### Rubric for Evaluating Colorado's Specialized Service Professionals: Physical Therapist Simulation

#### Definition of an Effective Physical Therapist

Effective school physical therapists are vital members of the education team. They are properly credentialed and provide professional expertise in the areas of mobility skills, postural and positioning, gross motor skills, self-help skills and foundational recreational skills for age-appropriate play. Effective physical therapists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective physical therapists facilitate achievement of student goals by implementing a plan of care that utilizes evidenced-based evaluation methods and intervention strategies. They design interventions to promote skill acquisition, accessibility within the school environment and participation in typical activities and routines. They understand the interconnectedness of the home, school and community and collaborate with all members of the education team to facilitate meaningful student participation. Through reflection, advocacy and leadership, effective physical therapists enhance the academic achievement and personal/social development of their students.

# QUALITY STANDARD I Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible. Basic Partially Proficient (Meets State Standard) Accomplished Exemplary

**ELEMENT A:** Physical 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.

### THE PHYSICAL THERAPIST:

Identifies
 developmental
 motor milestones
 and their relation to
 learning.

## ...and THE PHYSICAL THERAPIST:

Implements developmentally appropriate strategies based on strengths and needs of individual students.

### . . . and

### THE PHYSICAL THERAPIST:

Applies knowledge of intellectual, social and emotional development to ensure student access and participation in the school environment.

#### . . . and

### SIGNIFICANT ADULTS:

☐ Understand the impact of motor delays for students regarding mobility, safety and school participation.

#### . . . and:

**STUDENTS:** 

☐ Actively participate in the school environment with the support of significant adults with consideration of their skills and abilities.

**ELEMENT B:** Physical 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.

### THE PHYSICAL THERAPIST:

 Understands connections between physical therapy and the student's ability to learn.

### . . . and

### THE PHYSICAL THERAPIST:

Provides therapeutic interventions or adaptive technologies to reduce barriers to learning.

#### . . . and

### THE PHYSICAL THERAPIST:

 Collaborates with others to reduce barriers to learning and support student growth.

#### . . . and

### STUDENTS:

☐ Practice in a structured setting using strategies to reduce or address barriers.

#### . . . and

### **STUDENTS:**

 Are supported in academic learning as a result of reduction of identified barriers.

Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Physical therapists demo	Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible.							
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary				
<b>ELEMENT C:</b> Physical to designed instruction.	<b>ELEMENT C:</b> Physical therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction.							
THE PHYSICAL THERAPIST:  ✓ Identifies sources of evidence-based practices to obtain relevant current research.	and THE PHYSICAL THERAPIST: ✓ Remains current on evidence-based practices to provide services to meet student needs.	and THE PHYSICAL THERAPIST: ✓ Implements evidence- based strategies to meet the individual needs of students.	<ul> <li> and</li> <li>STUDENTS:</li> <li>✓ Use learned skills in structured settings with support from significant adults.</li> </ul>	and STUDENTS: ☐ Generalize learned skills to a variety of school environments with support from significant adults.				
<b>ELEMENT D:</b> Physical student achievement.	therapists demonstrate know	wledge of the interconnecte	dness of home, school and	community influences on				
THE PHYSICAL THERAPIST:  ✓ Is aware of the interconnectedness of home, school and community and its impact on student learning.	and THE PHYSICAL THERAPIST:  ✓ Utilizes student, family and staff priorities and knowledge of their interconnectedness to develop the plan of care.	and THE PHYSICAL THERAPIST:  Provides resources and strategies to promote improved student participation in the home, school and community.	and STUDENTS:  Practice skills embedded in typical school activities and routines with support from staff or significant adults.	and STUDENTS:  Demonstrate improved participation as a result of the interconnectedness of home, school and community involvement in their care with support from significant adults.				

Physical therapists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient		icient te Standard)	Accomplished	Exemplary
ELEMENT E: Physical t	herapists demonstrate knov	vledge of and	expertise in th	neir professions.	
THE PHYSICAL THERAPIST:  ✓ Holds a basic professional knowledge and expertise as a physical therapist.	and THE PHYSICAL THERAPIST:  ✓ Adheres to the standards of practice for physical therapy.	and THE PHYSICAL THERAPIST: ✓ Delivers services that are meaningful to the student, centered on functional skills and lead to improved student learning.		and SIGNIFICANT ADULTS:  Support the student in activities to improve participation in school and community.	and STUDENTS:  Participate in the least restrictive environment and in therapeutic interventions to positively impact their role in the school and/or community with support from significant adults.
Evaluator Comments: (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)		(Please indica	f Person Being Evaluated: ate the element for which t ard as a whole.)	he comment applies if not	

Physical therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

		Proficient		
Basic	Partially Proficient	(Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT A:</b> Physical trelationship with caring a	therapists foster safe and according to the same and peers.	cessible learning environme	nts in which each student h	nas a positive, nurturing
THE PHYSICAL THERAPIST:  ✓ Understands the importance of a safe, accessible and caring environment for students, staff and self.	and THE PHYSICAL THERAPIST: ✓ Promotes the safety of students, staff and self in all interactions.	and THE PHYSICAL THERAPIST:  ✓ Collaborates with others to improve safety and accessibility within the school environment.	and  STUDENTS:  ✓ Express comfort with the physical care they receive from significant adults using verbal and/or nonverbal methods.	and STUDENTS: □ Safely access the school environment using identified supports and/or activity and environmental modifications with assistance from significant adults as needed.
ELEMENT B: Physical the	erapists demonstrate respec	t for diversity within the hor	me, school and local and glo	obal communities.
THE PHYSICAL THERAPIST:  ✓ Identifies diverse perspectives of students, families and the community in designing and implementing care.	and THE PHYSICAL THERAPIST: ✓ Understands the importance of and recommends equal access to programs and facilities for all students.	and THE PHYSICAL THERAPIST: ✓ Educates others about disability awareness and the importance of inclusion.	and STUDENTS AND/OR SIGNIFICANT ADULTS:  Express informed preferences for methods of inclusion.	and STUDENTS AND SIGNFICANT ADULTS: Facilitate student participation in educational opportunities with their peers with support.

Physical therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
<b>ELEMENT C:</b> Physical therapists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.							
THE PHYSICAL THERAPIST:  ✓ Identifies unique student interests, strengths and needs.	and THE PHYSICAL THERAPIST: ✓ Establishes priorities and goals based on unique student interests, strengths and needs.	and THE PHYSICAL THERAPIST:  ✓ Designs and modifies interventions to reflect unique student interests, strengths and needs.	and STUDENTS AND/OR SIGNIFICANT ADULTS: Understand the importance of students' unique interests, strengths and needs in achieving goals.	and STUDENTS:  Expand participation in the learning environment based on their strengths and interests with support from significant adults.			
· ·	cherapists engage in proactiv her significant adults and/or		mmunication and work coll	aboratively with			
THE PHYSICAL THERAPIST:  ✓ Recognizes the value of building relationships with students, families and significant adults.	and THE PHYSICAL THERAPIST: ✓ Establishes respectful relationships with students, families and significant adults.	and THE PHYSICAL THERAPIST:  Uses a variety of methods to communicate with students, families and significant adults to promote sharing of pertinent information.	and STUDENTS AND/OR SIGNIFICANT ADULTS:  Willingly share information that may impact student participation.	and STUDENTS AND/OR SIGNIFICANT ADULTS: Indicate preferences and/or make choices regarding functional activities.			

Physical therapists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	_	icient te Standard)	Accomplished	Exemplary	
<b>ELEMENT E:</b> Physical therapists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.						
THE PHYSICAL THERAPIST:  ✓ Recognizes the need for rules to guide student behavior in the therapeutic setting.	and THE PHYSICAL THERAPIST:  ✓ Establishes acceptable student behavior that will improve access to the learning environment and efficient use of time.	and THE PHYSICAL THERAPIST:  ✓ Implements effective strategies to promote student engagement in functional activities and/or therapy sessions.		and STUDENTS:  ✓ Abide by established rules during functional activities and/or therapy sessions.	and STUDENTS:  Demonstrate behaviors that positively contribute to functional activities and accomplishing their goals with support from significant adults.	
Evaluator Comments: (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)		(Please indica	Ferson Being Evaluated: ate the element for which ti ard as a whole.)	ne comment applies if not		

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
<b>ELEMENT A:</b> Physical 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.							
THE PHYSICAL THERAPIST:  ✓ Understands the responsibilities of the physical therapist in the education system.	and THE PHYSICAL THERAPIST:  ✓ Demonstrates knowledge of relevant organizational requirements.  ✓ Meets required timelines for documentation and communication.	and THE PHYSICAL THERAPIST:  ✓ Manages and delivers services in accordance with federal, state and local plans and procedures and the needs of students.  ☐ Assists colleagues in understanding and applying the state and federal laws and local plans and procedures.	TUDENTS:  ✓ Actively engage in physical therapy services to access educational opportunities.	and STUDENTS:  Participate in the least restrictive environment with support from significant adults.			

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary	

**ELEMENT B:** Physical therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

### THE PHYSICAL THERAPIST:

✓ Identifies valid formal and informal assessment tools to inform practice.

### . . . and

### THE PHYSICAL THERAPIST:

Uses multiple assessments from formal and informal sources to determine participation level, limitations and personal and environmental limiting factors.

#### . . . and

### THE PHYSICAL THERAPIST:

- ☐ Collaborates with team to guide services, goal development and intervention.
- Recognizes student needs that require referral to another professional.

#### . . . and

# STUDENTS AND/OR SIGNIFICANT ADULTS:

☐ Contribute pertinent information to the evaluation process in order to guide program planning.

#### . . . and

#### STUDENTS:

 Are fully and actively engaged in the assessment process.

**ELEMENT C:** Physical therapists plan and consistently deliver 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.

### THE PHYSICAL THERAPIST:

✓ Identifies intervention strategies based on explicit outcomes.

#### . . . and

### THE PHYSICAL THERAPIST:

- Determines method of intervention strategies based on student needs.
- Employs a variety of intervention strategies to achieve student outcomes.

#### . . . and

### THE PHYSICAL THERAPIST:

- Monitors
   effectiveness of
   intervention and
   modifies as needed to
   improve student
   performance.
- Plans and prepares students for transitions into school and community.

### ...and **STUDENTS:**

✓ Participate in challenging activities based on skill level and interest.

#### . . . and

**STUDENTS:** 

Demonstrate progress towards student goals.

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

**Proficient Partially Proficient Accomplished Exemplary** Basic (Meets State Standard) **ELEMENT D:** Physical therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes. . . . and . . . and . . . and . . . and THE PHYSICAL THE PHYSICAL THE PHYSICAL STUDENTS AND/OR **STUDENTS:** THERAPIST: THERAPIST: THERAPIST: **SIGNIFICANT** ■ Utilize assistive technology or Identifies benefits Recommends Instructs students **ADULTS:** adaptive equipment of assistive assistive technology and others in the □ Express preference devices to improve technology or or adaptive proper use of for assistive access to the equipment to assistive technology adaptive equipment technology or educational to improve facilitate student or adaptive adaptive equipment environment with functional participation. equipment. based on support from independence. participation and significant adults. Makes appropriate □ Identifies sources for ease of use. referrals for assistive obtaining, maintaining, technology needs. repairing and financing assistive technology or adaptive equipment.

**ELEMENT E:** Physical therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

### THE PHYSICAL THERAPIST:

 Understands the importance of having high expectations for all students. . . . and

### THE PHYSICAL THERAPIST:

 Develops rigorous goals for student outcomes based on student, family and team priorities. . . . and

### THE PHYSICAL THERAPIST:

- Chooses activities that provide an appropriate level of challenge.
- Provides
   opportunities for
   students to practice
   self-advocacy and/or
   problem solving
   during functional
   tasks.

. . . and

# STUDENTS AND/OR SIGNIFICANT ADULTS:

✓ Are sufficiently knowledgeable to request environmental modifications or assistance for specific tasks.

### ... and STUDENTS:

☐ Demonstrate problem-solving skills to improve functional independence with support from significant adults.

Physical therapists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	l	ficient te Standard)	Accomplished	Exemplary
ELEMENT F: Physical th	nerapists communicate effec	ctively with st	udents.		
·	and THE PHYSICAL THERAPIST:  ✓ Selects communication strategies including verbal, non-verbal and/or physical cues based on student needs.  herapists develop and/or im	allows t respons discussi	T: effectively and cime for ses and ion.	and STUDENTS AND/OR SIGNIFICANT ADULTS: ✓ Understand written or oral instructions to assist in functional and/or therapeutic activities.	and STUDENTS:  Follow written, oral or other forms of communication to complete functional and/or therapeutic activities in a structured setting with support from significant adults.
professions.					
THE PHYSICAL THERAPIST:  ✓ Understands task analysis in order to improve a student's access to education.	THE PHYSICAL  THERAPIST:  ✓ Performs an     acceptable task     analysis or ecological     assessment to inform     planning and     implementation of     services.	and THE PHYSICAL THERAPIST: ✓ Identifies barriers to accessing the educational environment using task analyses or ecological assessments and provides strategies to improve access.		STUDENTS AND/OR SIGNIFICANT ADULTS: Integrate recommendations to improve accessibility in the school environment.	and  STUDENTS:  □ Experience improved participation through implementation of recommended strategies.
Evaluator Comments: (Required for Ratings of ' recommended for all rati	'Basic" or "Partially Proficien ng levels.)	at" and	(Please indica	Person Being Evaluated: te the element for which th ord as a whole.)	ne comment applies if not

Physical therapists reflect on their practice.

Physical therapists reflect on their practice.							
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
<b>ELEMENT A:</b> Physical therapists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.							
THE PHYSICAL THERAPIST:  ✓ Identifies methods and tools to collect student data to inform practice.	and THE PHYSICAL THERAPIST:  ✓ Collects and compiles student data on learning, development and growth to inform practice.	and THE PHYSICAL THERAPIST: ✓ Analyzes and interprets student data to determine the effect of physical therapy intervention on student outcomes.	and THE PHYSICAL THERAPIST:  Collaborates with others regarding student performance in multiple school settings to determine effects of physical therapy intervention.	and THE PHYSICAL THERAPIST:  Reflects on the adequacy of the data to inform practice and seeks and uses other information sources as necessary.			
<b>ELEMENT B:</b> Physical t	herapists link professional g	rowth to their professional g	oals.				
THE PHYSICAL THERAPIST:  ✓ Uses performance feedback to improve practice.	and THE PHYSICAL THERAPIST:  ✓ Identifies areas of needed growth and learns new skills to improve professional practices.	and THE PHYSICAL THERAPIST:  ✓ Engages in evidence- based professional development activities that address student needs and	and THE PHYSICAL THERAPIST:  Applies newly learned knowledge and skills to decision- making about professional growth	and THE PHYSICAL THERAPIST: Develops and follows a professional development plan.			

student needs and meet professional

goals.

and goals.

Physical therapists reflect on their practice.

Basic	Partially Proficient		icient te Standard)	Accomplished	Exemplary	
ELEMENT C: Physical therapists respond to complex, dynamic environments.						
THE PHYSICAL THERAPIST:  ✓ Considers the larger learning environment when providing required services documented in the IEP/504.	and THE PHYSICAL THERAPIST: ✓ Understands the nature of the larger environmental context in which services are provided.	and THE PHYSICAL THERAPIST: Demonstrates flexibility and adjusts priorities based on changing student and team needs.		and THE PHYSICAL THERAPIST:  Collects and disseminates information about changes in the environment for team use in decisionmaking.	and THE PHYSICAL THERAPIST:  Is aware of and responds to changing conditions at the national, state, or local level in order to provide effective services.	
Evaluator Comments: (Required for Ratings of recommended for all rati	"Basic" or "Partially Proficie ing levels.)	nt" and	(Please indi	of Person Being Evaluated: cate the element for which a dard as a whole.)	the comment applies if no	

### **QUALITY STANDARD V**

Physical therapists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Physical t	herapists collaborate with in		lders to meet the needs of	students.
THE PHYSICAL THERAPIST:  ✓ Understands the importance of collaboration to meet student needs.	and THE PHYSICAL THERAPIST: ✓ Initiates dialogue with colleagues to exchange professional perspectives.	and THE PHYSICAL THERAPIST: ✓ Establishes and maintains an ongoing collaborative relationship with students to meet individual needs.	and THE PHYSICAL THERAPIST:  Collaborates with significant adults to meet student needs.	and THE PHYSICAL THERAPIST:  Collaborates with community resources to support students, families and significant adults.
<b>ELEMENT B:</b> Physical t	herapists advocate for stude	ents, families and schools.		
THE PHYSICAL THERAPIST: ✓ Identifies student, family and school needs.	and THE PHYSICAL THERAPIST: ✓ Contributes to teams that advocate for student outcomes.	and THE PHYSICAL THERAPIST:  Advocates for changes related to the physical therapy department and/or district policies that will promote student outcomes.	and THE PHYSICAL THERAPIST:  Connects students, families and significant adults to school and community resources based on student needs.	and THE PHYSICAL THERAPIST:  Confers with administrators to recommend practices to promote accessibility and reasonable accommodations in the school environment.
ELEMENT C: Physical t	herapists demonstrate leade	ership in their educational se	etting(s).	
THE PHYSICAL THERAPIST:  ✓ Recognizes opportunities to develop leadership skills.	and THE PHYSICAL THERAPIST:  ✓ Implements established physical therapy program practices to promote professionalism considering school specific priorities.	THE PHYSICAL THERAPIST:  ✓ Assists school staff in identifying appropriate physical therapy referrals.  ✓ Contributes to developing and improving physical therapy service delivery.	and THE PHYSICAL THERAPIST:  Supervises and evaluates the implementation of physical therapy services within the school and/or district.  Provides expertise to develop information resources and support safe student evacuation and injury prevention.	and THE PHYSICAL THERAPIST:  Seeks physical therapist inclusion in decision making and educational reform based on expertise and knowledge of student, school and district needs.

### **QUALITY STANDARD V**

Physical therapists demonstrate collaboration, advocacy and leadership.

Physical therapists demo	Physical therapists demonstrate collaboration, advocacy and leadership.						
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary			
<b>ELEMENT D:</b> Physical t	herapists contribute knowle	dge and skills to education	al practices and their profes	ssion.			
THE PHYSICAL THERAPIST: ✓ Shares knowledge and skills with other staff.	and THE PHYSICAL THERAPIST: ✓ Implements effective consultative strategies.	and THE PHYSICAL THERAPIST: ✓ Conducts professional development sessions for staff, students and families to support their involvement in therapy.	practices to promote	and THE PHYSICAL THERAPIST: Participates in professional meetings to further physical therapy practice.			
ELEMENT E: Physical therapists demonstrate high ethical standards.							
THE PHYSICAL THERAPIST:  ✓ Maintains confidentiality of student information as required by law.	THE PHYSICAL THERAPIST:  ✓ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	and THE PHYSICAL THERAPIST: ✓ Upholds ethical standards of practice as defined by the American Physical Therapy Association Code of Ethics and applicable state laws and regulations.	THE PHYSICAL THERAPIST:  ✓ Models ethical standards of practice within the working environment.	and THE PHYSICAL THERAPIST:  Promotes ethical standards of practice within school, department and/or district teams.			
Evaluator Comments: (Required for Ratings of ' recommended for all rati	"Basic" or "Partially Proficien	nt" and (Please indic	of Person Being Evaluated: cate the element for which t dard as a whole.)	he comment applies if not			

#### Observations, Required Measures and Other Evidence/Artifacts for Physical Therapists

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

### SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

#### **ADDITIONAL EVIDENCE/ARTIFACTS:**

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

- Collaborative relationships documentation
- Continuing education records
- Culturally responsive training materials
- Data collection and analysis
- Department documents
- Ecological assessment tool
- Ethical standards
- Federal, state and local laws and policies
- Formal and informal assessment tools
- IEP/IFSP/504 documentation
- Lesson plans
- Meeting minutes
- Mentorship of probationary physical therapists and/or physical therapy doctoral students
- Organizational logs/schedules
- Other documentation (home programs, classroom logs, communication logs)
- Physical therapy notes

- Physical therapy reports
- Professional development plan
- Professional development/training materials for school staff
- Professional meeting attendance records
- Progress monitoring tools
- Progress notes
- Publications/presentations
- Research articles and references
- Resources developed
- School/session rules
- Service time
- Student goals and outcomes
- Student and family inventory of needs, interests, goals
- Survey of colleagues
- Workload schedules
- Written goals and objectives