

CITE 2013 – Occupational Therapist

Standard 1 – OUTCOMES: Occupational Therapist selects World Class Outcomes (goals for motor skills acquisition).
1.1 Occupational Therapist selects World Class Outcomes (goals) aligned to motor skills acquisition (that address barriers that impact engagement in occupation).
(4) 91- 100% of the time (3) 80-90% (2) 51-79% (1) < 50%
1.2 Occupational Therapist selects World Class Outcomes (goals for motor skills acquisition) that generalize throughout multiple environments.
4 Point Matrix
HE: Occupational Therapist demonstrates thorough application of the developmentally appropriate World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) that are naturally integrative with other environments (throughout home, community, and school) based on the student's developmental level.
* World Class Target Prerequisite: Backward Planning (1 of 3)
E: Occupational Therapist demonstrates knowledge of the developmentally appropriate World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) that are naturally integrative with other environments (throughout school) based on the student's developmental level.
PE: Occupational Therapist selects student outcomes (goals) that meet the student needs in some of the educational environments.
I: Occupational Therapist selects outcomes (goals) that are not connected to other environments.
1.3 Occupational Therapist selects differentiated World Class Outcomes (goals for motor skills acquisition).
4 Point Matrix
HE: Occupational Therapist collaborates with student and the multidisciplinary team to select personalized, developmentally appropriate (based on age, cognitive and/or social/emotional abilities) World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) that meet the unique needs of students identified in the student's individual education plan (IEP). This personalization may be part of the student's personal learning plan or IEP.
* World Class Target Prerequisite: Backward Planning (2 of 3)
E: Occupational Therapist selects personalized, differentiated learning (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) that is developmentally appropriate (based on age, cognitive and/or social/emotional abilities) that meet the unique needs of students as part of their individual education plan (IEP) during stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP.
PE: Occupational Therapist selects learning (goals) that addresses the specific learning needs of the student.
I: Occupational Therapist uses outcomes that are general in nature.
1.4 Occupational Therapist evaluates assessment data to select (or refine) outcomes.
4 Point Matrix
HE: Occupational Therapist collaborates with students and the multidisciplinary team (parents/guardians, teachers, administration, outside specialists) to evaluate data from the Balanced Assessment System (BAS) to determine eligibility and select or refine outcomes identified in stage 1 of backward planning.
E: Occupational Therapist evaluates data from the Balanced Assessment System (BAS) to determine eligibility and select or refine outcomes during stage 1 of backward planning.
PE: Occupational Therapist uses data from the Balanced Assessment System (BAS) to determine eligibility and select outcomes.
I: Occupational Therapist does not consider data to select outcomes.
1.5 Occupational Therapist integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective (Child Find Assessment Team exempt)
HE: Occupational Therapist collaborates with student and the multidisciplinary team to evaluate data from the Balanced Assessment System (BAS) to determine (parents/guardians, teachers, administration, outside specialists) to select one or more 21 st century skills that are naturally integrative during stage 1 of backward planning.
* World Class Target Prerequisite: 21st Century Skills (1 of 4)
E: Occupational Therapist plans for the natural integration of 1 or more 21 st century skills during stage 1 of backward planning, where authentic
PE: Occupational Therapist selects 21 st century skills during stage 1 of backward planning.
I: Occupational Therapist makes no effort to select 21st century skills.
Standard 2 – ASSESSMENT: Occupational Therapist uses performance assessments that require students to demonstrate World Class Outcomes (goals for motor skills acquisition).
2.1 Occupational Therapist uses a balanced assessment approach (to identify barriers which affect a student's ability to demonstrate engagement in occupation) including formative assessments to determine eligibility and define outcomes.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Occupational Therapist collaborates with students and multidisciplinary team to use quality formative assessments/tasks to monitor student progress toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) during stage 2.
E: Occupational Therapist creates or selects formative assessments/tasks to monitor progress toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory etc.).
PE: Occupational Therapist uses formative assessments/tasks for initial process and/or other periodic check points to monitor student progress toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).

I: Occupational Therapist uses limited formative assessments/tasks to monitor student progress on World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
2.2 Occupational Therapist uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes (goals for motor skills acquisition).
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective (Child Find Assessment Team exempt)
HE: Occupational Therapist collaborates with all students and the multidisciplinary team to use quality interim assessments/tasks that provide an appraisal at benchmarks to monitor student progress toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) during stage 2.
E: Occupational Therapist creates or selects interim assessments/tasks that provide an appraisal at benchmarks to monitor the progress of all students toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's sensory, etc.)
PE: Occupational Therapist uses limited interim assessments/tasks, at grading periods and other required reporting periods, to monitor student progress toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
I: Occupational Therapist does not use interim assessments/tasks to monitor student progress on World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
2.3 Occupational Therapist uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes (goals for motor skills acquisition).
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective (Child Find Assessment Team exempt)
HE: Occupational Therapist collaborates with all students and the multidisciplinary team to use quality summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) during stage 2. <i>* World Class Target Prerequisite: Authentic Assessment (1 of 4)</i>
E: Occupational Therapist creates or selects summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
PE: Occupational Therapist uses limited summative assessments/tasks, at grading periods and other periodic check points, to evaluate student progress toward mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
I: Occupational Therapist does not use summative assessments/tasks to evaluate student progress on World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
2.4 Occupational Therapist provides each student and/or stakeholders (parents/guardians, teachers, administration, outside specialists) with specific, timely, and personalized feedback on World Class Outcomes (goals for motor skills acquisition).
4 Point Matrix
HE: Occupational Therapist collaborates with students and the multidisciplinary team to facilitate personalized feedback that provides the learner with actionable information on progress toward mastery of World Class Outcomes (goals for motor skills acquisition) through analysis of balanced assessment data from formative, interim, and summative assessments. <i>* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</i>
E: Occupational Therapist facilitates feedback to students and stakeholders (parents/guardians, teachers, administration, outside specialists) on their progress toward mastery of World Class Outcomes (goals for motor skills acquisition) from formative, interim, and summative assessments.
PE: Occupational Therapist provides feedback to students and stakeholders (parents/guardians, teachers, administration, outside specialists) only at annual reviews and/or other periodic check points on progress toward mastery of World Class Outcomes (goals for motor skills acquisition).
I: Occupational Therapist provides minimal, generic, or no feedback.
2.5 Occupational Therapist uses performance assessments/tasks that require students to demonstrate World Class Outcomes (goals for motor skills acquisition) aligned to motor skills acquisition (that address barriers that impact engagement in occupation).
4 Point Matrix
HE: Occupational Therapist collaborates with students and the multidisciplinary team to develop personalized, performance assessments/tasks that allow students to demonstrate expertise in World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) and evident through student-determined demonstrations of learning. <i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i>
E: Occupational Therapist develops personalized performance assessments/tasks that allow students to demonstrate expertise in World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
PE: Occupational Therapist creates or selects performance assessments/tasks that allow students to demonstrate expertise in some World Class Outcomes (goals for motor skills acquisition).
I: Occupational Therapist creates or selects performance assessments/tasks that allow <u>some</u> students to demonstrate expertise in <u>some</u> World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
2.6 Occupational Therapist uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist collaborates with students and the multidisciplinary team to develop/identify personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21 st century skills by establishing measurement standards that include specific criteria for each level of performance. <i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21st Century Skills (2 of 4)</i>
E: Occupational Therapist creates or selects performance assessments/tasks that measure all relevant 21 st century skills by establishing measurement standards that include specific criteria for each level of performance.

PE: Occupational Therapist creates or selects performance assessments/tasks that measure some of the relevant 21 st century skills with measurement standards that include specific criteria for each level of performance.
I: Occupational Therapist does not measure student understanding of the 21 st century skills.
Standard 3 – INSTRUCTION: Occupational Therapist facilitates learning opportunities that inspire students to achieve World Class Outcomes (goals for motor skills acquisition).
3.1 Occupational Therapist uses backward planning to facilitate student mastery of World Class Outcomes (goals for motor skills acquisition).
4 Point Matrix
HE: Occupational Therapist personalizes the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) based on each student's individual needs and accounting for known barriers. Next, OT selects differentiated performance assessments to measure student mastery of the World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.). Finally, OT constructs personalized learning opportunities that facilitate student mastery of the World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.). All GVCs (World Class Outcomes) are taught in backward planned units.
<i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i>
E: Occupational Therapist begins the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (goals for motor skills acquisition) based on each student's individual needs and accounting for known barriers. Next, OT selects performance assessments to measure student mastery of the World Class Outcomes (goals for motor skills acquisition). Finally, OT constructs learning opportunities that facilitate student mastery of the World Class Outcomes (goals for motor skills acquisition).
PE: Occupational Therapist's planning process includes some components of backward planning.
I: Occupational Therapist begins the planning process by selecting a learning activity.
3.2 Occupational Therapist uses data to plan World Class Learning Opportunities (intervention strategies).
4 Point Matrix
HE: Occupational Therapist collaborates with students and the multidisciplinary team to review previous summative and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of student, facilitate mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.), and improve therapist practice.
E: Occupational Therapist uses previous summative data and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate the mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) and improve therapist practice.
PE: Occupational Therapist uses previous summative data and current formative and interim data (BAS) to construct learning opportunities that facilitate mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
I: Occupational Therapist uses limited data to drive learning opportunities.
3.3 Occupational Therapist facilitates differentiated learning opportunities (interventions) for all students to master World Class Outcomes (goals for motor skills acquisition).
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE Occupational Therapist collaborates with student/s and the multidisciplinary team to develop personalized, sustainable learning opportunities (interventions) that facilitates mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.) based on the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice.
<i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i>
E: Occupational Therapist offers students more than one personalized, sustainable learning opportunity to facilitate mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.). Evidence of differentiation in instruction for all students is observed in classroom practice.
PE: Occupational Therapist offers students more than one learning opportunity (intervention).
I: Occupational Therapist offers one learning opportunity (intervention) for all students.
3.4 Occupational Therapist facilitates learning opportunities (interventions) that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes (goals for motor skills acquisition).
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist collaborates with student/s and the multidisciplinary team to facilitate interventions appropriate to students' developmental level that require students to use new understandings and skills to analyze, evaluate, and create a relevant outcome.
<i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i>
E: Occupational Therapist facilitates interventions appropriate to students' developmental level that require students to use new understandings and skills to analyze, evaluate, and create a relevant outcome.
PE: Occupational Therapist facilitates interventions appropriate to students' developmental level that require students to know, understand, and apply information and skills.
I: Occupational Therapist facilitates interventions appropriate to students' developmental level that require students to memorize and recall information.
3.5 Occupational Therapist facilitates learning opportunities (interventions) that engage students.
4 Point Matrix
HE: Occupational Therapist collaborates with students and the multidisciplinary team to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.

* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)
E: Occupational Therapist facilitates challenging, relevant (connected to students' interests and/or backgrounds), and sustainable interventions that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
PE: Occupational Therapist facilitates sustainable interventions for students.
I: Occupational Therapist facilitates activities.
3.6 Occupational Therapist facilitates learning opportunities for all students to gain skills needed to access/use World Class Tools to learn World Class Outcomes (goals for motor skills acquisition).
4 Point Matrix
HE: Occupational Therapist collaborates with students to develop/identify learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
* World Class Target Prerequisite: Sustainable Learning (4 of 4)
E: Occupational Therapist facilitates learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes. (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
PE: Occupational Therapist uses technology to facilitate instruction and provides opportunities for students to use technology.
I: Occupational Therapist and student use of technology is limited.
3.7 Occupational Therapist facilitates learning opportunities for students to develop the 4Cs (Creativity, Collaboration, Communication , and Critical Thinking).
4 Point Matrix
HE: Occupational Therapist collaborates with students and the multidisciplinary team to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
* World Class Target Prerequisite: 21st Century Skills (3 of 4)
E: Occupational Therapist naturally integrates differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills) through frequent collaboration and communication with teacher/classroom staff.
PE: Occupational Therapist provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
I: Occupational Therapist provides isolated events or activities on the 4 Cs.
3.8 Occupational Therapist creates learning opportunities for students to master 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist collaborates with student and the multidisciplinary team to facilitate differentiated learning opportunities for each student to develop 21 st century skills.
* World Class Target Prerequisite: 21st Century Skills (4 of 4)
E: Occupational Therapist naturally integrates learning opportunities for students to develop 21 st century skills.
PE: Occupational Therapist provides learning opportunities for students to develop 21 st century skills where authentic.
I: Occupational Therapist provides isolated events or activities on 21 st century skills that are not connected to other learning.
3.9 Occupational Therapist demonstrates therapeutic expertise while facilitating student mastery of World Class Outcomes (goals for motor skills acquisition).
4 Point Matrix
HE: Occupational Therapist demonstrates strong knowledge of Occupational Therapy Practice while facilitating mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
* World Class Target Prerequisite: Leadership (1 of 4)
E: Occupational Therapist demonstrates knowledge of Occupational Therapy Practice while facilitating mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
PE: Occupational Therapist demonstrates a superficial knowledge of Occupational Therapy Practice while facilitating mastery of World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
I: Occupational Therapist demonstrates a lack of content knowledge of Occupational Therapy Practice.
Standard 4- CULTURE & CLIMATE: Occupational Therapist models and collaborates with students and staff to create a respectful and restorative culture and climate
4.1 Occupational Therapist models and collaborates with students and staff to create an environment that is safe.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist collaborates with students and staff to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
* World Class Target Prerequisite: Restorative Practices (1 of 4)
E: Occupational Therapist facilitates an environment that is both physically and emotionally safe for all students.
PE: Occupational Therapist presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.

4.2 Occupational Therapist facilitates opportunities for students to construct, understand, and practice a restorative environment
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist collaborates with all students and staff to form and maintain a restorative classroom community. Occupational Therapist facilitates positive opportunities for students to have a voice in their class, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
<i>* World Class Target Prerequisite: Restorative Practices (2 of 4)</i>
E: Occupational Therapist facilitates the opportunity for students to develop a restorative classroom community. Occupational Therapist facilitates positive opportunities for students to have a voice in their class, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
PE: Occupational Therapist provides the opportunity for students to give input into classroom rules. Occupational Therapist treats all students in a fair and equitable manner.
I: Occupational Therapist posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Occupational Therapist establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
<i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i>
E: Occupational Therapist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Occupational Therapist promotes an environment where some students feel safe to express different points of view.
I: Occupational Therapist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Occupational Therapist models and establishes positive relationships with all students.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
<i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i>
E: Occupational Therapist respectfully interacts with all students.
PE: Occupational Therapist creates a classroom environment that encourages and builds positive relationships with most students.
I: Occupational Therapist creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Occupational Therapist demonstrates professional growth and development, leadership, and professionalism.
5.1 Occupational Therapist works collaboratively with colleagues for the benefit of students.
4 Point Matrix
HE: Occupational Therapist creates/leads collaborative teams that include all individuals who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
<i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: Occupational Therapist participates on collaborative teams that include all individuals who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
PE: Occupational Therapist participates at various meetings, and maintains positive, productive and respectful relationships.
I: Occupational Therapist participates as required, and collaboration with individuals is limited to cordial relationships.
5.2: Occupational Therapist creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, Occupational Therapist evaluation, World Class Education Targets, and/or Professional Pathway goals.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
<i>* World Class Target Prerequisite: Professional Growth & Development (1 of 2)</i>
E: Occupational Therapist creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Occupational Therapist creates a professional growth plan aimed at acquiring new skills to improve learning that is partially related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Occupational Therapist creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 Occupational Therapist demonstrates application of professional learning to practice.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Occupational Therapist engages in professional development opportunities aligned to current research and professional growth plan, provides in-

services to colleagues to improve scope of practice, and successfully implements and measures impact of all professional development as applicable to practice setting.
* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)
E: Occupational Therapist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in practice.
PE: Occupational Therapist implements new knowledge or skills learned through professional development.
I: Occupational Therapist participates in low-level or limited professional development. Occupational Therapist links professional development to professional practice on a limited basis.
5.4 Occupational Therapist differentiates communication with families based on the individual needs of the student.
4 Point Matrix
HE: Occupational Therapist fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students achieve World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
* World Class Target Prerequisite: Parent Satisfaction (1 of 1)
E: Occupational Therapist differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students achieve World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
PE: Occupational Therapist differentiates communication with families to help students meet World Class Outcomes (goals for motor skills acquisition, visual perception, ADL's, sensory, etc.).
I: Occupational Therapist communicates with families regarding student progress and educational goals as required.
5.5 Occupational Therapist demonstrates professional and ethical conduct including following all laws, district policies and procedures.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Occupational Therapist leads and models professional behavior within the building and throughout the district and community.
* World Class Target Prerequisite: Leadership (4 of 4)
E: Occupational Therapist demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Occupational Therapist is compliant with legal and school/district expectations.
I: Occupational Therapist does not meet legal and school/district expectations.

Multidisciplinary team includes all connected school-level special education providers, general education teachers, assistants, parents/guardians, and other specialists related to students' IEP.