Resource to Support ESE Model System Rubric for Specialized Instructional Support Personnel (SISP)

Implementation for Occupational and Physical Therapists

10/21/14

Purpose:

The Specialized Instructional Support Personnel (SISP) Rubric: Implementation for Occupational and Physical Therapists (SISP:OTPT) was developed to supplement the SISP Rubric when evaluating occupational and physical therapists in school settings. This resource is to be used in conjunction with the SISP Rubric and does not alter the standard educator evaluation process (e.g. forms, procedures, timelines). Included in this document are descriptors at the level of *Proficient* as a guide for evaluators. Definitions of *Unsatisfactory, Needs Improvement* and *Exemplary* can be found in the SISP Rubric to assist the evaluator with further clarification of performance criteria (http://www.doe.mass.edu/edeval/model/PartIII_AppxD.pdf).

The primary role of occupational therapists (OT) and physical therapists (PT) is to provide supports and services to students with disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA.ed.gov) and Section 504 of the Rehabilitation Act (http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html). Therapists share in the development and implementation of supports and services that facilitate student access, participation, and progress in the educational program. In accordance with legislation and best practice, the implementation of supports and services are provided within the least restrictive environment to the maximum extent appropriate (e.g. classroom, lunchroom, and playground). Therapists also collaborate at system, building, and student levels through involvement in school-wide initiatives, such as social emotional learning, Universal Design for Learning, Healthy Schools, Response to Intervention, and curriculum development.

In Massachusetts, occupational and physical therapists are licensed by the Board of Registration in Allied Health Professionals and work under the guidelines established by the American Occupational Therapy Association (aota.org) and the American Physical Therapy Association (apta.org) respectively.

Structure of the Specialized Instructional Support Personnel (SISP) Rubric:

- **Standards:** Standards are the broad categories of knowledge, skills and performance of effective practice detailed in the regulations. There are four standards for school- based therapists: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills and performance for each Standard. For example, there are three Indicators in Standard I of the SISP rubric: *Curriculum and Planning; Assessment; and Analysis.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as a basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Implementation of this rubric for Occupational and Physical Therapists is described in the following:

- **Knowledge, Skills & Responsibilities** describes practice expectations in the school.
- **What it looks like** provides observational evidence of proficient performance.
- **Listed artifacts** are provided in the addendum as sources of evidence for the standard. Artifacts listed are examples and are not to be used as a checklist. The evidence is not a comprehensive list of requirements.

This resource document has been developed by the Massachusetts OT/PT Educator Evaluation Task Force (in conjunction with the MA School Guidelines task force through Massachusetts Association for Occupational Therapy (MAOT, www.maot.org) and American Physical Therapy Association of Massachusetts (APTA of MA, www.aptaofma.org). The Department of Elementary and Secondary Education (DESE) has reviewed the contents of this document for consistency with the SISP Model Rubric.

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Specialized Instructional Support Personnel (SISP) Rubric At- A- Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture

A. Curriculum and Planning Indicator
  1. Professional Knowledge
  2. Child and Adolescent Development
  3. Plan Development
  4. Well-Structured Lessons
	A. Instruction Indicator
	  1. Quality of Effort and Work
	  2. Student Engagement
	  3. Meeting Diverse Needs
		A. Engagement Indicator
		  1. Parent/Family Engagement
			A. Reflection Indicator
			  1. Reflective Practice
			  2. Goal Setting

B. Assessment Indicator
  1. Variety of Assessment Methods
  2. Adjustments to Practice
	B. Learning Environment Indicator
	  1. Safe Learning Environment
	  2. Collaborative Learning Environment
	  3. Student Motivation
		B. Collaboration Indicator
		  1. Learning Expectations
		  2. Student Support
			B. Professional Growth Indicator
			  1. Professional Learning and Growth

C. Analysis Indicator
  1. Analysis and Conclusions
  2. Sharing Conclusions With Colleagues
  3. Sharing Conclusions With Students and Families
	C. Cultural Proficiency Indicator
	  1. Respects Differences
	  2. Maintains Respectful Environment
		C. Communication Indicator
		  1. Two-Way Communication
		  2. Culturally Proficient Communication
			C. Collaboration Indicator
			  1. Professional Collaboration
			  2. Consultation

	D. Expectations Indicator
	  1. Clear Expectations
	  2. High Expectations
	  3. Access to Knowledge
			D. Decision-Making Indicator
			  1. Decision-making

			E. Shared Responsibility Indicator 1. Shared Responsibility

			F. Professional Responsibilities Indicator
			  1. Judgment
			  2. Reliability and Responsibility

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Note: The SISP rubric is designed to have close alignment with the teacher rubric to emphasize commonalities across educators. The following rubric is a supplement to the SISP rubric providing "Role- Specific Indicators" for Occupational and Physical Therapists in the schools.

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Standard I: Curriculum, Planning, and Assessment. Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A.	**Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.**		
I-A. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
I-A-1. Professional Knowledge	**Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.**	• Engages in professional development opportunities related to school based practice including local, state, and national offerings • Applies newly acquired knowledge in practice • Utilizes evidence-based practice supported by current therapeutic practices • Seeks professional resources when faced with new situations • Demonstrates an in depth knowledge of school based OT/PT practice • Follows AOTA/ APTA Standards of Practice and Code of Ethics (1)	• Creates student intervention plans based on current best practices, available evidence, and clinical reasoning • Clearly articulates evidence, research, and/ or rationale behind chosen interventions • Seeks out and uses available resources (e.g. other staff, journals, professional colleagues, professional organizations) • Clearly and confidently articulates to parents and team members the role of OT/PT in the school setting and how it differs from other settings
I-A-2. Child and Adolescent Development	**Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.**	• Applies an understanding of child development as well as knowledge of various disabilities in order to develop appropriate student intervention plans and goals • Individualizes interventions to student level and participation based needs • Demonstrates knowledge of a variety of strategies to improve student performance (e.g. accommodations, modifications, intervention techniques)	• Clearly articulates an understanding of developmental norms at student support meetings, IEP meetings, and staff meetings • Interacts with students at their developmental level, providing appropriate supports • Utilizes a variety of strategies that support students to achieve their goals (e.g. equipment, assistive technology, visuals, demonstrations, modeling)

1. APTA Code of Ethics for Physical Therapists http://www.apta.org/uploadedfiles/aptaorg/about_us/policies/hod/ethics/codeofethics.pdf;
   AOTA Code of Ethics for Occupational Therapists https://www.aota.org/-/media/Corporate/Files/AboutAOTA/OfficialDocs/Ethics/Code%20and%20Ethics%20Standards%202010.pdf

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I-A. Elements	Proficient	Knowledge, Skills & Responsibilities	What it looks like
1-A-3 Plan Development	**Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.**	• Aligns plans and recommendations with local/ state/ national standards • Annually reviews each IEP to ensure measurable outcomes that enable the student to meet the goals in the plan • Collaborates with team members to promote students' academic and functional performance in educational setting	• Completes reports and evaluations in a timely manner • Collaborates with team to develop student focused measurable educationally relevant goals and objectives • Regularly reviews student's progress towards goals and modifies as necessary • Provides interventions in natural school environments (e.g. classroom, playground, cafeteria) to the extent appropriate, occurring in the time and place that is most beneficial to the student • Demonstrates clear planning of interventions
I-A-4. Well-Structured Lessons	**Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	• Develops and carries out well- planned interventions with clear, meaningful goals that enhance the students' ability to function in the school environment • Modifies interventions based on student's response and progress towards goals • Intervenes in the least restrictive environment to support student outcomes	• Exhibits organization and has all materials readily available to support interventions • Clearly articulates the sequence of activities and the goal of each session • Appropriately provides regular feedback to students regarding performance • Provides intervention activities that are challenging, functional, and meaningful to students that focus on improving performance in the context of the educational setting

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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

I-B. Elements	Proficient	Knowledge, Skills & Responsibilities	What it looks like
I-B-1. Variety of Assessment Methods	**Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.**	• Demonstrates knowledge of federal and state laws and their influence on related services • Uses skilled contextual observation and a variety of formal and informal assessments that may include checklists, histories, interviews, and task analyses to identify student needs	• Selects and utilizes assessment tools to address the reason for referral related to participation in the educational setting • Adheres to regulation timelines • Provides clear and articulate written reports, which reflect strengths and barriers to student participation in the educational setting • Administers, scores, and interprets assessment tools in accordance with established standards or recommended techniques • Clearly documents when standardized assessment tools are used in a non-standardized manner
I-B-2. Adjustment to Practice	**Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.**	• Interprets assessment data relative to student participation in the educational setting • Participates in collaborative team process to determine appropriate recommendations based on assessment results • Utilizes assessment data to guide selection of interventions that are evidence-based to the extent practicable	• Observes students across a variety of settings to determine needs and strengths within the context of school performance • Clearly articulates assessment results orally and in writing • Collaborates with team members to determine appropriate differentiated interventions, goals, supports, and services • Identifies potential facilitators and barriers to intervention

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Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Proficient	Knowledge, Skills & Responsibilities	What it looks like
I-C-1. Analysis and Conclusions	**Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.**	• Uses data to measure progress and guide interventions • Routinely analyzes the effectiveness of interventions in order to adjust practices to improve student outcomes	• Collects and appropriately analyzes student data • Collaborates with colleagues around student data • Uses data to inform and adjust interventions. • Measures outcomes through progress monitoring and data collection, and utilizes outcomes to guide decision making
I-C-2. Sharing Conclusions With Colleagues	**Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.**	• Shares student data with team members to enhance the services provided to students • Considers how data from other team members can be integrated to facilitate positive student outcomes	• Regularly collaborates with team members to discuss progress, supports, and services • Uses information from team members to adjust interventions
I-C-3. Sharing Conclusions With Students and Families	**Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.**	• Consistently writes thorough, detailed, clear reports that highlight a variety of student's abilities and needs as they relate to participation in school • Verbally shares assessment findings in clear and concise ways using respectful, culturally sensitive, jargon free language	• Regularly provides feedback to students using appropriate language • Writes and submits reports within the established time frame • Provides ongoing communication with families about student progress

Standard II: Teaching All Students. *Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A.	Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		
II-A. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
II-A-1. Quality of Effort and Work	**Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.**	• Assesses student needs • Supports student participation in school activities in the least restrictive setting • Demonstrates an understanding of the student's disability, its impact upon educational performance and curricular expectations, and prioritizes outcomes based on current and future environmental demands, student and family preferences, and goals • Demonstrates knowledge of current evidenced- based research relating to child development, medical care, educational practices, and implications for student learning	• Collaborates with the IEP team to develop individualized goals and objectives that are relevant and challenging yet attainable, and that will support student participation in the educational setting • Reviews progress data and adjusts intervention strategies when necessary for student success • Participates in building based initiatives, which promote prevention and early intervening (e.g. RTI) • Articulates to team members beneficial developmental, academic and functional outcomes

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II-A. Elements	Proficient	Knowledge, Skills & Responsibilities	What it looks like
II-A-2. Student Engagement	**Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.**	• Selects, modifies, or adapts activities that are relevant and functional, and that will promote meaningful student outcomes • Demonstrates, evaluates, and documents response to interventions • Collaborates with teachers and support staff to promote skill acquisition and generalization to enhance overall development, learning, and student participation • Uses creative problem solving strategies to meet the student's needs • Recommends and monitors adaptive equipment, assistive technology, and environmental adaptations to support student engagement • Engages students effectively	• Breaks down tasks into manageable steps, providing supports to facilitate mastery and independence, reducing frustration, and encouraging student engagement • Assesses need for adaptive equipment/assistive technology, collaborating with student, teaching staff, and family during implementation with follow-up to assess effectiveness • Utilizes meaningful activities and provides motivational strategies (e.g. specific feedback, encouragement, reinforcement) to promote student engagement • Checks for understanding throughout the session by soliciting responses (verbal or non-verbal) from students to show they are actively engaged and learning • Demonstrates ability to effectively interact with students requiring intervention (e.g. manages challenging behaviors, develops rapport)
II-A-3. Meeting Diverse Needs	**Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.**	• Identifies and addresses biological, educational, cultural, and contextual factors that impact the student's development and learning • Works effectively with diverse student populations	• Collaborates with student and team to determine supports and strategies to facilitate school participation • Incorporates daily routine and contexts important to the student • Demonstrates flexibility and responsiveness to the student's and family's needs • Uses task analysis to determine appropriate interventions

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Indicator II-B.	**Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.**		
II-B. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
II-B-1. Safe Learning Environment	**Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.**	• Supports student participation in classroom/school rituals and routines that promote a safe physical, emotional, and intellectual environment • Establishes and utilizes effective procedures to support student access and participation in the school setting	• Conveys appropriate standards of behavior, mutual respect, and safety in the school environment • Collaborates with team to develop and implement positive behavior supports and behavioral intervention plans for students • Models, sets expectations, and provides training for appropriate use of adapted instructional methods/materials, adaptive equipment, and assistive technology • Consults with educators to recommend necessary accommodations and adaptations to create a safe and productive learning environment for students
II-B-2. Collaborative Learning Environment	**Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.**	• Supports development of student's communication/social skills through contextual learning experiences in the least restrictive environment	• Fosters appropriate interactions between students in group settings • Interacts with students using a variety of communication methods/ strategies based on student needs • Collaborates with team to support student instruction and learning with peers in the least restrictive environment
II-B-3. Student Motivation	**Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.**	• Provides students with opportunities to recognize accomplishments and monitor progress toward their goals • Develops and implements strategies that will help students to identify their strengths, interests and increase self determination and self advocacy skills	• Uses a wide range of positive reinforcement techniques and other behavioral interventions that are appropriate and meaningful to the student • Assists students with using self-assessment strategies and establishing personal goals • Develops methods for students to track their progress toward goals over time

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Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
II-C. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
II-C-1. Respects Differences	**Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	• Understands cultural values and beliefs and is sensitive to differences when interacting with students and their families • Encourages student self awareness and advocacy	• Modifies interventions due to religious or cultural beliefs and practices • Seeks knowledge and advice from appropriate professionals and/ or resources • Assists students in understanding and respecting differences in themselves and others
II-C-2. Maintains Respectful Environment	**Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	• Establishes an environment that integrates rights, respect, and responsibility • Follows school district policies regarding reporting bullying, harassment, and abuse • Acts in accordance with the professional code of conduct for PT's and OT's	• Interacts with students, families, and colleagues in a respectful manner • Advocates for students who may be experiencing emotional stress due to teasing and bullying

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Indicator II-D.	Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.		
II-D. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
II-D-1. Clear Expectations	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	• Uses effective written, verbal, non-verbal, and visual communication skills • Uses language appropriate to student age, developmental level, gender, race, and ethnic background • Facilitates optimal level of school participation	• Utilizes alternative communication strategies appropriate to the student's needs • Employs appropriate behavioral strategies • Uses developmentally appropriate interventions, materials and activities
II-D-2. High Expectations	**Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.**	• Works collaboratively with students and staff to adapt environment, equipment, and materials to promote student participation	• Works within the context of the student's natural environment • Demonstrations and teaches adaptations and techniques for carry over • Works collaboratively with students to develop and prioritize appropriate, realistic goals • Encourages students to persevere during challenging tasks
II-D-3. Access to Knowledge	**Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.**	• Uses active listening and language appropriate to student's age, learning style, and background • Works as an active team member to develop plans to help ensure that students with disabilities or challenges are able to access the educational curriculum • Demonstrates a working knowledge and understanding of national and state laws, district policies and procedures governing general and special education and the rights of individuals with disabilities	• Participates in 504's, IEP's, transition planning and school teams and initiatives • Contributes to modifications and accommodations necessary for school access and participation • Accesses national, state and district laws/ regulations/ procedures as needed

Standard III: Family and Community Engagement. *Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A.	Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.		
III-A. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
III-A-1. Parent/Family Engagement	**Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.**	• Develops working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust • Provides and informs families of resources to promote health and wellness in the learning community • Includes families as partners in supporting achievement towards student goals	• Adapts or modifies materials to ensure understanding • Articulates importance of contextual services • Uses a variety of communication strategies with families to promote student participation • Participates in schoolwide activities (e.g. open house, back to school night, field day)

Indicator III-B.	Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.		
III-B. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
III-B-1. Learning Expectations	**Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.**	• Provides information to families in understandable format (e.g. language, pictures) • Educates families about the role of the related service provider in facilitating student's access and participation in the school setting	• Uses objective data to report student progress • Presents written and oral communication in understandable terms • Reports student progress and evaluation results as it pertains to the student's ability to participate in school

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III-B. Elements	Proficient	Knowledge, Skills & Responsibilities	What it looks like
III-B-2. Student Support	**Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.**	• Documents and reviews student progress with parents in accordance with district policies and MA laws/ regulations • Provides strategies that fit within the context of the school or home • Engages family as partners in supporting school participation	• Participates collaboratively in student meetings • Provides families with activities, strategies and suggestions to support achievement of student goals • Completes progress reports in a timely manner

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.			
III-C. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
III-C-1. Two-Way Communication	**Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.**	• Responds to communication from parents in a timely manner • Provides opportunities for ongoing communication • Informs families of progress and changes to student learning or behavior	• Listens and provides constructive, accurate, and specific feedback • Professionally exchanges written and verbal communication within area of expertise • Provides opportunities for families to collaborate regarding interventions
III-C-2. Culturally Proficient Communication	**Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	• Provides information in an accessible format • Demonstrates understanding of disability within the context of culture • Creates a welcoming climate that encourages family to express ideas and concerns	• Uses resources to provide information (e.g. interpreter, visuals, demonstrations) to foster understanding • Seeks information regarding the cultural implications of disability

Standard IV: Professional Culture. *Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A.	**Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.**		
IV-A. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
IV-A-1. Reflective Practice	**Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.**	• Reflects on student functional outcomes to assess effectiveness of related services intervention and teaching • Reflects on appropriate clinical skills and identifies areas of need to enhance knowledge of specific clinical skill • Reflects on communication skills with students, families and colleagues	• Demonstrates insight to discern areas of strength and areas of improvement • Reviews and analyzes data to inform and adjust practice • Seeks and utilizes feedback • Accepts responsibility for revising strategies when current practices are not demonstrating desired outcomes
IV-A-2. Goal Setting	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.**	• Sets annual goals based on student progress/ongoing assessment /data collection/team meetings & collaboration • Identifies and addresses functional performance needs of students • Identifies professional practice needs and goals as it relates to student participation • Demonstrates knowledge of school and district initiatives	• Gathers evidence and analyzes data to develop measurable professional practice, team, and student learning goals • Writes measurable goals in conjunction with the team to support student participation • Aligns professional practice, team, and student goals with school and district initiatives

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Indicator IV-B.	Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.		
IV-B. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
IV-B-1. Professional Learning and Growth	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**	• Actively seeks out and participates in a range of professional development activities directly related to school based practice • Acquires and applies new knowledge • Collaborates with other school based OT/PT colleagues	• Participates in professional activities such as professional learning communities, attending meetings, conferences, participation in journal clubs, involvement in local and state professional organizations, mentoring • Shares new knowledge with others • Regularly seeks feedback • Adjusts practice in response to new knowledge • Acquires sufficient continuing education for district, state and national requirements

Indicator IV-C.	Collaboration: Collaborates effectively with colleagues on a wide range of tasks.		
IV-C. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
IV-C-1. Professional Collaboration	**Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.**	• Collaborates with administrative and educational staff through staff meetings, student support teams, and building/program initiatives • Collaborates to develop Individual Educational Programs (IEPs) and 504 plans • Seeks opportunities to collaborate with team members outside of formal meetings • Collaborates with teachers and team members to identify and provide supports and services to address student participation and access within the context of the school day • Recognizes and mitigates personal biases and emotions when dealing with team issues	• Attends meetings with district and school staff, parents, and students and is considered a contributing member of the educational team • Collaborates to identify and provide strategies for carry over of intervention and generalization of student skills • Following collaboration with peers, demonstrates working knowledge of student's program to provide intervention in context • Participates in the discussion around the development and prioritization of student goals, benchmarks/ objectives, and service delivery • Interacts with all team members in a respectful, non-judgmental manner • Manages disagreements or differing opinions effectively

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IV-C. Elements	Proficient	Knowledge, Skills & Responsibilities	What it looks like
IV-C-2. Consultation	**Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.**	• Consults with administrative and teaching staff to address issues that may impact on student participation and learning • Utilizes a collaborative approach to consultation • Participates in the development of an accountability system for implementation, follow-up, and outcomes of consultation	• Participates and collaborates in in-services and staff training to enhance student participation and learning • Meets with school staff to discuss the needs of the student within the school environment • Facilitates shared responsibility for consultation implementation and outcomes

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Indicator IV-D. Decision-Making: Becomes involved in school wide decision making, and takes an active role in school improvement planning.			
IV-D. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
IV-D-1. Decision-Making	**Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.**	• Contributes knowledge to assist school staff in their work, to set up environment for student success, or to respond to school wide issues, problems, or concerns • Collaborates with administration and other professionals to make appropriate decisions for students regarding school wide improvement planning	• Uses evidence/ research to make informed decisions in support of school initiatives such as wellness and prevention, universal design for learning, and environmental modifications • Provides recommendations regarding classroom and other school environments (e.g. cafeteria, playground, bathroom, hallways), such as student safety, proper seating, equipment and materials, organization of space, and other environmental considerations

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.			
IV-E. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
IV-E-1. Shared Responsibility	**Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.**	• Encourages and models professional behavior for students, families, staff, and community • Sets high expectations for student behavior and learning in the educational environment	• Implements, reinforces, and models school wide expectations for all students

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Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.			
IV-F. Elements	**Proficient**	**Knowledge, Skills & Responsibilities**	**What it looks like**
IV-F-1. Judgment	**Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.**	• Abides by AOTA's or APTA's professional code of ethics and standards of practice to guide ethical decision making in practice • Complies with all Massachusetts General Laws and Regulations • Handles confidential matters in a professional manner and in accordance with legal requirements	• Acts ethically, honestly, and with integrity at all times • Follows FERPA and HIPAA regulations where applicable • Respects and maintains confidentiality • Demonstrates professional demeanor in words, actions, and appearance • Maintains professional boundaries with students, families, and colleagues
IV-F-2. Reliability & Responsibility	**Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.**	• Maintains accurate and timely documentation and records in accordance with professional standards, state guidelines, and school district policy • Adheres to federal and state laws and regulations that effect occupational and/or physical therapy practice in the educational setting • Performs all required responsibilities and professional duties in a punctual and reliable manner	• Demonstrates a pattern of excellent attendance and punctuality • Attends required school meetings on time • Utilizes effective time management skills • Effectively develops and adheres to schedule that meets service delivery requirements • Adheres to timelines required for completing documentation and assigned duties • Communicates schedule modifications to appropriate personnel when indicated • Consistently documents communications and services (e.g. direct/consultative services, phone call/email logs, attendance) • Participates in maintaining school equipment and materials (e.g. safety, ordering, inventory, inspection)

Artifacts for Use in Conjunction with the Resource to Support ESE Model System Rubric for Specialized Support Personnel (SISP):

INTRODUCTION This listing is intended to suggest examples of artifacts, which *may* be used to provide evidence of performance in each Standard. It is not intended to be used as an exhaustive or comprehensive list of required evidence. Observational evidence for each Element can be found embedded into the Rubric in the "what it looks like" column.	
STANDARD I: Curriculum, Planning, and Assessment	**Indicator I.A. Curriculum and Planning** **Indicator I.B. Assessment** **Indicator I.C. Analysis**
Artifacts:	● Documentation of professional development/continuing competence activities ● Student intervention plan or plan of care ● Contributions to newsletters, websites, or brochures ● Documentation of services provided (evaluations, screenings, IEP development, 504 development, intervention plans, data sheets, contact notes, progress monitoring, service logs, team meeting minutes, Medicaid documentation, etc.) ● Assistive technology tools, resource checklists, implementation records ● Video or photographs ● Student performance data (e.g. work samples, portfolios, data collection sheets) ● Participation in IEP, team, and building meetings ● Documentation of parent/ guardian communication (e.g. contact log, notes) ● Documentation of consultation with team members ● Curriculum modifications/ accommodations ● Documentation of early intervening, RTI, instructional support involvement

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STANDARD II: Teaching All Students	Indicator II.A. Instruction Indicator II.B. Learning Environment Indicator II.C. Cultural Proficiency Indicator II.D. Expectations
Artifacts:	● Documentation of early intervening, RTI, instructional support involvement ● Documentation of differentiated intervention strategies (e.g. choice boards, visual supports, total communication system, kinesthetic activities) ● Curriculum and environmental accommodations and modifications ● Assistive technology and/or adaptive equipment recommendations to support student learning/access ● Classroom intervention protocols e.g. positioning or activity schedules, activity modifications or plans ● Behavioral supports such as contracts, procedures, consequences, Behavior Intervention Plans, sensory diets or strategies ● Individualized Education Program (IEP) ● Educational Proficiency Plans (EPP) ● Supplemental Educational Services (SES) data ● Student self-assessment instruments for goal setting and self-reflections about learning ● Student self-progress monitoring records ● Student intervention plans/ plans of care ● Student transition plans ● Student portfolio and performance data (e.g. data collection sheets, student needs inventory) ● Community and family resource lists

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STANDARD III: Family and Community Engagement	**Indicator III.A. Engagement** **Indicator III.B. Collaboration** **Indicator III.C. Communication**
Artifacts:	● Progress reports ● Documentation of family contact (e.g. letters, phone calls, emails, notes) ● Blogs, wikis, websites, newsletters, brochures ● Community outreach activities ● Attendance at school open houses and other school wide activities ● Home suggestions/ training materials (e.g. activity lists, videos, photos, visual boards) ● Documentation of home visits/ home based services/school conferences ● Communications, feedback and/or surveys from parents, students, or community members
STANDARD IV: Professional Culture	**Indicator IV.A. Reflection** **Indicator IV.B. Professional Growth** **Indicator IV.C. Collaboration** **Indicator IV.D. Decision-Making** **Indicator IV.E. Shared Responsibility** **Indicator IV.F. Professional Responsibilities**
Artifacts:	● Self-assessment, self-improvement plan ● Documentation of services provided (e.g. evaluations, screenings, IEP development, 504 development, intervention plans, data sheets, contact notes, progress monitoring, data sheets, service logs, etc.) ● Student learning and professional practice goals and action plans ● Documentation of professional development/continuing competence activities ● Documentation of trainings, in-services, and workshop presentations; and related materials (e.g. agendas, handouts, feedback) ● Consultation records, team meeting minutes ● Recommendations for school-wide or classroom specific accommodations/environmental modifications, materials, or equipment ● Any required professional documentation (e.g. reports, schedules, attendance) ● Documentation of professional certifications, memberships, specialty certifications, licensure ● Documentation of mentoring/supervisory activities ● Documentation of service on committees, work groups, and special projects ● Peer review, communications, feedback, and/or surveys from colleagues