

Occupational Therapist

Rubric ID = 8672

Domain 1: Planning and Preparation				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Demonstrating knowledge and skill in the Occupational therapist therapy area; holding the relevant certificate and license	Occupational therapist demonstrates little or no knowledge and skill in the therapy area; does not hold necessary certificate or license	Occupational therapist demonstrates basic knowledge and skill in the therapy area; holds necessary certificate and license.	Occupational therapist demonstrates thorough knowledge and skill in the therapy area; holds necessary certificate or license. Demonstrates the ability to address complex student needs. Displays solid knowledge and makes connections with other parts of the discipline and other disciplines.	Occupational therapist demonstrates extensive knowledge and skill in the therapy area; seeks out additional training in areas of professional interest; holds advanced degree or license. Displays extensive, makes connections with the discipline and other disciplines, and continually seeks to deepen his/her content knowledge.
Establishing goals for the therapy program appropriate to the setting and the students served	Occupational therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the student(s).	Occupational therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the student(s). Student goals are age/grade appropriate.	Occupational therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the student(s). Student goals are age/grade appropriate.	Occupational therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the student(s) and have been developed following consultations with

				administrators and teachers. Student goals are age/grade appropriate.
Demonstrating knowledge of resources both within and beyond the school and district	Occupational therapist demonstrates little or no knowledge of resources for students available through the school or district and an unwillingness to seek knowledge for students.	Occupational therapist demonstrates basic knowledge of resources for students available through the school or district.	Occupational therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. Able to provide contact information of other Occupational therapists and agencies to access for family support.	Occupational therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. Able to provide contact information of other Occupational therapists and agencies to access for family support and facilitate access to outside agencies and organizations.
Demonstrating knowledge of laws identifying special education services or other handicapping conditions that impact learning	Occupational therapist is not familiar with and does not follow state or federal mandates related to the areas of exceptionality	Occupational therapist has some knowledge of state or federal mandates related to exceptionality but does not address students' special needs.	Occupational therapist is knowledgeable of and applies state or federally mandated laws and applies these laws to specific student needs.	Occupational therapist is knowledgeable of and applies state or federally mandated laws and applies these laws to specific student needs and stays current of new laws and special education guidelines.
Planning the therapy program, integrated with the regular school program, to meet the	Therapy program consists of a random collection of unrelated activities, lacking	Occupational therapist has a guiding principle and includes a number of	Occupational therapist has developed a plan that includes the important	Occupational therapist's plan in highly coherent and preventative and serves to

needs of individual students	coherence or an overall structure.	worthwhile activities, but some of them don't fit with the broader goals.	aspects of work in the setting.	support students individually, within the broader educational program.
Demonstrating knowledge of child and adolescent physical, cognitive development	Occupational therapist has little knowledge of child and adolescent development	Occupational therapist has basic knowledge and understanding of child and adolescent development	Occupational therapist has an understanding of child and adolescent development and the ranges of individual variation	Occupational therapist applies the knowledge of child and adolescent development to learning while making intervention decisions

Domain 2: The Environment

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Organizing time effectively	Occupational therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Occupational therapist's time management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner	Occupational therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Occupational therapist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Working within the physical space for testing of students and providing therapy	The evaluation and treatment area is disorganized and poorly prepared to work with students. Materials are difficult to find when needed.	The evaluation and treatment area is moderately well organized and moderately prepared to working with students. Materials are usually available.	The evaluation and treatment area is well organized and prepared; materials are available when needed.	The evaluation and treatment area is highly organized and has been prepared to be inviting to students. Materials are convenient when needed.
Establishing rapport with students	Occupational therapist interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment.	Occupational therapist's interactions are a mix of positive and negative; the provider's efforts at developing rapport are partially successful.	Occupational therapist's interactions with students are positive and respectful; students appear comfortable in testing and treatment.	Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship

Domain 3: Delivery of Service

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Responding to referrals and evaluating student needs	Occupational therapist fails to respond to referrals or makes hasty assessments of student needs.	Occupational therapist responds to referrals when pressed and makes adequate assessments of students needs.	Occupational therapist responds to referrals and makes thorough assessments of student needs.	Occupational therapist is proactive in responding to referrals and makes highly competent assessments of student needs.
Developing and implementing treatment plans to maximize students' success	Occupational therapist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Occupational therapist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Occupational therapist's plans for students are suitable for them and are aligned with identified needs.	Occupational therapist develops comprehensive plans for students, finding ways to creatively meet students' needs and incorporates may related elements.
Ability to manage crisis situations	Occupational therapist does not manage crisis situations effectively.	Occupational therapist is able to assume some responsibility during crisis situations.	Occupational therapist can successfully meet identified needs and assist with crisis management.	Occupational therapist assumes a leadership role, delegates responsibility, and anticipates consequences and outcomes of crisis situations
Collecting information; writing reports	Occupational therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate	Occupational therapist collects most of ht important information on which to base treatment plans; reports are accurate but lacking in clarity	Occupational therapist collects all the important treatment plans; reports are accurate and appropriate to the audience.	Occupational therapist is proactive in collecting important information, interviewing teachers, and parents, if necessary; reports

	to the audience.	and not always appropriate to the audience.		are accurate and clearly written and are tailored for the audience.
Individualized Education Program	Occupational therapist does not participate in the process of creating an Individualized Education Program for an identified student.	Occupational therapist participates in the Individualized Education Program meeting for an identified student but is not instrumental in determining needs for that student.	Occupational therapist participates in the Individualized Education Program meeting for an identified student and is instrumental in determining needs for that student.	Occupational therapist consults and collaborates with other school personnel, the parents, and the student in gathering all information pertinent to developing an Individualized Education Program. The Occupational therapist participates in the Individualized Education Program meeting for an identified student and is instrumental in determining needs for that student.

Domain 4: Professional Responsibilities

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with Colleagues	The Occupational therapist's relationships with colleagues are negative or self-serving.	The Occupational therapist maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. The Occupational therapist maintains an open mind and participates in team or departmental decision-making.	Support and cooperation characterize relationships with colleagues. Occupational therapist takes initiative with others and is highly respected role model among colleagues. The Occupational therapist maintains an open mind and participates in team or departmental decision-making.
Participation in School and District (School/District Involvement)	The Occupational therapist avoids becoming involved in school and district.	The Occupational therapist participates in school/district events/initiatives only when asked/suggested.	The Occupational therapist volunteers to participate in school/district events/initiatives, making contributions.	The Occupational therapist volunteers to participate in school/district events/initiatives, making multiple and substantial contributions.
Communication with Families (Communicate Student Information)	The Occupational therapist makes no attempt to communicate with families in the counseling/instructional program and seldom works	The Occupational therapist makes modest and inconsistently successful attempts to communicate with families in the	The Occupational therapists efforts to communicate with families in the counseling/instructional program are successful and	The Occupational therapist s efforts to communicate with families in the counseling/instructional program are successful and

	<p>with families to develop interventions that will address problems or challenges related to student learning, behavior, or progress, and/or is ineffective in doing so. The Occupational therapist's maintenance of student information is in disarray.</p>	<p>counseling/instructional program. The Occupational therapist occasionally works with families and/or parents to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The Occupational therapist's maintenance of student information is frequently out of date or unused.</p>	<p>regular. The Occupational therapist usually works well with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The Occupational therapist 's maintenance of student information is accurate and frequently up to date.</p>	<p>frequent. The Occupational therapist is consistently proactive in working with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The Occupational therapist 's maintenance of student information is accurate and up to date.</p>
<p>Professionalism (Professional Attributes)</p>	<p>Occupational therapist displays dishonesty in interactions with colleagues, students, and the public with no regard for confidentiality. Occupational therapist rarely follows building/district policies. Occupational therapist is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.</p>	<p>Occupational therapist is honest in interactions with colleagues, students, and the public with some regard for confidentiality. Occupational therapist occasionally follows building/district policies. Occupational therapist's attempts to serve students are inconsistent. The Occupational therapist does not knowingly contribute to some students being ill-served by the school.</p>	<p>Occupational therapist is honest in interactions with colleagues, students, and the public with regard for confidentiality. Occupational therapist consistently follows building/district policies. Occupational therapist is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p>	<p>Occupational therapist can be counted on to hold high standards of honesty, integrity, in interactions with colleagues, students, and the public with high regard for confidentiality. Occupational therapist is highly consistent in following building/district policies. Occupational therapist is highly proactive in serving students.</p>

<p>Enhancement of Content Knowledge and Pedagogical Skill (Professional Development)</p>	<p>The Occupational therapist does not participate in, or does not engage in, professional development activities to enhance knowledge or skill.</p>	<p>The Occupational therapist occasionally participates in professional development activities to enhance knowledge or skill when they are offered.</p>	<p>The Occupational therapist actively engages in professional development. The Occupational therapist views the improvement of his/her content knowledge and pedagogical skill as a professional responsibility and seeks out opportunities to improve.</p>	<p>The Occupational therapist actively engages in professional development. The Occupational therapist often seeks out opportunities for professional development to enhance content knowledge and pedagogical skill above and beyond district expectations.</p>
<p>Planning, Evaluating, and Reflecting on Practice</p>	<p>Occupational therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important. Occupational therapist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Occupational therapist has a rudimentary plan to evaluate the counseling program. Occupational therapist's reflection on practice is moderately accurate and objective.</p>	<p>Occupational therapist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Occupational therapist's reflection provides and accurate an objective description of practice.</p>	<p>Occupational therapist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. Occupational therapist's reflection on practice is highly accurate and perceptive.</p>

Domain 5: Professional Growth

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Occupational therapist Goals	Minimal attempt or no attempt made to meet goals.	Some attempts made to meet goals.	Attempts clearly made to meet goals.	Met goal(s) or made significant attempts to meet goals.

Domain 6: Student Growth Data

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Growth Plan/Assessments	59% or below demonstrate growth	60%-69% demonstrate growth	70%-89% demonstrated growth	90% and above demonstrated growth