multiple approaches for a group of students with varying skill levels that were grouped simply to comply with teacher's or student's schedule, taking the needs of individual children into account.</li> <li>➤ Collaborates with the teacher or family to ensure carryover in the classroom/home to address the individual needs of the children.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>Ic: Setting Service Delivery Outcomes</i></b>	<ul style="list-style-type: none"> <li>➤ Does not identify developmentally appropriate, meaningful and/or measurable service delivery outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Usually is able to identify high but realistic developmentally appropriate, meaningful, and/or measurable service delivery outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies high but realistic developmentally appropriate, meaningful, and/or measurable service delivery outcomes on a consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies high but realistic developmentally appropriate, meaningful, and/or measurable service delivery outcomes on a consistent basis.</li> <li>➤ Develops service delivery outcomes collaboratively, links them to professional standards, and integrates them within a comprehensive treatment plan.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Understands that a student must attempt to go to the bathroom in the toilet but does not establish a measurable goal.</li> <li>➤ Does not consider input from teachers, child, families, or other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands that a student must attempt to go to the bathroom in the toilet and begins with a goal of 1 time per day but does not specify how this will be facilitated.</li> <li>➤ Consults with teachers but does not consider input from child, families, or other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands that a student must attempt to go to the bathroom in the toilet and begins with a goal of 1 time per day with adult prompting.</li> <li>➤ Consults with teachers, child, families, and other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines. Suggests changes to the goal if needed to accurately reflect the child's needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands that a student must attempt to go to the bathroom in the toilet and begins with a goal of 1 time per day with adult prompting. Discusses with parents and teacher extrinsic reinforcement for use with this process at home.</li> <li>➤ Consults with teachers, child, families, and other service providers to ensure that meaningful goals have been established to improve participation in the child's daily routines. Suggests changes to the goal if needed to accurately reflect the child's needs and provides the family with suggestions for community opportunities to facilitate goal achievement.</li> </ul>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>Id: Demonstrating Knowledge of Resources</i></b>	<ul style="list-style-type: none"> <li>➤ Demonstrates little/no knowledge of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates some knowledge of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates sufficient knowledge of evidence-based and/or high-quality resources.</li> <li>➤ Uses resource knowledge to enhance service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates extensive knowledge of evidence-based and/or high-quality resources.</li> <li>➤ Shares resource knowledge to enhance collaboration as well as monitor and improve service delivery outcomes.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Does not consult the peer-reviewed research regarding how to best treat severe sensory processing issues.</li> <li>➤ Does not know how to find the most current review of reliable and valid gross motor function measures.</li> <li>➤ Does not complete schedule or attempt to consider travel time and distance between sites.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses the internet to identify strategies related to the treatment of severe sensory processing issues but does not know if the strategies are research-based.</li> <li>➤ Knows how to find a list of gross motor function measures but does not know anything about their psychometric properties.</li> <li>➤ Completes schedule but does not attempt to consider travel time and distance between sites.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consults peer-reviewed journal regarding sensory processing challenges but also uses professional craft knowledge to ensure that the child's individual and unique needs are addressed.</li> <li>➤ Knows where to go to find the most current review of reliable and valid gross motor function measures and uses this along with professional craft knowledge to ensure that the child's individual and unique needs are addressed.</li> <li>➤ Completes schedule and includes successful time management strategies for travel time and distance between sites.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consults peer-reviewed journal regarding sensory processing challenges but also uses professional craft knowledge to ensure that the child's individual and unique needs are addressed. Provides the "just right" challenge to ensure an individualized approach and shares this knowledge and resource with others.</li> <li>➤ Knows where to go to find the most current review of reliable and valid gross motor function measures and uses this along with professional craft knowledge to ensure that the child's individual and unique needs are addressed. Completes schedule and includes successful time management strategies for travel time and distance between sites. Provides mentoring to colleagues struggling with scheduling.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>Ie: Designing Coherent Service Delivery</i></b>	<ul style="list-style-type: none"> <li>➤ Is unable to design services that are comprehensive in nature and well-integrated.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs service delivery that is usually comprehensive and well-integrated.</li> <li>➤ Designs service delivery that reflects some attempts to adjust activities, strategies, and/or treatment options.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs service delivery that is consistently comprehensive and well-integrated.</li> <li>➤ Designs service delivery that reflects ongoing attempts to adjust activities, strategies, and/or treatment options based upon the student's response to treatment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs service delivery that is very comprehensive, well-integrated, occurs within the context of interdisciplinary collaboration, and uses multiple reliable and valid data sources.</li> <li>➤ Designs service delivery that reflects ongoing attempts to adjust activities, strategies, and/or treatment options based upon student response to treatment. The service delivery design accurately reflects student needs.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Does not make adjustment to design of services for a student who has generalized "playing catch" to the playground and gymnasium and needs to move on to a more complex skill.</li> <li>➤ Does not decide to replace following a teacher with following a peer through a sequence of play structure activities for an increasing length of time for a student who also needs to develop social skills and peer relationships.</li> <li>➤ Does not consider the student's, teacher's, or family's daily routines when making the schedule and planning service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes adjustment to design of services for a student who has generalized "playing catch" to the playground and gymnasium but the adjustment does not fit the next incremental need of the child.</li> <li>➤ Decides to replace following a teacher with following a peer through a sequence of play structure activities for an increasing length of time for a student who also needs to develop social skills and peer relationships. However, the peer selected has behavioral difficulties.</li> <li>➤ Considers the student's, teacher's, and family's daily routines when making the schedule and planning service delivery but does not collaborate with the team to ensure successful outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes adjustment to design of services because the student has generalized "playing catch" to the playground and gymnasium and needs to move on to a more complex skill.</li> <li>➤ Decides to replace following a teacher with following a peer through a sequence of play structure activities for an increasing length of time because the student's IEP also includes the need to develop social skills and peer relationships.</li> <li>➤ Considers the student's, teacher's, and family's daily routines when making the schedule and planning service delivery and collaborates with the team to ensure successful outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consults relevant stakeholders to inform adjustments to design of services because a student has generalized "playing catch" to the playground and gymnasium and needs to move on to a more complex skill.</li> <li>➤ Consults relevant stakeholders regarding the process for replacing the following of a teacher with following a peer through a sequence of play structure activities for an increasing length of time because the student's IEP also includes the need to develop social skills and peer relationships.</li> <li>➤ Considers the student's, teacher's, and family's daily routines when making the schedule and planning service delivery and collaborates with the team to ensure successful outcomes. Provides the team with additional resources to use when the therapist is not present.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>If: Assessing Goal Achievement</i>	<ul style="list-style-type: none"> <li>➤ Uses no or very limited evaluation of whether service delivery goals were attained/resulted in positive outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses some evaluation of whether service delivery goals were attained and/or resulted in positive outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses ongoing evaluation of whether service delivery goals were attained and/or resulted in positive outcomes.</li> <li>➤ Makes changes, based upon evaluation results, to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses ongoing evaluation of service delivery outcomes. Shares goal achievement status within the context of an interdisciplinary team who contributes to problem-solving and improved outcomes.</li> <li>➤ Makes changes, based on research, and routinely assesses outcomes using reliable and valid measures.</li> </ul>
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> <li>➤ Works with a student to learn to kick a soccer ball for increasing lengths of time but does not define “increasing lengths of time” and who, when, where, and how.</li> <li>➤ Works on fine motor development and does not recognize that the writing materials are not helping the student to create abstract pictures during small group and work time.</li> <li>➤ Works with a student with significant cognitive and physical impairments on improving head control but does not provide parameters to monitor change.</li> <li>➤ Child needs to work on playground skills but the therapist does not consider this as relevant.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Works with a student to learn to kick a soccer ball for increasing lengths of time (3 minutes) but does not define “increasing lengths of time” and who, when, where, and how.</li> <li>➤ Works on fine motor development. Despite thinking that the writing materials may not be helping the student to create abstract pictures during small group and work time, does not have a basis on which to make this assumption and does not provide suggestions or strategies to facilitate improved outcome.</li> <li>➤ Works with a student with significant cognitive and physical impairments on improving head control. Has parameters to monitor change, but does not share these with the team/family.</li> <li>➤ Knows that the child needs to work on playground skills but works on component skills and does not provide any sessions on the playground or suggestions to the teacher/family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Works with a student to learn to kick a soccer ball for increasing lengths of time (3 minutes) and defines “increasing lengths of time” and who, when, where, and how.</li> <li>➤ On the basis of 5 observations, concludes that the writing materials are not helping the student to create abstract pictures during small group and work time and need to be replaced with more appropriate materials given the student’s current fine-motor status.</li> <li>➤ Works with a student with significant cognitive and physical impairments on improving head control. Has parameters to monitor change and shares these with the team/family.</li> <li>➤ Knows that the child needs to work on playground skills and not only works on component skills but also provides sessions on the playground and/or suggestions to the teacher/family for carryover.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Works with a student to learn to kick a soccer ball for increasing lengths of time (3 minutes); defines “increasing lengths of time” and who, when, where, and how; and also discusses or collaborates with team members on ways to provide additional opportunities for practice to facilitate goal achievement.</li> <li>➤ On the basis of 5 observations and teacher, parent, and student feedback, therapist and stakeholders consult the literature for more effective writing materials that the student would be interested in trying to further develop his skills and interest in creating abstract art.</li> <li>➤ Works with a student with significant cognitive and physical impairments on improving head control. Has parameters to monitor change and shares these with the team/family. Recruits the various team members in collecting data and provides them with a simple data collection sheet.</li> <li>➤ Knows that the child needs to work on playground skills and not only works on component skills but also provides sessions on the playground and/or suggestions to the teacher/family for carryover that include resources for community playgrounds for generalization of learned skills.</li> </ul>

**Domain 2: The Environment**

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2a: Creating an Environment of Respect and Rapport</b>	<ul style="list-style-type: none"> <li>➤ Does not create an environment that is characterized by respect and rapport.</li> <li>➤ Has interactions that are negative, are inappropriate, and/or lack sensitivity to developmental, cultural, and other related variables.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Usually creates an environment that is characterized by respect and rapport.</li> <li>➤ Communicates in a manner that is mostly positive, supportive, and respectful.</li> <li>➤ Demonstrates sensitivity to developmental, cultural, and other related variables.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently creates an environment that is characterized by respect and rapport.</li> <li>➤ Communicates in a manner that is positive, supportive, and respectful.</li> <li>➤ Consistently demonstrates sensitivity to developmental, cultural, and other related variables.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creates an exceptionally respectful and warm environment. Easily establishes and maintains rapport with students, families, and other educators.</li> <li>➤ Is viewed as a model for sustaining an environment that facilitates exceptional growth and improvement.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not use active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals.</li> <li>➤ Does not use active listening skills with a student who is frustrated because he/she keeps falling.</li> <li>➤ Does not consult with teacher about how to assist a student with significant fine-motor difficulties and her fear of writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses minimal active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals.</li> <li>➤ Uses some active listening skills with a student who is frustrated because he/she keeps falling. The student shows minimal response.</li> <li>➤ Consults with teacher about how to assist a student with significant fine-motor difficulties and her fear of writing, and the teacher shows minimal receptivity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is observed modeling active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals.</li> <li>➤ Is observed modeling active listening with a student who is frustrated because he/she keeps falling.</li> <li>➤ Consults with teacher about how to assist a student with significant fine-motor difficulties and her fear of writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is observed modeling active listening with a student to see how he/she is doing, generally and specifically, with regard to his/her goals. The therapist collaborates with team, including student/family, on any identified barriers to help ensure success.</li> <li>➤ Is observed modeling active listening with a student who is frustrated because he/she keeps falling. The student confides in the therapist and they discuss coping strategies.</li> <li>➤ Consults with team about how to apply effective strategies to assist students with significant fine-motor difficulties.</li> </ul>



Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2b: Establishing a Culture for Goal Achievement</b>	<ul style="list-style-type: none"> <li>➤ Does not communicate high, albeit realistic, expectations for goal achievement.</li> <li>➤ Provides little to no opportunity for student engagement in goal setting and achievement, constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Usually communicates high, albeit realistic, expectations for goal achievement.</li> <li>➤ Provides inconsistent opportunity for student engagement in goal setting and achievement, constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently communicates high, albeit realistic, expectations for goal achievement.</li> <li>➤ Provides meaningful opportunity for student engagement in goal setting and achievement and consistent constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effectively communicates high, albeit realistic, expectations for goal achievement.</li> <li>➤ Provides meaningful opportunity for student engagement in goal setting and achievement and consistent constructive feedback, positive reinforcement for effort, and/or reporting of incremental progress.</li> <li>➤ Engages stakeholders in evaluating behaviors that help to establish and sustain a culture for goal achievement. Individual and collective contributions are identified and maintained on an ongoing basis through review of client feedback and service delivery outcomes.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not include family and child, as able, or other members of educational team in goal setting and the goal itself is inappropriate/irrelevant.</li> <li>➤ Does not use voice or body language to convey enthusiasm toward a student who is working on balancing strategies and is experiencing success.</li> <li>➤ Does not share the learning goal, which is for the student to dress himself (pull up pants, put on shoes, put on/take off coat) at appropriate times throughout the school day with adult assistance and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies appropriate/relevant goals but does not include family and child, as able, or other members of educational team in goal setting.</li> <li>➤ Attempts to use voice and body language to convey enthusiasm toward a student who is working on balancing strategies.</li> <li>➤ Shares the learning goal, which is for the student to dress himself, but does not break that down for the student.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies appropriate/relevant goals and all stakeholders, including family and child, as able, are part of goal setting and progress-monitoring.</li> <li>➤ Reviews progress with the student every three weeks and reinforces growth toward the goal.</li> <li>➤ Is assertive but supportive with a student who is exerting limited effort during weekly sessions. Works with student's family to discuss the concern and goal, and to foster participation in the development of a home-school plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies appropriate/relevant goals and all stakeholders, including family and child as able, are part of goal setting and progress-monitoring. Facilitates looking at the "big picture" with the team.</li> <li>➤ Student reviews his progress with the therapist every three weeks and chooses a new goal. Student exerts substantial effort during weekly sessions. Therapist and family and student understand and can articulate the important of the therapy goal.</li> </ul>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c: Managing Logistics for Service Delivery</b>	<ul style="list-style-type: none"> <li>➤ Demonstrates insufficient management of procedures, routines, transitions, services delivered, and the physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates some management of procedures, routines, transitions, services delivered, and the physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates sufficient management of procedures, routines, transitions, services delivered, and the physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates highly effective management of procedures, routines, transitions, services delivered, and the physical environment.</li> <li>➤ Effectively maintains the quality of service at all times because the therapist has empowered all stakeholders to share responsibility for management of procedures both in their presence and absence.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Appears to spend a significant amount of time “chasing down students” during therapy sessions.</li> <li>Refuses to provide inclusive therapy in the classroom when indicated for a child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appears to spend some amount of time “chasing down students” during therapy sessions and is working on management of procedures to enhance service time.</li> <li>➤ Attempts to provide inclusive therapy for a child but is disruptive to the classroom environment, impeding the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child remains engaged during session. If child becomes distracted, therapist is able to easily redirect back to session activity.</li> <li>➤ Provides inclusive therapy for a child in the classroom without disrupting the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child remains engaged during entire session without requiring redirection. Child easily transitions to the next activity during session.</li> <li>➤ Provides inclusive therapy for a child in the classroom without disrupting the learning of others and collaborates with the teacher and other service providers on ways to increase the inclusion experience for all students leading to increased spontaneous peer interaction between the child served and his/her peers.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2d: Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>➤ Does not establish expectations for behavior that are clear, measurable, and/or student friendly.</li> <li>➤ Uses punitive and ineffective behavior management techniques. There is limited/no use of positive reinforcement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes expectations for behavior that are somewhat clear, measurable, and/or student friendly.</li> <li>➤ Uses behavior management techniques that produce inconsistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes expectations for behavior that are visible, clear, measurable, and/or student friendly.</li> <li>➤ Uses behavior management techniques that produce consistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes expectations for behavior that are visible, clear, measurable, and/or student friendly.</li> <li>➤ Uses behavior management techniques that produce consistent levels of cooperation, compliance with directives, on-task behavior, and learning/individual growth.</li> <li>➤ Works in concert with other stakeholders to improve positive behavioral support techniques and add to their repertoire of skills with students who may present with more challenging behavior.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Has 4-5 rules posted in her setting but they are stated as “what not to do” rather than “what to do.”</li> <li>➤ Many students do not comply with the rules and are not positively reinforced for demonstrating appropriate behavior.</li> <li>➤ Does not discuss behavior expectations or uses forceful correction directed at child misbehaving and does not praise child for good behavior.</li> <li>➤ Does not consider the child's cognitive level when considering behavior expectations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has 4-5 rules posted in her setting but some are stated as “what not to do” rather than “what to do.”</li> <li>➤ Some students are not positively reinforced for demonstrating appropriate behavior.</li> <li>➤ Does not discuss behavior expectations or uses voice tone and body language inappropriate for child's level directed at child misbehaving and rarely praises child for good behavior.</li> <li>➤ Considers the child's cognitive level when considering behavior expectations but does not implement individualized strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has 4-5 rules posted in her setting. Students comply with the rules and are positively reinforced for demonstrating appropriate behavior.</li> <li>➤ In concert with parents, develops a behavior plan to increase and reward compliance with directives for a student who was refusing to cooperate.</li> <li>➤ Considers the child's cognitive level when considering behavior expectations and implements individualized strategies reflecting the child's cognitive level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has 4-5 rules posted in her setting that the students helped to develop and understand.</li> <li>➤ Students support each other with compliance so that therapy sessions run smoothly.</li> <li>➤ In concert with other educators and parents, develops a behavior plan to increase and reward compliance with directives for a student who was refusing to cooperate.</li> <li>➤ Considers the child's cognitive level when considering behavior expectations. Collaborates with the educational team/family, sharing these strategies and making modifications as needed, to ensure consistent use of the team-determined individualized strategies reflecting the child's cognitive level.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2e: Organizing Physical Space</i>	<ul style="list-style-type: none"> <li>➤ Provides a physical environment that is unsafe because of poor organization.</li> <li>➤ Creates an environment in which resources that are needed to deliver high-quality services are inaccessible and prevent goal achievement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Usually ensures the physical environment is safe.</li> <li>➤ Ensures resources needed to deliver high-quality services are accessible most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently ensures the physical environment is safe.</li> <li>➤ Ensures resources needed to deliver high-quality services are accessible.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently ensures the physical environment is safe.</li> <li>➤ Ensures resources needed to deliver high-quality services are accessible.</li> <li>➤ Routinely monitors organization of physical space relative to individual needs, service provision, and response, and adjusts accordingly while adhering to regulations and research.</li> </ul>
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> <li>➤ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, the therapist does not ensure that the setting is safe and accessible.</li> <li>➤ Does not remove balls that they used with a former student and the next student trips over the ball and falls.</li> <li>➤ Uses an inappropriate work space for a child working on fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, although the therapist ensures that the setting is safe, it may not be an appropriate setting and a more appropriate setting is available but not utilized. Additionally, the equipment used for the activity may not be appropriate.</li> <li>➤ Throws a ball to a student who is working on catching skills but the ball is too hard for the student who needs a softer material.</li> <li>➤ Does not provide adequate work space for a child working on fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, the therapist ensures that the setting is safe and appropriate for the planned activity. The equipment used for the activity is also appropriate.</li> <li>➤ Upon verbal command, students are able to jump with both feet and hop on 1 foot in an area that did not have any other obstacles.</li> <li>➤ Provides adequate work space for a child working on fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In classrooms and in less than ideal settings such as hallways, crowded closets, or stairwells, the therapist ensures that the setting is safe and appropriate for the planned activity. The equipment used for the activity is not only appropriate but provides the "just right" challenge for success.</li> <li>➤ Students assist the therapist with putting away any obstacles or mechanisms that would interfere with their ability to jump with both feet and hop on 1 foot.</li> <li>➤ Not only provides adequate work space for a child working on fine motor skills but explores other options to improve performance such as use of slant boards.</li> </ul>

**Domain 3: Service Delivery**

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a: Communicating Clearly and Accurately</b>	<ul style="list-style-type: none"> <li>➤ Communicates with children in a manner that is unclear, developmentally inappropriate, and/or results in confusion, frustration, and mistrust.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicates with children in a manner that is usually clear, developmentally appropriate, and/or results in trust and rapport.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicates with children in a manner that is clear, developmentally appropriate, and/or results in trust and rapport.</li> <li>➤ Demonstrates effective communication patterns that serve to enhance the overall quality of services that are provided.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicates with children in a manner that is exceptionally clear, developmentally appropriate, and/or results in trust and rapport.</li> <li>➤ Demonstrates exceptional communication skills with children and other stakeholders, which serve to enhance the overall quality of services that are provided.</li> <li>➤ Demonstrates communication skills that are continually evaluated in order to make adjustments that will improve the quality of the relationship and intended outcomes.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Says to kindergarten student, “We are going to work on your performance in the area of upper body dressing, so that you become independent in unsupported sitting within 6 months.” Child looks at therapist with a blank look and goes off in a different direction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Says to kindergarten student, “We are going to work on your dressing skills, so that you can put your sweatshirt on by yourself in unsupported sitting within 6 months.” Child participates minimally in dressing activity and therapist does not pursue or complete dressing activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tells student, “We are going to work together to help you learn how to pull-over your shirt while you are sitting – the goal is to do this with as little adult help as possible.” Child participates in dressing activity without requiring additional directions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Therapist and student agree that the next goal is for the child to learn to pull over his shirt while in a sitting position. The therapist and student came up with a goal of trying to do this within 3 minutes with an appropriate reward for effort and improvement in dressing skills. Child responds by completing task as quickly as possible.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3b: Gathering Information</b>	<ul style="list-style-type: none"> <li>➤ Uses information-gathering techniques that are based upon unreliable and invalid data sources and are limited in scope. Information-gathering techniques render treatment planning ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses information-gathering techniques that are based upon mostly reliable and valid data sources. At times, the process may be less than comprehensive in nature and result in lower quality treatment planning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses information-gathering techniques that are based upon reliable and valid data sources. The information-gathering process is comprehensive in nature and results in high-quality treatment plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses information-gathering techniques that are based upon a broad continuum of reliable and valid data sources. The information-gathering process is comprehensive in nature and results in high-quality treatment plans.</li> <li>➤ Continually evaluates and expands upon the information-gathering techniques based upon the research on best practice on information-gathering techniques and resources for therapists.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not take the child's developmental age, interests, and family's goals into account.</li> <li>➤ Due to incomplete information, does not know that the student and family are working on his ability to walk 25 feet from the family room to the kitchen during dinner time each day.</li> <li>➤ Short Term Goals (within 3 months): <ul style="list-style-type: none"> <li>–The patient will transition to standing from the floor through half-kneeling with supervision 4/5 trials for 3 consecutive treatment sessions.</li> <li>–The patient will sit unsupported in short-leg sitting for 3 minutes to enable upright activities.</li> </ul> </li> <li>➤ Does not develop a protocol for evaluating, providing service, and discharging students from therapy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presents goals based on what a child should do at this age, without including child/family/team into functional goal setting.</li> <li>➤ Due to partial information, knows that the patient needs to develop the ability to sit unsupported in short-leg sitting to perform upright activities but does not know the student also needs to learn to transition to standing from the floor to kneeling with supervision as well.</li> <li>➤ Develops a protocol for evaluating and providing service, but does not develop a protocol for discharging students from therapy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gathers reliable and valid information from the educational team and is able to develop relevant short-term goals related to the long-term goal of walking for a student on their caseload.</li> <li>➤ Develops a protocol for evaluating, providing service, and discharging students from therapy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gathers reliable and valid information and consults with all stakeholders, including the child and family, and is able to develop relevant short-term goals related to a unique issue that they had never addressed in their practice.</li> <li>➤ Develops a protocol for evaluating, providing service, and discharging students from therapy and discusses this protocol with the teacher, the family, other service providers, and the child, if appropriate considering the child's developmental level. Involves all stakeholders in the development of the protocols, especially for discharge planning.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3c: Engaging Children in Goal Achievement</b>	<ul style="list-style-type: none"> <li>➤ Uses activities and assignments that are inappropriate to the service delivery outcomes.</li> <li>➤ Groups children in a manner that is inappropriate to the service delivery outcomes.</li> <li>➤ Uses materials and resources that are inappropriate to the children’s cultures or levels of understanding, resulting in little engagement.</li> <li>➤ Provides service delivery that has no structure or is poorly paced.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Occasionally, uses activities and assignments that are appropriate to the service delivery outcomes.</li> <li>➤ Occasionally, groups children in a manner that is appropriate to the service delivery outcomes.</li> <li>➤ Occasionally, uses materials and resources that are appropriate to the children’s cultures or levels of understanding, resulting in moderate engagement.</li> <li>➤ Occasionally provides service delivery that has a recognizable structure but is not fully maintained.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses activities and assignments that are fully appropriate to the service delivery outcomes.</li> <li>➤ Groups children in a manner that is fully appropriate to the service delivery outcomes.</li> <li>➤ Uses materials and resources that are fully appropriate to the children’s cultures or levels of understanding, resulting in high level of engagement.</li> <li>➤ Provides service delivery that has coherent structure with appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses activities and assignments that are fully appropriate to the service delivery outcomes.</li> <li>➤ Groups children in a manner that is fully appropriate to the service delivery outcomes.</li> <li>➤ Uses materials and resources that are fully appropriate to the children’s cultures or levels of understanding. Children are highly engaged throughout the service delivery in significant goal achievement.</li> <li>➤ Provides service delivery that has coherent structure with appropriate pace, and adapts to the needs of individuals as needed. The structure and pacing allow for child self-initiation.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not motivate the student to advance from following a 1-step verbal direction to a 3-step verbal direction.</li> <li>➤ Does not underscore the importance of the student’s ability to follow a 2-step written direction.</li> <li>➤ Only presents non-preferred or inappropriate activities to the child, expecting compliance.</li> <li>➤ Does not motivate the child to participate in the activity presented due to lack of interest/inappropriateness/lack of relevance.</li> <li>➤ Does not allow enough time to complete the activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attempts to motivate the student to follow more complex directions but does not know the student well enough to identify meaningful sources of reinforcement.</li> <li>➤ Attempts to underscore the importance of the student’s ability to follow a 2-step written direction but does not involve the student and just lectures about the importance.</li> <li>➤ Presents appropriate but non-preferred activities to the child, expecting compliance.</li> <li>➤ Minimally motivates the child to participate in the activity presented due to lack of interest in activity.</li> <li>➤ Rushes the child to complete the activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attempts to motivate the student to follow more complex directions, and he/she selects accommodations and strategies that will be helpful.</li> <li>➤ Discusses with the student the importance of the student’s ability to follow a 2-step written direction and the therapist incorporates resources that are helpful.</li> <li>➤ Presents appropriate and preferred activities to the child, expecting compliance.</li> <li>➤ Motivates the child to participate in the activity presented as it is preferred and relevant.</li> <li>➤ Allows enough time to complete the activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Motivates the student to follow more complex directions and independently identify strategies they think will work for them.</li> <li>➤ Has student review a number of effective resources that will help his ability to follow 2-step written directions and choose the one that he feels will be best for him.</li> <li>➤ Not only presents appropriate and preferred activities to the child but embeds relevant but non-preferred activities into the session as able to challenge the child to succeed.</li> <li>➤ Ensures the child is internally motivated to participate and is involved in session decision making towards goals. Not only allows enough time to complete the activity, but allows time for relevant child-directed activity.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3d: Using Assessment in Service Delivery</b>	<ul style="list-style-type: none"> <li>➤ Does not use assessment in service delivery and/or to monitor progress.</li> <li>➤ Does not ensure child is aware of the assessment criteria.</li> <li>➤ Does not provide feedback to child and team.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Occasionally uses assessment in service delivery and/or progress monitoring.</li> <li>➤ Ensures child is aware of some of the assessment criteria.</li> <li>➤ Provides occasional feedback to child and team but feedback may be uneven.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frequently uses assessment in service delivery and/or progress monitoring.</li> <li>➤ Ensures child and/or team are fully aware of the assessment criteria.</li> <li>➤ Provides frequent, high-quality feedback to child and team. Frequently includes self-assessment by children when able.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses assessment for service delivery and/or progress monitoring in a sophisticated manner.</li> <li>➤ Ensures child and/or team is fully aware of the assessment criteria and involved in establishing the assessment criteria as able.</li> <li>➤ Provides frequent, high-quality feedback to child and team.</li> <li>➤ Frequently includes self-assessment by children when able.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not assist teacher with adapting tools such as pencils, ruler, and scissors after assessment.</li> <li>➤ For a child with autism who has difficulty following classroom routines, does not work with the teacher to help establish a picture schedule so the student can independently follow the routines.</li> <li>➤ For a student with cerebral palsy who is unable to participate in physical education [PE], does not collaborate with the PE teacher to modify and adapt the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Very briefly assists teacher with adapting tools such as pencils, ruler, and scissors after assessment, but does not provide follow-up collaboration and assessment.</li> <li>➤ For a child with autism who has difficulty following classroom routines, gives the teacher an article on how to help establish a picture schedule so the student can independently follow the routines.</li> <li>➤ For a student with cerebral palsy who is unable to participate in physical education [PE], briefly but not completely collaborates with the physical therapist and PE teacher to modify and adapt the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assists teacher with adapting tools such as pencils, ruler, and scissors after assessment, but does not provide follow-up collaboration and assessment.</li> <li>➤ For a child with autism who has difficulty following classroom routines, gives the teacher an article on how to help establish a picture schedule so the student can independently follow the routines and discusses ways to promote improved participation.</li> <li>➤ For a student with cerebral palsy who is unable to participate in physical education [PE], collaborates with the PE teacher to modify and adapt the PE curriculum and assessment methods.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assists teacher with adapting tools such as pencils, ruler, and scissors after assessment and provides follow-up collaboration and assessment with adaptations as needed to ensure success.</li> <li>➤ For a child with autism who has difficulty following classroom routines, gives the team an article on how to help establish a picture schedule so the student can independently follow the routines and suggests that they collaborate with all team members on ways to promote improved participation. Suggests tracking progress to see if suggested strategies are successful.</li> <li>➤ Works with all stakeholders to modify assessments for students who are unable to participate in physical education [PE].</li> </ul>



Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>	<ul style="list-style-type: none"> <li>➤ Adheres to the service delivery plan, even when a change would improve the service delivery.</li> <li>➤ Does not utilize child information-gathering techniques when children experience difficulty.</li> <li>➤ Blames the children or their home environment for lack of progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attempts to modify the service delivery when needed and to respond to child information-gathering techniques, with moderate success.</li> <li>➤ Occasionally utilizes child information-gathering techniques when children experience difficulty.</li> <li>➤ Accepts responsibility for child success, but has only a limited repertoire of strategies to draw upon when a change in the program is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frequently modifies the service delivery plan when needed and responds to child information-gathering techniques to promote the successful goal achievement of all children.</li> <li>➤ Frequently utilizes child information-gathering techniques when children experience difficulty.</li> <li>➤ Accepts responsibility for child success, accommodating child information-gathering techniques, needs, and interests, and has a repertoire of strategies to draw upon when a change to the program is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seizes an opportunity to enhance goal achievement, modifying the service delivery plan when needed and responding to child information-gathering techniques to promote the successful goal achievement of all children.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Refuses to account for contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accounts to some degree for his/her contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adequately accounts for his/her contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides a comprehensive account of his/her contribution to the progress of students through measures or data that evaluate activity access, engagement, participation, and ultimately student achievement within the general curriculum. Shares contributions and effective strategies with other stakeholders.</li> </ul>

**Domain 4: Professional Learning**

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4a: Reflecting on Practice</b>	<ul style="list-style-type: none"> <li>➤ Reflects on practice but does not accurately assess the service delivery's effectiveness.</li> <li>➤ Reflects on practice but does not accurately reflect the degree to which outcomes were met.</li> <li>➤ Reflects on practice but does not make any suggestions for how service delivery could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on practice with a generally accurate impression of service delivery's effectiveness.</li> <li>➤ Reflects on practice with a generally accurate impression of the degree to which outcomes were met.</li> <li>➤ Reflects on practice and makes general suggestions about how service delivery could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on practice and accurately assesses the service delivery's effectiveness.</li> <li>➤ Reflects on practice and accurately assesses the degree to which outcomes were met.</li> <li>➤ Reflects on practice and can accurately cite evidence to support the judgment and make specific suggestions for service delivery improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on practice and accurately and thoughtfully assesses the service delivery's effectiveness.</li> <li>➤ Reflects on practice and accurately and thoughtfully assesses the degree to which outcomes were met.</li> <li>➤ Reflects on practice and accurately and thoughtfully cites specific examples and offers specific alternative actions drawing on an extensive repertoire of skills.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not have suggestions for how to help a student with ambulatory issues.</li> <li>➤ Does not have suggestions for how to help a student with fine motor issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has a few suggestions for how to help a student with ambulatory issues but they may or may not be evidence-based.</li> <li>➤ Has a few suggestions for how to help a student with fine motor issues but they may or may not be evidence-based.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has an adequate number of recommendations for helping a student with ambulatory issues based upon the most current peer-reviewed research.</li> <li>➤ Has an adequate number of recommendations for helping a student with fine motor issues based upon the most current peer-reviewed research.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has an adequate number of recommendations for helping a student with ambulatory issues based upon the most current peer-reviewed research as well as through the use of practical craft knowledge to ensure consideration of the individual needs of the child. Strategies for the "just right" challenge are implemented with integrity and student response is monitored.</li> <li>➤ Has an adequate number of recommendations for helping a student with fine motor issues based upon the most current peer-reviewed research as well as through the use of practical craft knowledge to ensure consideration of the individual needs of the child. Strategies for the "just right" challenge are implemented with integrity and student response is monitored.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4b: Maintaining Accurate Records</b>	<ul style="list-style-type: none"> <li>➤ Does not collect data on child's service delivery or it is in disarray.</li> <li>➤ Does not collect data on progress monitoring of child's service delivery or it is in disarray.</li> <li>➤ Does not collect data on non-service delivery for child or it is in disarray.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completes data collection on child's service delivery that is rudimentary and/or requires frequent monitoring for accuracy and timeliness.</li> <li>➤ Completes data collection on progress monitoring of child's service delivery that is rudimentary and/or requires frequent monitoring for accuracy and timeliness.</li> <li>➤ Completes data collection on non-service delivery for child that is rudimentary and/or requires frequent monitoring for accuracy and timeliness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completes data collection on child's service delivery that meets established timelines and demonstrates complete and accurate data collection.</li> <li>➤ Completes data collection on progress monitoring of child's service delivery that meets established timelines and demonstrates complete and accurate data collection.</li> <li>➤ Completes data collection on non-service delivery for child that meets established timelines and demonstrates complete and accurate data collection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completes data collection on child's service delivery that meets established timelines and demonstrates complete and accurate data collection; makes revisions to service delivery in response to data collection.</li> <li>➤ Completes data collection on progress monitoring of child's service delivery that meets established timelines and demonstrates complete and accurate data collection; makes revisions to service delivery in response to progress monitoring.</li> <li>➤ Completes data collection on non-service delivery for child that meets established timelines and demonstrates complete and accurate data collection; makes revisions to non-service delivery activities in response to data collection.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Is unable to provide evidence of systematic documentation of a student's OT or PT intervention plan, implementation, and student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is able to provide some evidence of systematic documentation of a student's OT or PT intervention plan, implementation, and student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is able to provide adequate evidence of systematic documentation of a student's OT or PT intervention plan, implementation, and student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is able to fully work with the team to make well-informed decisions about continuation, discontinuation, or modification of OT or PT services based upon systematic data collection and progress monitoring efforts.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4c: Communicating with Families and Stakeholders</b>	<ul style="list-style-type: none"> <li>➤ Provides little/no information to child and family members about the service delivery program.</li> <li>➤ Provides little/no information to child and family members about individual child progress.</li> <li>➤ Communicates with child and/or family members in a manner that is insensitive or inappropriate to the culture of the team members.</li> <li>➤ Makes no attempt to engage child and family members in the service delivery program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides occasional information to child and family members about the service delivery program.</li> <li>➤ Provides occasional information to child and family members about individual child progress.</li> <li>➤ Communicates with child and/or team members in a manner that is occasionally insensitive or inappropriate to the culture of the family members.</li> <li>➤ Is partially successful in attempts to engage child and team members in the service delivery program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides frequent and culturally appropriate information to child and family members about the service delivery program.</li> <li>➤ Provides frequent and culturally appropriate information to child and family members about individual child progress.</li> <li>➤ Communicates with child and/or family members in a manner that is frequent and culturally appropriate to the culture of the team members, addressing team members concerns.</li> <li>➤ Makes frequent, successful efforts to engage child and team members in the service delivery program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides frequent and culturally appropriate information to child and family members about the service delivery program.</li> <li>➤ Provides frequent and culturally appropriate information to child and team members about individual child's progress.</li> <li>➤ Communicates with child and/or team members in a manner that is frequent and culturally appropriate to the culture of the team members, addressing team members concerns and eliciting child input.</li> <li>➤ Makes frequent and successful efforts to engage child and family members in the service delivery program to enhance the child's goal achievement.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not meet with family of a student with complex support needs to provide updates about the student's progress with feeding.</li> <li>➤ Does not meet with family of a student with complex support needs to provide updates about the student's progress with standing program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meets with family of a student with complex support needs to provide updates about the student's progress with feeding during scheduled meetings.</li> <li>➤ Meets with family of a student with complex support needs to provide updates about the student's progress with standing program. This communication takes place during regularly scheduled meetings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meets with family of a student with complex support needs to initiate updates and respond to questions regarding the student's progress with feeding.</li> <li>➤ Meets with family of a student with complex support needs as needed to initiate updates and respond to questions regarding the student's progress with standing program. This communication may take place in addition to regularly scheduled meetings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meets with family of a student with complex support needs to initiate updates and respond to questions regarding the student's progress with feeding.</li> <li>➤ Meets with family of a student with complex support needs as needed to initiate updates and respond to questions regarding the student's progress with standing program. This communication takes place in addition to regularly scheduled meetings.</li> <li>➤ Sends strategies to family to use in the home.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4d: Participating in a Professional Community</b>	<ul style="list-style-type: none"> <li>➤ Has negative or self-serving professional relationships with colleagues.</li> <li>➤ Avoids participation in a culture of inquiry.</li> <li>➤ Does not fulfill service delivery duties.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has professional relationships that are cordial and fulfill required service delivery duties.</li> <li>➤ Is involved in a culture of inquiry.</li> <li>➤ Fulfills service delivery duties.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has professional relationships that are characterized by mutual support and cooperation.</li> <li>➤ Actively participates in a culture of professional inquiry.</li> <li>➤ Makes substantial contributions to service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has professional relationships that are characterized by mutual support, cooperation, and initiative.</li> <li>➤ Assumes a leadership role in promoting a culture of inquiry and makes substantial contributions to service delivery.</li> <li>➤ Is active in professional and/or community initiatives.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Is seen by other educators as isolated and unfriendly.</li> <li>➤ Serves children in classroom setting where he/she is not part of the school staff. Does not identify himself/herself to staff or attempt to develop rapport or a relationship with the school staff.</li> <li>➤ Serves children in the home setting. Does not attempt to develop rapport or a relationship with the family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is seen by a few educators as isolated from the larger community.</li> <li>➤ Serves children in classroom setting where he/she is not part of the school staff. Introduces himself/herself to staff and attempts to develop rapport or a relationship with the school staff. However, no attempt is made to collaborate with the school team in regard to the child's needs.</li> <li>➤ Serves children in the home setting. Develops rapport and a relationship with the family but does not collaborate with the family to understand the child's needs and daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is seen by other educators as a friendly and professional member of the school community.</li> <li>➤ Serves children in classroom setting where he/she is not part of the school staff. Introduces himself/herself to staff and attempts to develop rapport or a relationship with the school staff as well as attempts to collaborate with the school team in regard to the child's needs.</li> <li>➤ Serves children in the home setting. Develops rapport and a relationship with the family and elicits family input to understand the child's needs and daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is seen by other educators as a friendly and professional member of the school community who is vested in helping others and improving services for all students.</li> <li>➤ Serves children in classroom setting where he/she is not part of the school staff. Introduces himself/herself to staff and attempts to develop rapport or a relationship with the school staff as well as attempts to collaborate with the school team and the family in regard to the child's needs. Provides suggestions to the family and school team as well for carryover in home and community opportunities for successful participation in daily routines with peers.</li> <li>➤ Serves children in the home setting. Develops rapport and a relationship with the family and elicits family input to understand the child's needs and daily routines. Develops strategies, with the family, to best address the child's needs, including community-based opportunities to generalize the newly learned skills outside the home.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4e: Growing and Developing Professionally</b>	<ul style="list-style-type: none"> <li>➤ Does not engage in therapist development activities.</li> <li>➤ Resists feedback.</li> <li>➤ Makes no effort to share knowledge with others or to assume therapist responsibilities.</li> <li>➤ Does not hold or maintain license or maintain necessary credentials and clearances for school-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engages in therapist activities to a limited extent.</li> <li>➤ Accepts feedback on performance with some reluctance.</li> <li>➤ Finds limited ways to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeks out therapist development opportunities.</li> <li>➤ Welcomes feedback on performances.</li> <li>➤ Participates actively in assisting other therapists.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeks out opportunities for therapist development.</li> <li>➤ Makes a systematic effort to seek out feedback.</li> <li>➤ Participates in important activities that contribute to the profession such as conducting research and/or writing grants to benefit school-based practice.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Storms away when given constructive feedback.</li> <li>➤ Does not complete continuing education as required to maintain licensure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is defensive when asked questions about services and therapy for a student with writing difficulties.</li> <li>➤ Is defensive when asked questions about services and therapy for a student with mobility challenges.</li> <li>➤ Completes continuing education as required to maintain licensure but chooses the continuing education based on cost and convenience not on job relevance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Answers questions using a professional tone and supplies additional information to clarify the nature of recommendations for a student with writing difficulties.</li> <li>➤ Answers questions using a professional tone and supplies additional information to clarify the nature of recommendations for a student with mobility challenges.</li> <li>➤ Completes continuing education as required to maintain licensure and chooses those continuing education opportunities that will enhance skill level and are applicable to children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Works collaboratively with other professionals from other disciplines to address differences in treatment recommendations and develop consensus on a plan for a student with significant writing difficulties.</li> <li>➤ Works collaboratively with other professionals from other disciplines to address differences in treatment recommendations and develop consensus on a plan for a student with significant mobility challenges.</li> <li>➤ Completes continuing education as required to maintain licensure and chooses those continuing education opportunities that will enhance skill level and are applicable to children.</li> <li>➤ Pursues relevant additional educational opportunities such as certificate programs, board or specialty certification, or advanced graduate-level education.</li> </ul>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f: Showing Professionalism</b>	<ul style="list-style-type: none"> <li>➤ Has professional interactions that are characterized by questionable integrity.</li> <li>➤ Has professional interactions that are characterized by lack of awareness of child needs.</li> <li>➤ Has professional interactions that are characterized by decisions that are self-serving.</li> <li>➤ Has professional interactions that are characterized by non-compliance with applicable regulations and adherence to the ethical standards from the professional organization.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has professional interactions that are characterized by honest, genuine but inconsistent attempts to serve children.</li> <li>➤ Has professional interactions that are characterized by decision-making based on limited data.</li> <li>➤ Has professional interactions that are characterized by minimal compliance with applicable regulations and adherence to the ethical standards from the professional organization.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has professional interactions that are characterized by honesty, integrity, confidentiality, and/or assurance that all children are fairly served.</li> <li>➤ Has professional interactions that are characterized by participation in team or departmental decision-making.</li> <li>➤ Has professional interactions that are characterized by full compliance with applicable regulations and adherence to the ethical standards from the professional organization.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Displays the highest standards of honesty, integrity, and confidentiality.</li> <li>➤ Displays the highest standards by assumption of leadership role with colleagues.</li> <li>➤ Displays the highest standards in serving children.</li> <li>➤ Displays the highest standards of challenging negative attitudes/practices.</li> <li>➤ Displays the highest standards in ensuring full compliance with applicable regulations and adherence to the ethical standards from the professional organization.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not contribute beyond his/her direct service time with a student.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does not contribute beyond direct service time but does offer the family a list of outside resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides adequate levels of direct and indirect contributions and shares knowledge to the greatest extent possible.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arranges for experts from the medical community to present to the staff on how to help students with significant sensory impairments or movement challenges.</li> </ul>