

**CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)
OCCUPATIONAL THERAPIST RUBRIC
2023-2024**

The PROFESSIONAL	The PRACTICE
Standard 1: Culture and Climate Standard 2: Professionalism	Standard 3: Assessment Standard 4: Implementation, Planning and Instructional Support Standard 5: Compliance

Reminder: All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.

The PROFESSIONAL			
Standard 1- CULTURE AND CLIMATE: Occupational Therapist collaborates with all students to create a respectful and positive culture and climate.			
1.1 Occupational Therapist establishes and models positive relationships with students.			
1: Occupational Therapist does not establish or model positive relationships with students.	2: Occupational Therapist is beginning to establish and model positive relationships with students.	3: Occupational Therapist establishes and models positive relationships with students.	4: Occupational Therapist maintains positive relationships by interacting with every student as an individual and differentiates interactions based on knowledge of each student,

			inside and outside the classroom.
1.2 Occupational Therapist creates a learning environment that is safe, accessible and predictable.			
1: Occupational Therapist does not create a learning environment that is safe, accessible or predictable.	2: Occupational Therapist is beginning to create a learning environment that is safe, accessible and predictable.	3: Occupational Therapist creates a learning environment that is safe, accessible and predictable.	4: Occupational Therapist uses proactive and preventative measures to ensure a safe learning environment and is sensitive to individual student needs and respectful of students' dignity.
1.3 Occupational Therapist engages and honors students as individuals with diverse strengths, needs and interests, across a range of ability levels by adapting services for the benefit of students.			
1: Occupational Therapist does not engage and honor students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	2: Occupational Therapist is beginning to engage and honor students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	3: Occupational Therapist engages and honors students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	4: Occupational Therapist creates an environment where students participate with a high level of engagement and demonstrate self advocacy related to their interests, needs and interests, as developmentally appropriate.
1.4 Occupational Therapist demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.			
1: Occupational Therapist does not demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	2: Occupational Therapist is beginning to demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	3: Occupational Therapist demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	4: Occupational Therapist is aware of changing conditions at the national, state, or local level and responds appropriately to changes in the school or student environment in order to provide effective services.
Standard 2 - PROFESSIONALISM: Occupational Therapist demonstrates professional growth, leadership, and professionalism.			
2.1 Occupational Therapist collaborates and communicates with relevant adults.			

1: Occupational Therapist does not collaborate or communicate with relevant adults.	2: Occupational Therapist is beginning to communicate and collaborate with relevant adults.	3: Occupational Therapist collaborates and communicates with relevant adults.	4: Occupational Therapist provides mutual support and cooperation in collaborative settings. Occupational Therapist assumes a leadership/proactive role in at least one aspect of school or district life.
---	---	---	--

2.2 Occupational Therapist develops goals aligned to professional growth needs.

1: Occupational Therapist has not developed goals aligned to professional growth needs.	2: Occupational Therapist is beginning to develop goals aligned to professional growth needs.	3: Occupational Therapist develops goals aligned to professional growth needs and the Occupational Therapist measures their progress toward their professional goals.	4: Occupational Therapist is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve.
---	---	--	---

2.3 Occupational Therapist engages in professional learning to refine their practice.

1: Occupational Therapist does not engage in professional learning to refine their practice.	2: Occupational Therapist is beginning to engage in professional learning to refine their practice.	3: Occupational Therapist engages in professional learning to refine their practice and measures the impact of their professional learning.	4: Occupational Therapist actively seeks feedback from supervisors and colleagues and initiates additional learning opportunities for themselves and others in the school community.
--	---	--	---

2.4 Occupational Therapist differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of the student.

1: Occupational Therapist does not differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of the student.	2: Occupational Therapist is beginning to differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of the student.	3: Occupational Therapist differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of the student and promotes a strong partnership between school and home.	4: Occupational Therapist communicates effectively with families and relevant adults in a culturally sensitive manner and invites students to contribute to the communication (as appropriate) in order to engage families in a partnership with the school community.
---	--	--	--

2.5 Occupational Therapist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

1: Occupational Therapist does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: Occupational Therapist is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: Occupational Therapist demonstrates professional and ethical conduct including following all laws, district policies and school procedures and displays professionalism, respect, honesty, integrity, and confidentiality in interactions with staff, students, and the community.	4: Occupational Therapist demonstrates professional and ethical conduct through modeling and being a resource for colleagues to ensure the highest professional standards are held in all school-related interactions and decisions.
--	---	--	--

The PRACTICE

Standard 3 - ASSESSMENT - Occupational Therapist utilizes formal and informal assessments to inform planning and service delivery.

3.1 Occupational Therapist utilizes formal and informal assessments to inform planning and service delivery.

1: Occupational Therapist does not utilize formal and informal assessments to inform planning and service delivery.	2: Occupational Therapist is beginning to utilize formal and informal assessments to inform planning and service delivery.	3: Occupational Therapist utilizes formal and informal assessments to inform planning and service delivery.	4: Occupational Therapist collaborates with students, staff, and/or outside providers to measure student motor performance using formal and informal assessments with consistent understanding of how to utilize the data for effective service delivery.
---	--	---	---

3.2 Occupational Therapist writes clear and concise assessments based on student strengths and needs.

1: Occupational Therapist does not write clear and concise assessments based on student strengths and needs.	2: Occupational Therapist is beginning to write clear and concise assessments based on student strengths and needs.	3: Occupational Therapist writes clear and concise assessments based on student strengths and needs.	4: Occupational Therapist collaborates with all school teams and may educate teams on the utilization of data to guide service delivery decisions. Occupational Therapist is able to clearly present assessment results to parents/staff and additional relevant individuals at meetings.
--	---	--	---

3.3 Occupational Therapist collects clear and concise progress monitoring and monthly probes to meet the individual needs of students.

1: Occupational Therapist does not collect clear and concise progress monitoring and monthly probes to meet the individual needs of students.	2: Occupational Therapist is beginning to collect clear and concise progress monitoring and monthly probes to meet the individual needs of students	3: Occupational Therapist collects clear and concise progress monitoring and monthly probes to meet the individual needs of students.	4: Occupational Therapist collaborates, models and mentors staff on how to analyze or collect student performance data. Occupational Therapist actively involves students in self monitoring of growth and data.
---	---	---	--

3.4 Occupational Therapist analyzes and utilizes assessment data to determine the need for appropriate services, create collaborative goals, and select accommodations to support student needs.

1: Occupational Therapist does not analyze and utilizes assessment data to determine the need for appropriate services or create collaborative goals and select accommodations to support student needs-	2: Occupational Therapist is beginning to analyze and utilize assessment data to determine the need for appropriate services, create collaborative goals, and select accommodations to support student needs.	3: Occupational Therapist analyzes and utilizes assessment data to determine the need for appropriate services, create collaborative goals, and select accommodations to support student needs <i>and</i> refers to the Colorado Department of Education guidelines for Occupational Therapists.	4: Occupational Therapist provides support to the multi-disciplinary team to help analyze and utilize the assessment data across multiple school environments to determine the need for appropriate services, create collaborative goals and select accommodations to support student needs.
--	---	--	--

Standard 4 - PLANNING, IMPLEMENTATION AND INSTRUCTIONAL SUPPORT - The Occupational Therapist establishes clear expectations and strategies to support growth towards IEP goals.

4.1 Occupational Therapist establishes clear expectations and strategies to support growth towards IEP goals and the Colorado Academic Standards.

1: Occupational Therapist does not establish clear expectations and strategies to support growth towards IEP goals and the Colorado Academic Standards.	2: Occupational Therapist is beginning to establish clear expectations and strategies to support growth towards IEP goals and the Colorado Academic Standards.	3: Occupational Therapist establishes clear expectations and strategies to support growth towards IEP goals and the Colorado Academic Standards.	4: Occupational Therapist establishes clear expectations and strategies to support growth towards IEP goals across multiple environments by collaborating, mentoring and/or providing training to school teams on strategies that support student
---	--	--	---

			growth.
4.2 Occupational Therapist uses a body of evidence to implement relevant sessions that progress over time and align with student needs, learning, and progress towards goals.			
1: Occupational Therapist does not develop relevant sessions that progress over time and align with student needs, learning, and progress towards goals.	2: Occupational Therapist is beginning to use a body of evidence to implement relevant sessions that progress over time and align with student needs, learning, and progress towards goals.	3: Occupational Therapist uses a body of evidence to implement relevant sessions that progress over time and align with student needs, learning, and progress towards goals.	4: Occupational Therapist consistently collaborates with school teams to plan appropriate sessions to enhance the carryover of cross disciplinary skills in order to support a progression toward goals.
4.3 Occupational Therapist works collaboratively with the staff and relevant adults to implement developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.			
1: Occupational Therapist does not work collaboratively with the staff and relevant adults to implement developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	2: Occupational Therapist is beginning to work collaboratively with the staff and relevant adults to implement developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	3: Occupational Therapist works collaboratively with the staff and relevant adults to implement developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	4: Occupational Therapist collaborates with students and school teams to support student advocacy and skill growth in multiple environments to promote the development of critical thinking, problem-solving skills and self-advocacy.
4.4 Occupational Therapist differentiates instruction and demonstrates flexibility to meet individual student needs based on goals and objectives.			
1: Occupational Therapist does not differentiate instruction or demonstrates flexibility to meet individual student needs based on goals and objectives.	2: Occupational Therapist is beginning to differentiate instruction and demonstrate flexibility to meet individual student needs based on goals and objectives.	3: Occupational Therapist differentiates instruction and demonstrates flexibility to meet individual student needs based on collaborative goals and objectives.	4: Occupational therapist instructs, models and supports school teams on how to plan, scaffold and differentiate activities across multiple learning environments to meet individual student needs based on collaborative goals and objectives.
4.5 Occupational Therapist gives explicit, actionable feedback to students throughout the Occupational Therapist sessions.			

1: Occupational Therapist does not give explicit, actionable feedback to students throughout the Occupational Therapist sessions.	2: Occupational Therapist is beginning to give explicit, actionable feedback to students throughout the Occupational Therapist sessions.	3: Occupational Therapist gives explicit, actionable feedback, and adjusts instruction with students throughout the Occupational Therapist sessions.	4: Occupational Therapist consistently offers opportunities for students to engage in using feedback and supports them as they make progress toward individualized goals aligned to their developmental level. Students demonstrate self-advocacy skills across multiple learning environments.
---	--	--	---

4.6 Occupational Therapist demonstrates knowledge and use of adaptive tools, materials and technology to improve access and participation in various school environments.

1: Occupational Therapist does not demonstrate knowledge and use of adaptive tools, materials and technology to improve access and participation in various school environments.	2: Occupational Therapist is beginning to demonstrate knowledge and use of adaptive tools, materials and/or technology and may provide basic guidance in their use in order to improve access and participation.	3: Occupational Therapist demonstrates knowledge and use of adaptive tools, materials and technology to improve access and participation in various school environments.	4: Occupational Therapist's actions motivate students to consistently use adaptive tools, materials and/or technology. Occupational Therapist collaborates with school teams and provides informal or formal training related to the use of adaptive equipment to improve student performance.
--	--	--	--

Standard 5 - COMPLIANCE - The Occupational Therapist is providing individualized, needs-based services aligned with state and federal laws, local policies and procedures providing the minutes outlined in the student's IEP.

5.1 Occupational Therapist provides individualized, needs-based services aligned with state and federal laws, local policies and procedures providing the minutes outlined in the student's IEP.

1: Occupational Therapist does not provide individualized, needs-based services aligned with state and federal laws, local policies and procedures providing the minutes outlined in the student's IEP.	2: Occupational Therapist is beginning to provide individualized, needs-based services aligned with state and federal laws, local policies and procedures providing the minutes outlined in the student's IEP.	3: Occupational Therapist provides individualized, needs-based services aligned with state and federal laws, local policies and procedures providing the minutes outlined in the student's IEP.	4: Occupational Therapist provides services and consistently collaborates with school teams regarding service delivery. Occupational Therapist may mentor others in understanding their school-based role and responsibilities under the law.
---	--	---	---

5.2 Occupational Therapist identifies and plans services for students with unique needs to ensure compliance with state and federal guidelines (e.g., IDEA, ADA, ECEA, Title III, etc.).

1: Occupational Therapist does not identify and plan services for students with unique needs to ensure compliance with state and federal guidelines (e.g., IDEA, ADA, ECEA, Title III, etc.).	2: Occupational Therapist is beginning to identify and plan services for students with unique needs to ensure compliance with state and federal guidelines (e.g., IDEA, ADA, ECEA, Title III, etc.).	3: Occupational Therapist identifies and plans services for students with unique needs to ensure compliance with state and federal guidelines (e.g., IDEA, ADA, ECEA, Title III, etc.).	4: Occupational Therapist uses expertise when collaborating with families and/or the multi-disciplinary team to plan services for students with unique needs to ensure compliance with state and federal guidelines and individual student needs.
---	--	---	---

5.3 Occupational Therapist participates in the development of an appropriately aligned IEP in relevant sections (e.g., present levels, needs/impact statement, accommodations, service delivery, prior written notice) based on a comprehensive, individualized body of evidence.

1: Occupational Therapist does not participate in the development of an appropriately aligned IEP in relevant sections (e.g., present levels, needs/impact statement, accommodations, service delivery, prior written notice) based on a comprehensive, individualized body of evidence.	2: Occupational Therapist is beginning to participate in the development of an appropriately aligned IEP in relevant sections (e.g., present levels, needs/impact statement, accommodations, service delivery, prior written notice) based on a comprehensive, individualized body of evidence.	3: Occupational Therapist participates in the development of an appropriately aligned IEP in relevant sections (e.g., present levels, needs/impact statement, accommodations, service delivery, prior written notice) based on a comprehensive, individualized body of evidence.	4: Occupational Therapist collaborates with all school teams in the development of an appropriately aligned IEP in relevant sections (e.g., present levels, needs/impact statement, accommodations, service delivery, least restrictive environment, prior written notice) based on a comprehensive, individualized body of evidence. Clear collaborative goals are established in the IEP.
--	---	--	---

5.4 Occupational Therapist establishes and completes necessary documentation of services in a timely manner, including: DCSD documentation system, Medicaid Billing, Monthly Probes, Documentation/Service Log/Calendar, and an ongoing updated caseload.

1: Occupational Therapist does not complete necessary documentation of services including: DCSD documentation system, Medicaid Billing, Monthly Probes, Service Log/Calendar, and	2: Occupational Therapist is beginning to complete necessary documentation of services in a timely manner including: DCSD documentation system, Medicaid Billing, Monthly Probes, Service	3: Occupational Therapist establishes and completes necessary documentation of services in a timely manner, including: DCSD documentation system, Medicaid Billing, Monthly	4: Occupational Therapist establishes and completes necessary documentation of services in a timely manner including: DCSD documentation system, Medicaid Billing, Monthly
---	---	---	--

an ongoing updated caseload.	Log/Calendar, and an ongoing updated caseload.	Probes, Service Log/Calendar, and an ongoing updated caseload.	Probes, Service Log/Calendar, and an ongoing updated caseload in a timely manner. Occupational Therapist's records are readily available for review.
------------------------------	--	--	--

CITE Rubrics are designed to measure research-based, effective qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. *Reminder: All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for an educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for an educator to be rated a 4.*

DRAFT