

## Boulder Valley School District Effective Specialized Service Professionals Standards – Occupational Therapists

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<b>Understanding Development</b>	<b>Standard I: Occupational Therapists demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element a:</b> Occupational Therapists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Understands the relevance of normal development skill sequences to their work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bases services and/or specially designed instruction on an understanding of developmental science</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appropriately plans services and/or specially designed instruction to the needs of specific students based on student’s current level of development</li> </ul>	Creates an environment where students: <ul style="list-style-type: none"> <li>➤ Engage in challenging learning activities representing appropriate developmental levels</li> </ul>

<b>Service Delivery</b>	<b>Standard I: Occupational Therapists demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element b:</b> Occupational Therapists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Identifies potential barriers to student access to academic and non-academic content areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs services and/or specially designed instruction based on district/school adopted curriculum and Colorado academic standards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reduces barriers to learning experienced by individual students within the learning environment in the areas of literacy, math and/or other content areas.</li> </ul>	Creates an environment where students: <ul style="list-style-type: none"> <li>➤ Are engaged in the educational environment as a result of a reduction of barriers to learning</li> </ul>

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<b>Evidence-Based Practice</b>	<b>Standard I: Occupational Therapists demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element c:</b> Occupational Therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
➤ Accesses researched-based practices	<ul style="list-style-type: none"> <li>➤ Identifies current occupational therapy research relevant to student performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Incorporates knowledge from current research to meet individual needs of students</li> <li>➤ Collaborates in the training of school personnel regarding evidence based intervention</li> </ul>	Creates an environment where students: <ul style="list-style-type: none"> <li>➤ Access a variety of research-based tools to support their learning and participation</li> </ul>

<b>Interconnectedness</b>	<b>Standard I: Occupational Therapists demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element d:</b> Occupational Therapists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement		
Essentials	Partially Effective	Effective	Highly Effective
➤ Has knowledge of the system of care including the family, school and/or community	<ul style="list-style-type: none"> <li>➤ Participates in a system of care for students, which include the family, school and/or community and their impact on student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coordinates/communicates information from families and significant adults with other professionals who provide services to the student</li> </ul>	Creates an environment where students and/or families: <ul style="list-style-type: none"> <li>➤ Partner with the occupational therapist to find resources and services to support student needs</li> </ul>

<b>Professional Knowledge</b>	<b>Standard I: Occupational Therapists demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element e:</b> Occupational Therapists demonstrate knowledge of and expertise in their profession of Occupational Therapy		
Essentials	Partially Effective	Effective	Highly Effective
➤ Is familiar with the standards and domain & process of	<ul style="list-style-type: none"> <li>➤ Is knowledgeable about the domain &amp; process of occupational</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plans and implements occupational therapy services in</li> </ul>	Creates an environment where students and/or families: <ul style="list-style-type: none"> <li>➤ Express</li> </ul>

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occupational therapy	therapy practice including philosophy and practice concepts	accordance with nationally recognized professional practice	understanding of the purpose of educationally-related occupational therapy services and the benefits of such services
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<b>Safety and Accessibility</b>	<b>Standard II: Occupational Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element a:</b> Occupational Therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Understands the importance of a safe, accessible environment in which students experience a caring relationship</li> </ul>	<ul style="list-style-type: none"> <li>➤ Anticipates potentially hazardous situations and takes steps to prevent accidents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborates with other professionals to improve safety and accessibility to the school environment</li> <li>➤ Provides a caring relationship for each student</li> </ul>	Creates an environment where students: <ul style="list-style-type: none"> <li>➤ Safely access targeted school environment(s)</li> </ul>

<b>Diversity</b>	<b>Standard II: Occupational Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element b:</b> Occupational Therapists demonstrate respect for diversity with the home, school, and local and global communities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Understands the importance of respect for student diversity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands the importance of equal access to programs and facilities for all students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respects diversity in home and community and educates others about disability awareness and the importance of inclusion</li> </ul>	Creates an environment where students and/or families: <ul style="list-style-type: none"> <li>➤ Feel respected and included in the classroom, school, and community</li> </ul>

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<b>Differentiation</b>	<b>Standard II: Occupational Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element c:</b> Occupational Therapists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Identifies each student's strengths, interests, and needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes priorities and goals based on unique student interests, strengths and needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plans and modifies interventions to reflect unique student interests, strengths and needs</li> </ul>	Creates an environment where students: <ul style="list-style-type: none"> <li>➤ Participate in specially designed activities driven by their areas of interest and strengths services provided by the occupational therapist</li> </ul>

<b>Communication</b>	<b>Standard II: Occupational Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element d:</b> Occupational Therapists engage in proactive, clear, and constructive communication with students, families, and other significant adults and/or professionals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Understands the importance of clear, constructive communications</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes effective communications with students, families, and other significant adults</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses a variety of methods to communicate with students, families and other significant adults to promote sharing of pertinent information</li> </ul>	Creates an environment where students and/or families: <ul style="list-style-type: none"> <li>➤ Communicate with the occupational therapist</li> <li>➤ Students, families, and/or the educational team:</li> <li>➤ Understand information shared by the occupational therapist</li> </ul>

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<b>Behavioral Strategies</b>	<b>Standard II: Occupational Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element e:</b> Occupational Therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies		
Essentials	Partially Effective	Effective	Highly Effective
➤ Sets expectations that guide student behavior	➤ Modifies services in response to student behavioral needs	➤ Creates an accessible learning environment with expectations for student behavior that maximizes use of service time with student	Creates an environment where students: <ul style="list-style-type: none"> <li>➤ Abide by established expectations during intervention activities</li> </ul>

<b>Laws and Regulations</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element a:</b> Occupational Therapists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts’ organized plans of instruction and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
➤ Is aware of standards, regulations and laws that impact occupational therapy practice in the educational setting	➤ Complies with timelines for state and federal legislation and local regulations and procedures	<ul style="list-style-type: none"> <li>➤ Ensures documentation is aligned with federal and state laws and district policies</li> <li>➤ Develops measurable student goals based on Colorado academic standards</li> </ul>	Creates an environment where students and/or families: <ul style="list-style-type: none"> <li>➤ Are aware of how federal and state laws and district policies govern the services they receive</li> </ul>

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<b>Evaluation &amp; Assessments</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element b:</b> Occupational Therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Uses findings from evaluation data to inform occupational therapy service delivery and specialized instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Selects and/or uses formal and informal assessments for evaluation of services</li> <li>➤ Assesses environments in which student occupation occurs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Determines occupational therapy service needs based on evaluation data and educational team discussion</li> <li>➤ Appropriately interprets and shares evaluation data with team</li> </ul>	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> <li>➤ Contribute to the data collection process by identifying data sources and/or by sharing information relevant to them</li> </ul>

<b>Data-Driven Service Planning</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element c:</b> Occupational Therapists consistently plan services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Maintains student data and/or documentation to monitor and plan services</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes and adapts service delivery model based on individual needs of students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plan and provide services in alignment with individual education programs based on the integration of multiple data sources</li> </ul>	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> <li>➤ Participate in educationally challenging activities based on therapist’s use of evaluation findings and ongoing data collection</li> </ul>

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<b>Technology</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element d</b> : Occupational Therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Uses appropriate technology supports as determined by the educational team</li> </ul>	<ul style="list-style-type: none"> <li>➤ Supports the use of appropriate technology to maximize student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Selects, recommends, and trains teachers to use assistive technology or adaptive equipment to support student participation in the educational setting</li> </ul>	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> <li>➤ Express preferences for adaptive equipment and/or technology verbally or non-verbally based on participation and ease of use</li> <li>➤ Use assistive technology/adaptive equipment to support their learning and participation in the classroom</li> </ul>

<b>Student Expectations</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element e</b> : Occupational Therapists establish high expectations for their students that support the development of critical-thinking, self-advocacy, leadership, and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Communicates high expectations for all students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sets individual student expectations/goals at a level that challenges students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborates with the educational team to develop goals ensuring that student are working toward high expectations</li> <li>➤ Provides opportunities for students to practice self-advocacy with functional tasks</li> </ul>	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> <li>➤ Respond positively to the therapist's expectations</li> <li>➤ Demonstrate problem solving skills to improve functional independence</li> </ul>

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<b>Student Communication</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element f : Occupational Therapists communicate effectively with students</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Uses effective communication skills with students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Builds rapport with students</li> <li>➤ Allows time for student response</li> <li>➤ Provides positive feedback to student on performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Modifies communication based on students' emotional and ability level</li> <li>➤ Works with colleagues to improve understanding of and ability to communicate with students who have diverse needs</li> </ul>	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> <li>➤ Engage in multiple communication exchanges non-verbally or verbally with the occupational therapist in the context of intervention</li> </ul>

<b>Implementing Services</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element g : Occupational Therapists will consistently implement services and/or specially designed instruction unique to their profession</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Selects activities that prepare students for engagement in the least restrictive environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conducts activity/task analysis to support the skills needed for a student to engage in an activity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effectively implements activities that prepare students for engagement in the least restrictive environment</li> <li>➤ Uses a variety of service delivery approaches to meet student needs</li> </ul>	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> <li>➤ Transfer activities learned in out-of-context settings to the least restrictive environment or context</li> </ul>

<b>Flexibility</b>	<b>Standard III: Occupational Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students</b>		
	<b>Element h : Occupational Therapists respond to complex, dynamic environments</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Understands the complexity and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeks professional guidance to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effectively prioritizes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes and willingly responds to</li> </ul>

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dynamic nature of the school environment	prioritize competing demands within the work environment	competing, demands with the work environment ➤ Works to align student, teacher, and parent priorities	the fluid demands of the work environment ➤ Acts as an agent of change for the department and/or the school district
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<b>Reflection</b>	<b>Standard IV: Occupational Therapists reflect on their practice</b>		
	<b>Element a :</b> Occupational Therapists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice		
Essentials	Partially Effective	Effective	Highly Effective
➤ Identifies methods and tools to collect student data	➤ Collects and uses student learning development and growth data to inform practice	➤ Analyzes a wide range of student data sources to design and implement services ➤ Applies findings from data analysis to practice	➤ Synthesize data from multiple students to inform and drive future practices ➤ Provides analyses on data trends based upon the unique expertise of the therapist to the educational team

<b>Professional Development</b>	<b>Standard IV: Occupational Therapists reflect on their practice</b>		
	<b>Element b :</b> Occupational Therapists link professional growth to their professional goals		
Essentials	Partially Effective	Effective	Highly Effective
➤ Uses performance feedback from supervisor and/or colleagues to improve practice ➤ Completes required professional development	➤ Assesses areas of own strengths and needed growth in relation to school-based occupational therapy practice ➤ Develops a professional learning plan that builds on strengths and addresses areas in need of improvement	➤ Participates in professional development opportunities that support the therapist’s professional learning plan	➤ Collects data on implementation of newly learned strategies and makes modifications to support student outcomes ➤ Develops and follows a long-term written professional development plan (3 to 5 year plan)

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<b>Collaboration</b>	<b>Standard V: Occupational Therapists demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element a:</b> Occupational Therapists collaborate with internal and external stakeholders to meet the needs of students		
Essentials	Partially Effective	Effective	Highly Effective
➤ Identifies key stakeholders in the lives of students	<ul style="list-style-type: none"> <li>➤ Collaborates with other professionals to support progress towards student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiates professional dialogue with other school providers to gather various perspectives to meet the needs of students</li> <li>➤ Initiates and/or supports collaborative communication with families</li> </ul>	<ul style="list-style-type: none"> <li>➤ Integrates collaboratively shared information into services to benefit the student</li> <li>➤ Establishes ongoing partnerships with external stakeholders to support the needs of students</li> </ul>

<b>Advocacy</b>	<b>Standard V: Occupational Therapists demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element b:</b> Occupational Therapists advocate for students, families, and schools		
Essentials	Partially Effective	Effective	Highly Effective
➤ Advocates for students	<ul style="list-style-type: none"> <li>➤ Actively supports disability awareness at the school and district level</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advocates for curricular, school climate and service improvements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plans and/or proposes educational programs for department and/or school staff which advocate for the needs of students</li> </ul> <p>Families and other significant others:</p> <ul style="list-style-type: none"> <li>➤ Have knowledge of how to access advocacy support and resources for the benefit of the student</li> </ul>

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<b>School Leadership</b>	<b>Standard V: Occupational Therapists demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element c: Occupational Therapists demonstrate leadership in their educational setting(s)</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Recognizes opportunities to develop leadership skills</li> <li>➤ Supports school goals and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes contributions from an occupational therapy perspective to school or district teams</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confers with school administrators and/or supervisors to improve working and learning conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides leadership to school-based teams by facilitating collaborative and decision making processes in order to harness skills and knowledge of colleagues</li> <li>➤ Shares knowledge through mentorship of colleagues</li> <li>➤ Assumes additional duties and/or leadership roles in the department and/or schools</li> </ul>

<b>Professional Leadership</b>	<b>Standard V: Occupational Therapists demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element d: Occupational Therapists contribute knowledge and skills to educational practices and their profession</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Contributes knowledge and skills to the educational work of the school</li> <li>➤ Participates and asks questions in conversations with colleagues and/or with professional groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contributes knowledge and skills during professional conversations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formally plans and presents/shares information on a relevant topic to a professional group</li> </ul>	<p>Contributes to the development of the occupational therapy profession by participation in one or more of the following:</p> <ul style="list-style-type: none"> <li>➤ research projects, focus groups, ongoing committee work at the local, state, or national level, or participating in the development and implementation of an initiative at the district, state, or federal level</li> </ul>

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<b>Ethics</b>	<b>Standard V: Occupational Therapists demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element e: Occupational Therapists demonstrate high ethical standards</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>➤ Maintains confidentiality of student records as required by law</li> <li>➤ Upholds the professional Code of Ethics and Standards of Practice for Occupational Therapy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accepts responsibility for actions and decisions that affect student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follows district procedures for reporting unsafe or unethical practices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Models respect for the dignity, privacy, and confidentiality of others within the working environment</li> <li>➤ Promotes ethical standards of practice in the school and/or district teams</li> </ul>