

# **Delaware Framework for Specialists Critical Attributes and Possible Examples**

Occupational and Physical Therapists  
June 2019



**Delaware**  
Department of Education



## Delaware Framework for Specialists Critical Attributes and Possible Examples Occupational and Physical Therapists

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the Framework for Teaching (FfT) is just that, a definition of teaching that did not address the work of many specialists, including occupational and physical therapists. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the Framework for Teaching in 2007. In those specialist rubrics, the basic architecture of the Framework for Teaching remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013. The Evaluation Instrument contained rubric language for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance.

In Delaware, school physical and occupational therapy is considered a related service under IDEA, based on frameworks established by the American Physical Therapy Association (APTA) and American Occupational Therapy Association (AOTA) respectively. The APTA and AOTA provide a framework for school PT/ PTAs and OT/ COTAs to provide services to support the school mission; intended to assist a child with a disability to benefit from special education. The intention of school based physical and occupational therapy is to provide all students with equal access to their education, and to support academic achievement regardless of any disability. School physical and occupational therapists carry out their work in various settings, including individual, group, and consultative sessions. School physical and occupational therapists serve as a resource to individual students, teachers, families, the school as a whole, and their communities.

This document can be used in multiple ways. Obviously, it can be used by observers to identify, collect, sort, and align accurate evidence for each criterion. The document is meant to be a working document that can be used by specialists and observers to support professional conversations based on a shared understanding of the criteria in order to provide and maintain a high level of service delivery, communication, and collaboration with students, families and the entire school community. The critical attributes and possible examples can help observers in providing specific feedback and actionable recommendations that encourage professional learning for specialists whose services are such an integral part of student success. Specialists and observers are encouraged to add additional examples specific to the specialists' responsibilities related to the vision, mission, and/or goals of their specific LEA and/or school. By using this document in these ways, it can be used to promote growth for the specialist and for those who observe.

## Delaware Framework for Specialists Critical Attributes and Possible Examples Occupational and Physical Therapists

Practicing Delaware school physical and occupational therapists were consulted in the development of this document. Utilization of the rubric is meant to support quality practice by school physical and occupational therapists and promote professional development and conversations within the school physical and occupational therapists' community. We are deeply indebted to those committed and knowledgeable specialists from the state of Delaware who provided the necessary expertise and insight to the development of this document.

Delaware Specialists involved in the development of this document:

Debora (Deb) Hall, OT, Caesar Rodney School District

Kristie Hamilton, OT, Caesar Rodney School District

Gretchen Hannah, PT, Christina School District

Cindy Lynch, OT, Seaford School District

Deborah (Debbie) Rudis, PT, Caesar Rodney School District

Jeanne Shellenberger, OT, Appoquinimink School District

## Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, district, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

---

### 1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

#### Indicators:

- The specialist designs activities and plans for services in accordance with school culture and discipline specific federal and state laws and regulations.
- Goals are designed to improve a student's access to his/her education.
- The specialist designs evidence-based and educationally relevant programs that are student-centered.
- Goals are appropriate to meet the student's individual needs.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The program is not aligned to state/ national standards and/or resources; activities are inappropriate in nature for the group being served.	The program is partially aligned to state/ national standards and/or the activities partially support the needs of the clients being served.	The program is aligned to state/ national standards, and the activities are appropriate for those being served.	The program is aligned to state/ national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist does not design activities or plan for services in accordance with school culture and discipline specific federal and state laws and regulations.</li> <li>● Goals are not designed to improve a student’s access to his/her education.</li> <li>● The specialist fails to design evidence-based and educationally relevant programs that are student-centered.</li> <li>● Goals are not designed to meet the student’s individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist attempts to design activities and plans for services in accordance with school culture and discipline specific federal and state laws and regulations.</li> <li>● Some goals are designed with consideration to improve a student’s access to his/her education.</li> <li>● The specialist inconsistently designs evidence-based and educationally relevant programs that are student-centered.</li> <li>● Goals are inconsistently designed to meet the student’s individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist designs activities and plans for services in accordance with school culture and discipline specific federal and state laws and regulations.</li> <li>● Goals are designed to improve a student’s access to his/her education.</li> <li>● The specialist designs evidence-based and educationally relevant programs that are student-centered.</li> <li>● Goals are designed to meet the student’s individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist designs activities and plans for services using a broad repertoire of strategies in accordance with school culture and discipline specific federal and state laws and regulations.</li> <li>● Goals are designed in conjunction with the student and team members to improve a student’s access to his/her education.</li> <li>● The specialist mentors others in designing evidence-based and educationally relevant programs that are student-centered.</li> <li>● The specialist develops thorough goals that are differentiated to meet the student’s individual needs.</li> </ul>
---------------------	--	---	--	--

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Possible Examples	<ul style="list-style-type: none"> <li>● The OT administered an evaluation on Desean that did not address his sensory concerns despite the impact on his education.</li> <li>● When Kaitlyn shared that she could not go up the stairs to the stage, the PT recommended she sit in a chair in front of the stage.</li> <li>● The OT did not address Liam’s self-regulation, despite his inability to attend and engage in classroom tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT performed clinical observations of Desean in his classroom to look at his sensory processing without consulting with the teacher or using additional measurements and therefore made minimal sensory recommendations.</li> <li>● The PT consulted with the chorus teacher to develop a plan to push Kaitlyn up a ramp but failed to work with the student on her independence with the stairs</li> <li>● The OT created a goal for Liam to use sensory based techniques that were not evidenced-based to attempt to improve his ability to attend and engage in classroom tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT assessed Desean’s performance using the Sensory Processing Measure and consulted with his teacher in order to create a sensory diet based on the results.</li> <li>● The PT created a goal for Kaitlyn to increase her independence on the stairs in order to participate in chorus on the stage.</li> <li>● The OT created a goal for Liam to use evidenced-based sensory techniques to improve his ability to attend and engage in classroom tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT used input from the results of the Sensory Processing Measure, clinical observations, and from interviews with parents and teacher to create a sensory diet for Desean to use in his classroom and at home.</li> <li>● The PT sought input from Kaitlyn on preferred ways she could participate in chorus on the stage; the PT planned an additional meeting and met with the LEA supervisors to create more accessible spaces throughout the school.</li> <li>● The OT provided an in-service for Liam’s classroom teachers and family in order to instruct them on evidence-based mindfulness techniques to be carried over in his classroom and home.</li> </ul>
-------------------	---	---	--	---

**1b. Demonstrating Knowledge of Best Practice and Models of Delivery**

The specialist uses practices and models of delivery that are aligned with local and national standards.

**Indicators:**

- The specialist uses discipline specific expertise and applies it effectively to students while considering the diversity of learners.
- The specialist delivers services using interdisciplinary model, as applicable.
- The specialist applies legal and ethical principles aligned with standards of practice.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.



Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The specialist fails to apply discipline specific expertise and does not show consideration for the diversity of learners.</li> <li>● The specialist has little to no knowledge of how professional services are related to and support other disciplines in order to deliver interdisciplinary services.</li> <li>● The specialist does not practice within the ethical principles of the specialist's profession in accordance with standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist applies limited discipline specific knowledge with some consideration for the diversity of learners.</li> <li>● The specialist attempts to identify how professional services are related to and support other disciplines in order to deliver interdisciplinary services.</li> <li>● The specialist inconsistently practices within the ethical principles of the specialist's profession or in accordance with standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist applies discipline specific expertise while considering the diversity of learners.</li> <li>● The specialist consistently identifies how professional services are related to and support other disciplines in order to deliver interdisciplinary services.</li> <li>● The specialist consistently practices within the ethical principles of the specialist's profession and in accordance with standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist applies discipline specific expertise using a broad repertoire of strategies with additional accommodations for the diversity of learners.</li> <li>● The specialist seeks input from professional services.</li> <li>● The specialist shows high level of understanding and involvement to support other disciplines when providing interdisciplinary services.</li> <li>● The specialist leads school-based community in-services to share expertise and knowledge to the school community.</li> </ul>
<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>● The OT led a writing group and failed to bring any adaptations for Samantha who was unable to grasp the pencil to write.</li> <li>● The specialist refused to collaborate with Speech Therapist for group cooking activity, stating, "It's not sanitary to use their devices"</li> </ul>	<ul style="list-style-type: none"> <li>● While working on a handwriting piece with Samantha who celebrates Hanukkah, the OT told her to copy a paragraph about the importance of Christmas.</li> <li>● Although the specialist and speech therapists established a plan for weekly cooking groups, they did not regularly</li> </ul>	<ul style="list-style-type: none"> <li>● The OT worked with Samantha on a handwriting piece and allowed her to choose a favorite holiday or event to write about.</li> <li>● The specialist and speech therapists established a schedule to hold weekly cooking groups to address a variety of student needs.</li> </ul>	<ul style="list-style-type: none"> <li>● During English class, the OT trialed an adapted keyboard which allowed Samantha to participate in a writing activity alongside peers about her favorite holiday. At the end of the lesson, OT provided instruction to teachers on use of the adapted keyboard.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<p>during these groups”, even though best practice indicates use of devices within meaningful activities.</p> <ul style="list-style-type: none"> <li>● At an IEP meeting, the PT heard the classroom teacher discussing that Riley had poor handwriting due to poor sitting posture but failed to address the sitting posture through any consultation or treatment.</li> </ul>	<p>coordinate schedules and therefore only held the group twice in a marking period.</p> <ul style="list-style-type: none"> <li>● At an IEP meeting, the PT established a goal for core strengthening but did not explain to Riley’s family how this contributed to the family’s concern of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>● At an IEP meeting, the PT established a goal to address core strengthening, and explained to Riley’s family how this potentially contributed to better handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT and speech therapist consulted with a Delaware Assistive Technology initiative and borrowed an iPod with ACC app and a key guard for Rhonda to use during weekly cooking group.</li> <li>● The PT led a breakout session during an in-service day to explain to staff how sitting posture related to handwriting and other classroom tasks.</li> </ul>
--	---	---	---	--

**1c. Demonstrating Knowledge of Students or Clients**

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

**Indicators:**

- The specialist determines the students’ individual needs and uses that information in planning service delivery.
- The specialist values student interests and cultural diversity.
- The specialist collects information about each student’s learning and medical needs when developing adaptations or accommodations for service delivery.
- The specialist uses student information when creating groups or considering classroom environment.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
--	--------------------	--------------------------	------------------	-------------------------

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Rubric	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist is insensitive to a student’s values, demographic information, and cultural background when planning services.</li> <li>● The specialist fails to incorporate a student’s interests and uses inappropriate approaches to learning when planning services.</li> <li>● The specialist does not demonstrate an understanding of the impact a student’s learning and medical needs have on the plan of services.</li> <li>● The specialist does not consider student information when creating groups or considering classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist inconsistently considers student’s values, demographic information, and cultural background when planning services.</li> <li>● Specialist rarely incorporates student’s interests and uses limited approaches to learning when planning services.</li> <li>● Specialist demonstrates a limited understanding of the impact a student’s learning and medical needs have on the plan of services.</li> <li>● Specialist inconsistently attempts to use student information when creating groups or considering classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist consistently considers student’s values, demographic information, and cultural background when planning services.</li> <li>● Specialist appropriately incorporates student’s interests and approaches to learning when planning services.</li> <li>● Specialist demonstrates an understanding of the student’s learning and medical needs and their influence on service planning.</li> <li>● Specialist effectively uses student information when creating groups or considering classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist’s planning reflects a deep consideration of student’s values, demographic information, and cultural background to guide plan for services.</li> <li>● Specialist optimizes student’s interests and approaches to learning when planning services.</li> <li>● Specialist understands student’s learning and medical needs and optimizes to plan services.</li> <li>● Specialist seeks input from all stakeholder groups in order to use student data to create groups or consider classroom environment.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Possible Examples	<ul style="list-style-type: none"> <li>● Even after the specialist learned that Mary often went hungry and lacked food in her home, the specialist ate his lunch during a session.</li> <li>● The OT paired a 2nd grade student working on pre-writing with a fifth-grade student working on a typing goal in order to condense her schedule. The activities did not address the student's individual goals.</li> <li>● Specialist used the same handout for all students on her caseload failing to modify the activity to accommodate her student with visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist planned a spring themed activity using a religious symbol, which was contrary to some students' beliefs in the group.</li> <li>● Specialist partially reviewed student's medical background and completed initial evaluation with limited information.</li> <li>● Despite working with a student in a wheelchair, the PT designed an obstacle course that included jumping skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist scheduled a cooking group to include three kindergarten students with similar interests and developmental needs.</li> <li>● Based on the students' similar sensory processing needs, the specialist scheduled a group of girls to address self-regulation and body awareness.</li> <li>● Specialist gathered information from several sources (teacher, family, and educational records) to complete accurate evaluation for a new preschool student.</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist learned a student's religious beliefs prohibited the celebration of Halloween and planned an alternative activity to be completed during the school-wide parade.</li> <li>● Specialist incorporated information from the student's educational team to adapt learning materials to optimize student's learning style to complete high school ELA assignment.</li> <li>● Specialist learned from a team member that student with muscular dystrophy fatigued easily. Specialist collaborated with team to develop a rotating service schedule to prevent the student from over-fatiguing.</li> </ul>
-------------------	--	---	--	---

**1d. Demonstrating Knowledge of Resources**

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

**Indicators:**

- The specialist uses adaptive equipment, technology, and modified materials to enhance service delivery to support the stated goals of service.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

- The specialist uses resources to assure that activities and tasks support meaningful student participation and progress towards stated goals.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist shows limited knowledge for use of adaptive equipment, technology, and modified materials to enhance service delivery to support the stated goals of service.</li> <li>● The specialist does not demonstrate knowledge of resources outside of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist attempts to use adaptive equipment, technology, and modified materials to enhance service delivery to support the stated goals of service.</li> <li>● The specialist has limited knowledge of available resources outside of the school and/or inconsistently shares them with students and families.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist uses adaptive equipment, technology, and modified materials to enhance service delivery to support the stated goals of service.</li> <li>● The specialist collaborates with outside resources to provide in school supports to students.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist selects a variety of adaptive equipment, technology, and modified materials to enhance service delivery to support the stated goals of service.</li> <li>● The specialist routinely seeks resources outside of the school and makes extensive effort to share with students, families, classroom staff and administrators.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The OT said, “You won’t be able to do that anyway”, showing resistance to advance Deb’s independent living goal of working in a restaurant.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT acknowledged Deb’s independent living goal of working in a restaurant by having Deb assist in setting up for lunch in her classroom once a week.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT acknowledged Deb’s independent living goal by setting up a work job to replenish utensils and wipe down tables in the school cafeteria.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT worked with a local restaurant to develop a volunteer opportunity for Deb to simulate working in a restaurant.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<ul style="list-style-type: none"> <li>● The OT refused to work on handwashing with Jane stating, "It's not my job to toilet the children."</li> <li>● When planning for a field trip, the PT stated, "He can't do anything anyway so why doesn't he just stay at his desk".</li> </ul>	<ul style="list-style-type: none"> <li>● The OT placed a mirror in Jane's locker as a reminder to brush her hair but did not follow up to see if it was being used.</li> <li>● The PT issued Gavin an older walker which had been found in the closet to allow him to walk, but the walker was one size too small.</li> </ul>	<ul style="list-style-type: none"> <li>● In response to identified parent concerns, the OT designed an IEP goal to improve self-care skills and created a morning hygiene routine for Jane to engage in when he arrived at school.</li> <li>● The PT provided Gavin with a walker to increase mobility in the classroom as stated in his IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>● In response to identified parent concerns regarding the student's self-care skills, the OT worked with parents to replicate morning hygiene routine at school and home for consistency and carryover of skills.</li> <li>● The PT asked Gavin which type of walking support he preferred; based on student response, the PT obtained a gait trainer and provided staff education, which allowed Gavin to have increased mobility independence throughout the school setting.</li> </ul>
--	---	---	--	--

**1e. Demonstrating Knowledge of How to Design or Use Student Assessments**

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

**Indicators:**

- The specialist creates and/or selects a battery of assessments that are aligned with student's demographics and needs.
- The specialist plans for the use of assessments to collect data, monitor student progress and modify services as needed to ensure effectiveness of service delivery.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist creates and/or selects assessments that do not encompass student’s demographics and unique needs.</li> <li>● The specialist does not utilize appropriate tools in order to collect data, monitor student progress and modify services as needed for effective service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist inconsistently creates and/or selects an appropriate assessment that encompasses a student’s demographics and needs.</li> <li>● The specialist inconsistently utilizes appropriate tools in order to collect data, monitor student progress or modify services as needed for effective service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist creates and/or selects an appropriate assessment that encompasses a student’s demographics and needs.</li> <li>● The specialist utilizes appropriate tools in order to collect data, monitor student progress and modify services as needed for effective service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist creates and/or selects a variety of appropriate assessments that encompass a student’s demographics and needs.</li> <li>● The specialist utilizes differentiated tools in order to collect data, monitor student progress and modify services as needed for effective service delivery.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The OT did an evaluation that did not address Jason’s sensory concerns despite the impact on his education.</li> <li>● The OT worked on a line placement goal with Kesha but did not take data during the sessions. The OT does not know how the student has progressed with the goal.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT did clinical observations of sensory processing for a child with Autism without using additional sources and made minimal sensory recommendations.</li> <li>● The OT worked on a line placement goal with Kesha, but since the OT’s data collection was inconsistent, the goal was not revised.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT administered a sensory processing measure to a child with Autism and created a sensory diet based on the results.</li> <li>● The OT worked on a line placement goal with a student and when the data from the session notes was reviewed, the OT found that the goal had been mastered. The OT contacted the case manager</li> </ul>	<ul style="list-style-type: none"> <li>● The OT created a sensory diet for a student based on the results of the Sensory Processing Measure, art teacher interview, and clinical observation.</li> <li>● The OT worked on a line placement goal with a student and kept detailed data and shared the data with team during the IEP revision meeting.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<ul style="list-style-type: none"> <li>● The PT failed to update Raul’s annual assessment using his current level of function. Instead, the PT copied a previous report and simply changed the date.</li> </ul>	<ul style="list-style-type: none"> <li>● PT updated a high school student’s annual assessment using preschool protocol and failed to select an assessment tool that was age appropriate.</li> </ul>	<p>to revise the IEP to set a new goal.</p> <ul style="list-style-type: none"> <li>● PT selected School Function Assessment, designed for students in grades K-5, to formally assess mobility skills of student entering 3rd grade.</li> </ul>	<ul style="list-style-type: none"> <li>● In a challenging situation the OT arranged to work alongside the speech therapist and teachers to complete an assessment with an uncooperative preschool student.</li> </ul>
--	---	---	--	---



## Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the district and community.

---

### 2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

#### Indicators:

- The specialist's interactions with students reflect genuine respect and caring.
- The specialist's interactions demonstrate respect for the diversity of students / stakeholders.
- The specialist actively listens and responds with empathy and understanding to the unique needs of the clients / stakeholders.
- The specialist models and sets expectations for student interactions.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful.	Interactions with students/stakeholders reflect genuine respect and caring for individuals as well as the group. Students/stakeholders appear to trust the specialist with sensitive information. Students/stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist’s interactions with students lacks respect and caring.</li> <li>● The specialist’s interactions do not demonstrate respect for the diversity of students.</li> <li>● The specialist is not an active listener and lacks empathy to the unique needs of the students.</li> <li>● The specialist fails to model and sets inappropriate expectations for student interactions.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist’s interactions with students demonstrate limited respect and caring.</li> <li>● The specialist’s interactions demonstrate some respect for the diversity of students.</li> <li>● The specialist is beginning to listen and occasionally responds with empathy and understanding to the unique needs of the students/stakeholders.</li> <li>● The specialist inconsistently models and sets appropriate expectations for student interactions.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist’s interactions with students demonstrate genuine respect and caring.</li> <li>● The specialist’s interactions demonstrate respect for the diversity of students.</li> <li>● The specialist actively listens and frequently responds with empathy and understanding to the unique needs of the student.</li> <li>● The specialist effectively models and sets appropriate expectations for student interactions.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist’s interactions with students are differentiated to convey genuine respect and caring based on individual and unique needs.</li> <li>● The specialist’s interactions promote acceptance and respect for the diversity of students beyond the school setting.</li> <li>● The specialist actively listens and frequently responds with empathy and understanding to the individual needs of the students.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

				<ul style="list-style-type: none"> <li>● The specialist thoroughly models and sets appropriate expectations for student interactions across school environments.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The PT stated to Tristen “Since you can’t do what the class is doing today, you can just sit and watch until class is over”.</li> <li>● During a cooking activity, the OT failed to model and provide simple instructions to Hailey, and Hailey was unsuccessful with the activity.</li> <li>● The specialist insisted Mindy participate in a holiday activity that went against her religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>● The PT recognized that Tristen was unable to participate in scooters during PE, and suggested he “just sit this one out, and maybe I’ll bring a different scooter for you to try next class.”</li> <li>● During a cooking activity, the OT provided vague instructions to Hailey, which made it difficult for her to follow a recipe.</li> <li>● The specialist said, “Even though you don’t celebrate Christmas, please do this activity anyway - it’s the only material I have.”</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist planned a relay activity during PE class using adaptive equipment to include Tristen in activities with his classmates.</li> <li>● During a cooking activity, the OT provided clear and concise instructions to follow a recipe.</li> <li>● The specialist modified a classroom activity to respect Mindy’s holiday traditions.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist responded to family concerns to create increased peer interactions by providing information to participate in Special Olympics.</li> <li>● During a cooking activity, the OT presented copies of the recipe translated to Hailey’s native language with visual supports.</li> <li>● Working with the families, the specialist modifies a classroom activity to represent specific holiday traditions of the student.</li> </ul>

**2b. Demonstrating Flexibility and Responsiveness**

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

**Indicators:**

- The specialist accurately observes the actions and reactions of the students during service delivery.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

- The specialist modifies plans and pacing based on the needs of the student and school environment.
- The specialist makes necessary adjustments within service delivery.
- Specialist is competent in utilizing effective strategies during services delivery.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the specialists blames the students/ stakeholders or the environment.	The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies.	The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/ stakeholders. The specialist accepts responsibility for the program and works to include students/ stakeholders who are resistant. The specialist has a broad repertoire of strategies.	The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist does not consider student's tolerance and is rigid and unable to make necessary adjustments within the session to facilitate student's performance.</li> <li>● The specialist is rigid and does not integrate changes resulting in significant</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist inconsistently monitors student's tolerance and makes limited adjustments within the session to facilitate student's performance.</li> <li>● The specialist demonstrates minimal flexibility by integrating some changes</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist monitors student's tolerance and makes appropriate adjustments within the session to facilitate student's performance.</li> <li>● The specialist demonstrates flexibility by the smooth and timely integration of changes</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist anticipates student's tolerance and proactively prepares for sessions by seeking information from team members to facilitate students' performance.</li> <li>● The specialist is highly flexible and shows skillful ability to make major adjustments to</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<p>disruption to the service delivery</p> <ul style="list-style-type: none"> <li>● The specialist does not incorporate strategies throughout the session in response to student's needs.</li> <li>● The specialist does not take into account the need for possible modifications of activities in response to student's performance.</li> </ul>	<p>with minimal disruption to the service delivery.</p> <ul style="list-style-type: none"> <li>● The specialist incorporates minimal strategies throughout the session in response to student's needs.</li> <li>● The specialist plans session with a few modifications of activities in response to student's performance.</li> </ul>	<p>to capitalize on service delivery.</p> <ul style="list-style-type: none"> <li>● The specialist incorporates effective strategies throughout the session in response to student's needs.</li> <li>● The specialist plans session with evidence of differentiated activities to ensure student success.</li> </ul>	<p>continue the flow of the session.</p> <ul style="list-style-type: none"> <li>● The specialist accesses a broad repertoire of strategies and accesses additional resources to ensure future success in response to student's needs.</li> <li>● The specialist plans session with evidence of individualized differentiation of activities to ensure student success.</li> </ul>
--	--	--	---	---

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Possible Examples	<ul style="list-style-type: none"> <li>● During a PT activity that was very challenging for Jaylen, he became non cooperative due to frustration. The PT did not make changes needed in order to help him become successful.</li> <li>● During a scheduled OT session with Alyssa, she showed clear signs of fatigue and inability to successfully participate. The OT proceeded with the set plan.</li> </ul>	<ul style="list-style-type: none"> <li>● A second-grade boy was struggling to complete a cutting and gluing activity. The OT offered a different set of scissors which were easier to use, but still made him squeeze a glue bottle that was too difficult for him. This caused increased frustration for the boy and he could not complete the task.</li> <li>● The OT worked with students within their classroom during ELA time. During session, Paige became frustrated and yelled, disrupting the entire class. The OT unsuccessfully tried to calm Paige within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● While working with a kindergarten boy who demonstrated difficulty with transitions, the specialist utilized highly preferred Batman themed activities to smoothly transition from the classroom to the lunchroom.</li> <li>● A 7th grade girl with a learning disability and fine motor delay expressed a desire to improve the legibility of writing her name. The OT responded by incorporating activities for letter formation into session.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist sought additional resources for a 9th grade student with Autism and devised an individualized picture schedule with preferred activities to optimize participation during a community visit to the YMCA.</li> <li>● The specialist completed an initial evaluation with a 4th grader with juvenile rheumatoid arthritis. The therapist researched contraindications, precautions, and modifications to the environment and conducted a team training.</li> </ul>
-------------------	--	--	---	--

2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students’ or clients’ ages, backgrounds, needs, and/or levels of understanding.

Indicators:

- The specialist’s communication is clear, accurate, appropriate, and understood by the students.
- The specialist helps students connect new information to previous knowledge and experience.
- The specialist’s communication demonstrates respect for difference in customs, tradition, values, language, and other traits of the student population.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
--	--------------------	--------------------------	------------------	-------------------------

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Rubric	The purpose of the communication is unclear or confusing to the students/ stakeholders. It may contain inappropriate language and/ or major errors when speaking or in writing.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing.	The purpose of the communication is clear to all and the content is appropriate and connects with students'/ stakeholders' knowledge and experience. There are no errors in speaking or writing.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist provides directions that are misunderstood by the students.</li> <li>● The specialist does not help students connect previous experience to current learning.</li> <li>● The specialist's communication does not demonstrate respect for differences in customs, traditions, values, language, and other traits of the student population.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist provides somewhat clear directions and students demonstrate limited understanding.</li> <li>● The specialist begins to help students connect previous experience to current learning.</li> <li>● The specialist's communication demonstrates some respect for difference in customs, traditions, values, language, and other traits of the student population.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist provides clear and concise directions that are understood by the students.</li> <li>● The specialist helps students connect previous experience to current learning.</li> <li>● The specialist's communication demonstrates respect for difference in customs, traditions, values, language, and other traits of the student population.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist provides clear and concise directions that are individualized and understood by the students.</li> <li>● The specialist optimizes students' connections from previous experience to current learning.</li> <li>● The specialist's communication is differentiated and shows high level of respect and understanding for difference in customs, traditions, values, language, and other traits of the student population.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● When requested by the educational diagnostician, the specialist supplied another student's report with copious errors.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT told Frank to wash his hands but did not provide the visual task analysis to help so he only wet his hands.</li> <li>● While working in the gym, the specialist was distracted by</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist simplified a multi-step vocational task into four one step tasks for the student to successfully participate.</li> </ul>	<ul style="list-style-type: none"> <li>● During PT motor group, PT provided verbal directions to the whole group and then provided individualized visual supports for a student with limited listening comprehension and the</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

<ul style="list-style-type: none"> <li>● During an IEP meeting with Gina, a high school student, the specialist was disengaged, fell asleep, and did not contribute to the plan.</li> <li>● The OT gave Jamal a worksheet with the lowercase “a”, without instruction on how to form the letter or feedback on his work.</li> <li>● During a consultation with Maria, she told the PT, “I don’t want to walk today!” The PT responded stating, “Then you are just going to get more crippled.”</li> </ul>	<p>staff talking about the Eagles win in the Super Bowl and as a result gave intermittent and confusing directions to students.</p> <ul style="list-style-type: none"> <li>● During a first grade classroom handwriting group, OT gave vague verbal instructions with limited visual supports on how to form a lowercase “a” without reviewing previous instruction of the “magic c” that was addressed in the last OT session.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist stated, “Hold the bat with 2 hands like we did in PE” when student was participating in a Special Olympics T-ball event.</li> <li>● The OT reviewed the “magic c” lesson using clear instructions and modeling a “c” on a dry erase board before moving on to the next letter.</li> </ul>	<p>student completed the activity successfully.</p> <ul style="list-style-type: none"> <li>● After cooking group, OT provided written directions with pictures of each step and discussed activity with parent, so student could complete activity at home.</li> </ul>
---	--	---	--

**2d Delivery of Services to Students or Clients**

The specialist is responsive to the identified needs of the students and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students. The delivery of service is coherent.

**Indicators:**

- The specialist has clearly established appropriate standards of conduct.
- The workspace is safe and conducive to the delivery of services.
- The services are equally accessible to all students.
- The specialist models and sets expectations for appropriate equipment use and safety procedures.
- The specialist ensures all students have the needed materials to be successful.
- Routines are established for effective use of time.



Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/ models of delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/ models of delivery are present and support the success of the program.	The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist has not clearly established appropriate standards of conduct.</li> <li>● The workspace is unsafe and/or not conducive to the delivery of services.</li> <li>● The services are not accessible to most students.</li> <li>● The specialist does not model and/or set expectations for appropriate equipment use and safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist has somewhat established appropriate standards of conduct.</li> <li>● The workspace is safe and partially conducive to the delivery of services.</li> <li>● The services are accessible to most students.</li> <li>● The specialist models and sets expectations for appropriate equipment use and safety</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist has clearly established appropriate standards of conduct.</li> <li>● The workspace is safe and conducive to the delivery of services.</li> <li>● The services are equally accessible to all students.</li> <li>● The specialist models and sets expectations for appropriate equipment use and safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist has a deep knowledge of established appropriate standards of conduct.</li> <li>● The specialist seeks input from multiple personnel (i.e. administration, teachers, other specialists, and custodians, etc.) to make the workspace safe and conducive to the delivery of services.</li> <li>● The services are equally accessible and highly</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<ul style="list-style-type: none"> <li>● The specialist fails to ensure students have the needed materials to be successful.</li> <li>● Routines are not established resulting in ineffective use of time.</li> </ul>	<p>procedures only upon request.</p> <ul style="list-style-type: none"> <li>● The specialist inconsistently ensures all students have the needed materials to be successful.</li> <li>● Routines are beginning to be established for effective use of time.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist ensures all students have the needed materials to be successful.</li> <li>● Routines are established for effective use of time.</li> </ul>	<p>differentiated to all students / stakeholders to address unique needs.</p> <ul style="list-style-type: none"> <li>● The specialist takes a leadership role, sets expectations, and trains staff for appropriate equipment use and safety procedures.</li> <li>● The specialist provides a variety of differentiated materials to ensure all students have the needed materials to be successful.</li> <li>● Routines are well established with input from multiple team members for optimized service delivery.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● During a group activity, the specialist ignored the students that were breaking the rules and the session was chaotic.</li> <li>● During indoor recess in the motor room, the PT encouraged Sally, a four-year-old emerging ambulator with low tone, to walk independently walk even though peers were running</li> </ul>	<ul style="list-style-type: none"> <li>● During a group activity, the specialist did not review the rules of the group until one of the rules was broken.</li> <li>● The PT provided services during a push-in to PE class, but only some students were able to participate due to not having the appropriate adaptive equipment available.</li> </ul>	<ul style="list-style-type: none"> <li>● While setting up a scooter activity for preschool students, the specialist cleared the floor of obstacles and provided a visual path for students to follow.</li> <li>● The PT adapted a third grade PE lesson by providing a baseball T &amp; large bat which allowed the student to safely participate.</li> </ul>	<ul style="list-style-type: none"> <li>● During a group activity, the students developed the group rules with the assistance of the specialist. The rules were written and posted for the group to see.</li> <li>● The PT planned with the PE teacher and developed some new activities to be safely incorporated into PE class to address different student goal areas.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<p>around Sally and bumping into her.</p> <ul style="list-style-type: none"> <li>● The OT did not provide instruction on how to use scissors and James attempted to cut his finger instead of the paper.</li> <li>● During a push-in handwriting activity, the OT did not plan an activity with the teacher. The OT did not come prepared with materials and some materials were not available because the teacher did not have them.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist explained how to use scissors only after the student was unsuccessful.</li> <li>● The OT planned a craft activity but left many of the materials in the office. The OT arrived to the session late due to forgetting materials.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist explained and demonstrated how to safely hold and utilize adapted spring-loaded scissors for a student with identified hand weakness.</li> <li>● The OT planned a craft activity and brought all the needed materials to the classroom. The OT arrived and ended the session on time.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist explained and demonstrated how to safely hold and utilize scissors. The specialist sent home an information sheet to the family to carry over skills at home.</li> <li>● The students, with OT support, planned a craft activity, purchased the needed materials on a community outing, and completed the activity during the OT session. The OT arrived and ended the session on time.</li> </ul>
--	--	--	--	--

## Component Three: Professional Consultation and Collaboration

The nature of specialists' assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other district employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

---

### 3a. Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

#### Indicators:

- The specialist collaborates with teachers, administrators, families and/or other specialists to meet the individual needs of students.
- The specialist collaborates with teachers, administrators, families and/or other specialists to meet the needs of the school and/or LEA.
- The specialist participates in school or LEA teams to ensure student's individual needs are addressed appropriately.
- The specialist participates in school or LEA teams to ensure services address school and/or LEA needs.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The specialist collaborates with others in the design of the plan and meeting the needs of the school.	The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist fails to collaborate with teachers, administrators, families and/or other specialists to meet the individual needs of students.</li> <li>● The specialist fails to collaborate with teachers, administrators, families and/or other specialists to meet the needs of the school and/or LEA.</li> <li>● The specialist fails to participate in school or LEA teams to ensure student’s individual needs are addressed appropriately.</li> <li>● The specialist fails to participate in school or LEA teams to ensure services address school and/or LEA needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist minimally collaborates with teachers, administrators, families and/or other specialists to meet the individual needs of students.</li> <li>● The specialist minimally collaborates with teachers, administrators, families and/or other specialists to meet the needs of the school and/or LEA.</li> <li>● The specialist minimally participates in school or LEA teams to ensure student’s individual needs are addressed appropriately.</li> <li>● The specialist minimally participates in school or district teams to ensure services address school and/or LEA needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist has supportive, collaborative and professional interactions with teachers, administrators, families and/or other specialists to meet the individual needs of students.</li> <li>● The specialist has supportive, collaborative and professional interactions with teachers, administrators, families and/or other specialists to meet the needs of the school and/or LEA.</li> <li>● The specialist regularly participates in school or LEA teams to ensure students’ individual needs are addressed appropriately.</li> <li>● The specialist regularly participates in school or LEA teams to ensure services</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist proactively initiates and models supportive, collaborative, and professional interactions with students, teachers, administrators, families and/or other specialists to meet student needs.</li> <li>● The specialist proactively initiates and models supportive, collaborative, and professional interactions with students, teachers, administrators, families and/or other specialists to meet the needs of the school and/or LEA.</li> <li>● The specialist participates in school or LEA teams to ensure student’s individual needs are addressed using a broad repertoire of strategies.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

			address school and/or LEA needs.	<ul style="list-style-type: none"> <li>● The specialist participates in school or LEA teams to ensure services address school and/or LEA needs using a broad repertoire of strategies.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The specialist met with Sally’s teacher about her ability to safely navigate the classroom. The teacher stated that Sally is falling. The specialist said to the teacher, “That’s not what I observed; I don’t believe you.”</li> <li>● The OT disregarded information from Jordan’s teacher about his copying from the board when developing his IEP goal, which resulted in an inappropriate goal which did not meet his needs.</li> <li>● The OT failed to respond to multiple parent emails regarding Ashley’s handwriting and in an exasperated tone shouted, “I don’t know what to do, the kid just won’t try”.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist said to a student’s teacher in the hallway, “Hey, can you give me a quick update on how Sally is doing in your class? I need it today for my report.”</li> <li>● The specialist sought input from only one of the student’s teachers when developing a plan to increase classroom time and participation in his inclusion classroom.</li> <li>● When passing a teacher in the hall, the specialist stated, “The student has not made progress towards the IEP goal. Maybe try a different color to improve his student’s handwriting” and then walked away without further clarification.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist met with a student’s teachers to gather information regarding the student’s ability to navigate safely in the classroom environment for an assessment.</li> <li>● The specialist met with the student’s teachers to develop a plan for supports to increase classroom time and participation in his inclusion classroom.</li> <li>● The specialist provided an update on progress towards IEP goals at the April team meeting in order to ensure student’s handwriting needs were addressed appropriately in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist met with a student’s teachers and other therapists as well as initiated a phone conference with the student’s family to gather input for an assessment to be shared with the student’s IEP team.</li> <li>● Weeks before an IEP meeting, the specialist collaborated with the student’s teaching teams, via in person and email, to add information to develop the plan to increase classroom time and participation in an inclusive setting.</li> <li>● While updating the team on progress towards IEP goals, the specialist provided supplemental activities for the classroom and home in order to ensure carry over of student’s handwriting needs throughout their day.</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

**3b. Serving as a Consultant to the School Community**

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

**Indicators:**

- The specialist shares discipline-specific information with colleagues in the school and/or LEA.
- The specialist provides discipline-specific information in multiple formats, such as email, phone call, in-person discussion, presentation, demonstration, publication, etc.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist declines or resists serving as a consultant to the school community.	The specialist serves as a consultant to the school community, but the services may be inconsistent.	The specialist serves as a consultant to the school community and shares expertise with others frequently.	The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist is unwilling or uninformed and fails to suggest resources to meet the needs of students.</li> <li>● The specialist does not attempt to collaborate with teachers, administrators and community leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist has limited suggestions of resources to meet the needs of students.</li> <li>● The specialist creates limited partnerships with teachers, administrators and community leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist shares knowledge of a variety of available resources from the school, community, internet, etc. to meet the needs of students.</li> <li>● The specialist collaborates with teachers, administrators, and community leaders to promote educational equity, student achievement, and success.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist proactively and routinely shares resources with colleagues that are available to students through school, community, on the internet, etc. and makes extensive efforts to share this information with colleagues, parents, and community.</li> <li>● The specialist makes extensive use of partnerships with school, LEA, community, and external resources to promote educational equity,</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

				student achievement, and success.
Possible Examples	<ul style="list-style-type: none"> <li>● A teacher asked for assistance with the creation and implementation of a student’s sensory diet, the specialist said, “I’m not sure, just do your best.”</li> <li>● When a teacher asked for assistance with the implementation of a student’s daily walking routine, the specialist said, “Who is that kid? Oh yeah, I’m not sure, just do your best.”</li> <li>● The specialist stated she was not familiar with flexible seating and stated, “They already have a chair; morning groups are not part of my job”.</li> </ul>	<ul style="list-style-type: none"> <li>● A teacher asked for assistance with the creation and implementation of a student’s sensory diet, the specialist only provided one specific suggestion that was the use of a compression vest.</li> <li>● When a teacher asked for assistance with the implementation of a student’s daily walking routine, the specialist only provided one generic suggestion, “Maybe try to walk more”.</li> <li>● The specialist provided one example (dynamic disc) of a flexible seating option to teacher for her students to use during morning work groups.</li> </ul>	<ul style="list-style-type: none"> <li>● A teacher asked for assistance with the creation and implementation of a sensory diet for a student, the specialist developed a plan and shared it with the student’s team.</li> <li>● After attending a professional development session on Adaptive Mobility and Planning for the School Setting, the specialist shared key points and practical suggestions with staff during a staff meeting.</li> <li>● The specialist provided multiple examples of flexible seating options to encourage optimal participation and engagement of students during morning work groups.</li> </ul>	<ul style="list-style-type: none"> <li>● A teacher asked for assistance with the creation and implementation of a sensory diet for a student, the OT consulted with the behavior analyst to develop a plan and provided an in-service training to staff to review and ensure effective implementation of the plan and student’s well-being.</li> <li>● After consulting with administrators regarding limited options for students in wheelchairs throughout the school day, the specialist developed and provided a staff in-service training on practical and evidence-based strategies to implement adaptive mobility in the classroom, as well as providing staff with online webinars for additional examples.</li> </ul>



Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

				<ul style="list-style-type: none"> <li>● The OT obtained multiple options for flexible seating (stool, ball chair, wobble stool, bean bag, rocking chair) that specifically met the needs of each individual student to help them focus during morning work groups.</li> </ul>
--	--	--	--	--

### 3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

**Indicators:**

- The specialist shares information about external resources and/or services with colleagues in the school and/or LEA.
- The specialist welcomes inquiries about his or her services and available resources.
- The specialist helps colleagues and students or clients access services and/or resources.
- The specialist welcomes the opportunity to help his or her colleagues.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so. The specialist is not accessible to students/ stakeholders.	The specialist locates resources to support the program but they may be limited to only giving them to the student/ stakeholder when requested to do so. The specialist is accessible to the students/ stakeholder upon request.	The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources.	The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The specialist does not use the available resources to guide practice.</li> <li>● The specialist is unaware of and does not provide staff with resources for families and teachers to reference.</li> <li>● The specialist does not share discipline-specific information.</li> <li>● The specialist is not available or is unresponsive to requests to share information and knowledge with school community.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist inconsistently accesses a limited variety of available resources to guide evidence-based practice.</li> <li>● The specialist sometimes provides staff with discipline-specific resources available for teachers to reference.</li> <li>● The specialist inconsistently shares a limited variety of discipline-specific information.</li> <li>● The specialist shares information and knowledge with school community upon request.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist gains access and uses available resources to guide evidence-based practice.</li> <li>● The specialist regularly provides staff with discipline specific resources available for families and teachers to reference.</li> <li>● The specialist regularly shares discipline-specific information.</li> <li>● The specialist is consistently available to share information and knowledge with school community.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist reads, seeks out, and/or contributes to scholarly journals.</li> <li>● The specialist develops and provides highly individualized resource material for a student and family member and makes it available for the teachers to reference.</li> <li>● The specialist anticipates a need for additional education on various topics and takes a leadership role in planning in-services accordingly.</li> <li>● The specialist conveys deep knowledge of the profession and has a broad repertoire of resources readily available to staff and families.</li> </ul>
<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>● A kindergarten teacher requested additional training about fine motor development; the therapist did not respond and offered no resources.</li> <li>● A family requested community resources for their high school student with</li> </ul>	<ul style="list-style-type: none"> <li>● A parent requested home activities to improve writing skills during an IEP meeting and therapist provided limited recommendations.</li> <li>● A teacher requested information about a student’s sitting posture during art. The therapist provided limited</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist prepared generic visual motor activities for home use and provided the information to the family during a parent conference.</li> <li>● The specialist compiled information from Cerebral Palsy Network on a newly developed treatment</li> </ul>	<ul style="list-style-type: none"> <li>● The OT collaborated with an ABA therapist and developed an individualized sensory diet that was easily understood by teachers and staff and free of technical jargon.</li> <li>● At the beginning of the school year, the therapist scheduled and completed a transfer-</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<p>autism and the therapist provided confusing and inaccurate information.</p> <ul style="list-style-type: none"> <li>● When Bobby’s teacher requested more information about the developmental progression of climbing stairs, the PT stated, “I don’t know anything about that” and did not offer any resources, which impacted the student’s safety in the school building.</li> </ul>	<p>information to the teacher and offered no visual supports for the student.</p> <ul style="list-style-type: none"> <li>● A new student with muscular dystrophy enrolled in a general education classroom. When administration requested an evacuation plan, therapist provided a vague plan with unclear details.</li> </ul>	<p>technique and shared with a recently hired therapist.</p> <ul style="list-style-type: none"> <li>● The specialist read articles and conducted searches to compile resources on visual motor development in third grade students.</li> </ul>	<p>training workshop for students with multiple physical disabilities for all classroom staff.</p> <ul style="list-style-type: none"> <li>● The specialist attended continuing education course and formally shared knowledge with colleagues during professional development day.</li> <li>● The specialist utilized multimedia resources (print, websites, verbal information) and shared information with families and staff.</li> </ul>
--	---	--	--	---

**3d. Maintaining Professional Standards**

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

**Indicators:**

- The specialist carries out student services according to standards of practice and ethical guidelines.
- The specialist follows professional standards/protocols for student confidentiality.
- The specialist follows professional standards/protocols for recording and sharing of data.
- The specialist studies current trends in his or her professional practice.
- The specialist maintains current and valid state licensure.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
--	--------------------	--------------------------	------------------	-------------------------

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

<p>Rubric</p>	<p>The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.</p>	<p>The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines.</p>	<p>The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate.</p>	<p>The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The specialist fails to carry out student services according to standards of practice.</li> <li>● The specialist does not follow professional standards/ protocols for student confidentiality.</li> <li>● The specialist fails to follow professional standards/ protocols for recording and sharing of data.</li> <li>● The specialist declines to study current trends in his or her professional practice.</li> <li>● The specialist does not maintain current and valid state licensure.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist carries out student services inconsistently according to standards of practice.</li> <li>● The specialist follows some of the professional standards/ protocols for student confidentiality.</li> <li>● The specialist follows professional standards/ protocols inconsistently for recording and sharing of data.</li> <li>● The specialist studies current trends in his or her professional practice upon request.</li> <li>● The specialist is not timely with maintaining current and valid state licensure.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist carries out student services according to standards of practice.</li> <li>● The specialist follows professional standards/ protocols for student confidentiality.</li> <li>● The specialist follows professional standards/ protocols for recording and sharing of data.</li> <li>● The specialist studies current trends in his or her professional practice.</li> <li>● The specialist maintains current and valid state licensure.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist carries out student services and demonstrates a deep knowledge of the standards of practice and ethical guidelines.</li> <li>● The specialist mentors other specialists on the professional standards/ protocols for student confidentiality.</li> <li>● The specialist participates in developing professional standards/ protocols for recording and sharing of data.</li> <li>● The specialist assists stakeholders in understanding current trends in his or her professional practice.</li> <li>● The specialist seeks to attain additional advanced</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

				credentials and maintains current and valid state licensure.
Possible Examples	<ul style="list-style-type: none"> <li>● The specialist was unable to articulate to a parent the differences between school-based therapy and the clinical/medical model.</li> <li>● The specialist failed to ask a parent to sign a Release of Information form before communicating with their student's outpatient therapist.</li> <li>● Following a handwriting activity with Candace, the OT failed to record complete and accurate data.</li> <li>● When asked by administration if there was any new research regarding the use of adaptive equipment in school, the PT failed to investigate any research and relied on information from when they were in college 20 years ago.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist articulated to a parent some of the differences between school-based therapy and the clinical/medical model, but the conversation was difficult for the parent to understand or follow.</li> <li>● The specialist asked a parent to sign a Release of Information form before communicating with their student's outpatient therapist, but only after prompted by a supervisor.</li> <li>● Following a handwriting activity with a student, the OT recorded incomplete and/or inaccurate data after completing the session.</li> <li>● The PT read a journal article about the latest research on the effective use of standers in a school setting only when asked by a supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>● When meeting with a parent, the specialist used examples to explain the differences between school-based therapy and the clinical/medical model.</li> <li>● The specialist obtained a Release of Information form before communicating with their student's outpatient therapist.</li> <li>● Following a handwriting activity with a student, the OT recorded complete and accurate data after completing the session.</li> <li>● The specialist attended a professional conference to obtain continuing education units required for licensure renewal.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist developed a community forum to educate stakeholders and answer questions about the differences between school-based therapy and the clinical/medical model.</li> <li>● The specialist mentored new specialists on the procedures for obtaining a Release of Information form before communicating with the student's outpatient therapist.</li> <li>● The specialist developed a data tracking system in order for the student to participate in collecting their data.</li> <li>● The PT started a professional group to read and discuss current research, which included the journal article about the latest research on the effective use of standers in a school setting.</li> </ul>

### 3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

**Indicators:**

- The specialist uses assessment data to understand student’s strengths and needs to implement evidence-based therapeutic interventions.
- The specialist uses data to assess student progress and device future service delivery.
- The specialist utilizes valid and reliable assessments to identify student’s eligibility for PT and OT services.
- The specialist reviews assessment results and provides accurate and timely feedback to students, families and colleagues.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The specialist seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist fails to use assessment data to understand student’s strengths and needs and does not implement evidence-based therapeutic interventions.</li> <li>● The specialist fails to use data to assess student progress and inform future plans for service delivery.</li> <li>● The specialist conducts invalid or unreliable assessments for identifying student’s eligibility for PT and OT services.</li> <li>● The specialist fails to share data with colleagues when requested.</li> <li>● The specialist provides inaccurate and untimely feedback to students, families and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist inconsistently uses assessment data to understand student’s strengths and needs in order to implement evidence-based therapeutic interventions.</li> <li>● The specialist inconsistently uses data to assess student progress and inform future plans for service delivery.</li> <li>● The specialist inconsistently conducts valid and reliable assessments for the purpose of identifying student’s eligibility for PT and OT services.</li> <li>● The specialist shares minimal data with colleagues, upon request.</li> <li>● The specialist occasionally reviews assessment results and provides accurate feedback to students, families and colleagues in an untimely manner.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist uses assessment data to understand student’s strengths and needs in order to implement evidence-based therapeutic interventions.</li> <li>● The specialist uses data to assess student progress and develop future plans for service delivery.</li> <li>● The specialist conducts valid and reliable assessments for the purpose of identifying student’s eligibility for PT and OT services.</li> <li>● The specialist shares data with colleagues, as appropriate.</li> <li>● The specialist reviews assessment results and provides accurate and timely feedback to students, families and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist uses assessment data to understand student’s strengths and needs in order to implement evidence-based therapeutic interventions.</li> <li>● The specialist uses data to assess student progress and inform future plans for service delivery, and shares this with other stakeholders.</li> <li>● The specialist uses a broad repertoire of valid and reliable assessments for the purpose of identifying student’s eligibility for PT and OT services.</li> <li>● The specialist shares data with outside resources and therapists, as appropriate.</li> <li>● The specialist consults with a variety of disciplines, reviews assessment results and provides accurate and timely feedback to students, families and colleagues.</li> </ul>
---------------------	--	--	--	--

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Possible Examples	<ul style="list-style-type: none"> <li>● The PT started an evaluation on a newly enrolled student using the PDMS-2, but ran out of time, and based their evaluation results on the observations gained in one 15-minute observation.</li> <li>● The OT got very busy with backlogged evaluations, and never completed the 3rd marking period progress reports for half of his students.</li> <li>● Because Jake was making continued progress on his goal, the OT did not address his screaming or agitation.</li> </ul>	<ul style="list-style-type: none"> <li>● The PT completed an evaluation on a newly enrolled student using the PDMS-2 but didn't understand how to interpret the testing results and therefore improperly denied provision of services.</li> <li>● Upon completing 3rd marking period progress updates, the OT did not compare previous results and didn't realize that the annual goal had already been met for 2 consecutive marking periods, and therefore continued to work on the same goal.</li> <li>● Because Jake was making continued progress on his goal, the OT did not address his screaming or agitation until it was discussed at a team meeting.</li> </ul>	<ul style="list-style-type: none"> <li>● The PT completed an evaluation on a newly enrolled student using the PDMS-2 and used testing results to determine his needs for direct services.</li> <li>● As a result of the student meeting his annual PT goal to ascend 4 stairs, the specialist revised the goal to state "student will ascend 12 stairs in order to access classes held on the second level."</li> <li>● Despite making continued progress on Jake's goal, his OT noted that he was screaming and agitated by the end of each session, so the OT planned to reduce the demands during the next scheduled therapy session.</li> </ul>	<ul style="list-style-type: none"> <li>● The PT and OT worked together to complete both a PDMS-2 and BOT-2 evaluation on a newly enrolled student and used a blend of scores from both tests to determine his need for services.</li> <li>● Upon completing 3rd marking period progress updates, after realizing a student had already met his annual OT goal for 2 consecutive marking periods, the OT consulted with the PT and SLP and learned that multiple goals had been met and scheduled a full revision of the student's IEP.</li> <li>● Despite making continued progress on Jake's goal, his OT noted that he was screaming and agitated by the end of each session, so she met with the PT and SLP to see if they saw similar behaviors, and the team as a whole met with the school psychologist to determine an improved plan.</li> </ul>
-------------------	--	--	---	---



## Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

---

### 4a. Communicating with Families and Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

#### Indicators:

- The specialist provides frequent information about the student's therapeutic progress within the educational setting to families.
- The specialist provides information in a format(s) accessible to students, families, and classroom staff; including use of understandable languages appropriate to the audience.
- Communication between the specialist and students, families, and classroom staff is two-way and ongoing as applicable.
- When appropriate, the specialist involves the student in the conversations.
- Information is provided in a timely manner.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.	The specialist participates in required activities related to communication but offers little additional information. Responses to families/ clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner.	The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/ clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.	The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/ clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough.
Critical Attributes	<ul style="list-style-type: none"> <li>● The specialist fails to provide information about the student’s therapeutic progress within the educational setting to families.</li> <li>● The specialist fails to provide information in a format(s) accessible to all stakeholders.</li> <li>● The specialist fails to provide information using understandable language appropriate for the audience.</li> <li>● The specialist does not take an active part in</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist provides inconsistent information about the student’s therapeutic progress within the educational setting to families.</li> <li>● The specialist provides minimal information in a format(s) accessible to some stakeholders, upon request.</li> <li>● The specialist inconsistently provides information using language appropriate for some of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist provides frequent information about the student’s therapeutic progress within the educational setting to families.</li> <li>● The specialist provides information using understandable language appropriate for the audience.</li> <li>● Communication between the specialist and stakeholders is two-way and ongoing, as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist frequently provides a variety of information about the student’s therapeutic progress within the educational setting to families and seeks input on how to improve the program.</li> <li>● The specialist provides information in a format(s) accessible to all stakeholders and communicates with other stakeholders beyond the setting, as appropriate.</li> <li>● Communication between the specialist and stakeholders is</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<p>communicating with stakeholders.</p> <ul style="list-style-type: none"> <li>● The specialist fails to involve the student in any conversations.</li> <li>● Information is not provided in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Communication between the specialist and stakeholders is inconsistent and often one-way.</li> <li>● The specialist minimally involves the student in the conversations.</li> <li>● Information is provided inconsistently and not always in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>● When appropriate, the specialist involves the student in the conversations.</li> <li>● Information is provided regularly in a timely manner.</li> </ul>	<p>well-established and the specialist seeks input from the student and a variety of stakeholders, as applicable.</p> <ul style="list-style-type: none"> <li>● Information is provided frequently in a timely manner.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The specialist failed to report to Donald’s IEP meeting and did not attempt to contact Donald’s family in advance to review his progress or concerns.</li> <li>● Despite deadlines provided from school administration, the specialist did not complete the quarterly progress updates for each student.</li> <li>● After receiving a parent concern regarding handwriting issues in Elizabeth’s student folder, the OT did not attempt to contact</li> </ul>	<ul style="list-style-type: none"> <li>● At an IEP meeting, the specialist reviewed progress, but only responded to parent concerns after the parent brought them up.</li> <li>● The specialist was late in completing quarterly progress updates but sent them home a week later.</li> <li>● After receiving a parent concern in the student’s folder, the specialist wrote a responding note a few days later.</li> </ul>	<ul style="list-style-type: none"> <li>● At an IEP meeting, the specialist encouraged an open two-way discussion with the student’s parents about self-care progress in the school and home setting.</li> <li>● The specialist sent home quarterly progress updates in the student’s report card, using clear and easy to understand terms.</li> <li>● A student’s parent wrote a note about recent skin breakdown from the student’s braces; the specialist called the family the same day to follow-up on the</li> </ul>	<ul style="list-style-type: none"> <li>● Prior to the IEP meeting, the specialist contacted the parents and community specialists to see what concerns could be addressed.</li> <li>● The therapist sent home monthly update notes (via email, written, or family preferred means) in addition to documenting progress on quarterly report card.</li> <li>● After receiving a parent concern in the student’s folder, the specialist called the family the same day to follow-up on the concerns, provided suggestions of resources available outside of</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	the family nor address the concern.		concerns and establish a plan to address the issue.	the school, and also communicated these concerns to other members of the student’s team.
--	-------------------------------------	--	---	--

#### 4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

Indicators:

- Records are organized, accurate, and timely.
- The specialist records and maintains appropriate data for effectively reporting student progress.
- The specialist shares and uses gathered data as applicable to adjust and improve services for the student or educational program.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/stakeholders/program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion.	The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion.	The record keeping system is complete and effective. The information on progress of students/stakeholders/ program is complete and used to effectively report progress. The information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services.
Critical Attributes	<ul style="list-style-type: none"> <li>● Records are unorganized, inaccurate, and/ or untimely.</li> <li>● The specialist fails to record and maintain appropriate data for effectively reporting student progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Records are partially organized, somewhat accurate, and inconsistent in timeliness.</li> <li>● The specialist inconsistently records and maintains data</li> </ul>	<ul style="list-style-type: none"> <li>● Records are organized, accurate, and timely.</li> <li>● The specialist records and maintains appropriate data for effectively reporting student progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Records are organized, accurate, and timely and shared beyond the school setting as applicable.</li> <li>● The specialist records and maintains a broad variety of</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<ul style="list-style-type: none"> <li>The specialist does not share and/or use gathered data as applicable and fails to adjust and improve services for the student or educational program.</li> </ul>	<p>for reporting student progress.</p> <ul style="list-style-type: none"> <li>The specialist shares and uses gathered data to adjust and improve services for the student or educational program, only upon request.</li> </ul>	<ul style="list-style-type: none"> <li>The specialist shares and uses gathered data as applicable to adjust and improve services for the student or educational program.</li> </ul>	<p>data for effectively reporting student progress.</p> <ul style="list-style-type: none"> <li>The specialist shares and uses gathered data outside of the school setting, as applicable and seeks input from all levels to adjust and improve services for the student or educational program.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>The specialist attempted to start daily note sheets for each student at the beginning of the year, but placed them in a manila folder along with mail, evaluations, and other work, and could not find the appropriate note sheet when needed to complete the documentation of a student session, so jotted down notes on random paper in the folder.</li> <li>The specialist only maintained documentation of treatment sessions on two of nine different student sessions, and no IEP data was documented.</li> </ul>	<ul style="list-style-type: none"> <li>The specialist created a notebook with daily student treatment notes for each student, but occasionally left the notebook in a different location, and then wrote a full week of notes at the end of the week to catch up.</li> <li>At the end of the marking period when attempting to complete progress reports, the specialist realized despite maintaining regular session notes they had only collected IEP goal data on one occasion throughout the marking period.</li> <li>The specialist developed an exercise program for a student, but only used it during treatment sessions.</li> </ul>	<ul style="list-style-type: none"> <li>The specialist developed a notebook with all student treatment notes at the beginning of the school year and completed a note at the end of each session.</li> <li>The specialist developed a documentation system that recorded not only session activities, but also IEP goal data for use in future progress reporting.</li> <li>The specialist met with student's classroom team to review an exercise program and suggested different activities to be incorporated into the classroom routine.</li> </ul>	<ul style="list-style-type: none"> <li>The specialist researched a new data-keeping system and shared it with the OT, PT, and Speech departments for consistency within the school.</li> <li>The specialist developed a checklist for student or classroom teacher to complete regularly, documenting student progress on IEP goals, and used this in conjunction with specialist notes for progress reporting.</li> <li>The specialist contacted student's outside therapist, developed an exercise program in conjunction with that therapist, and then shared it the with classroom team as well as sending home</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

	<ul style="list-style-type: none"> <li>● The specialist occasionally addressed some strengthening concerns during treatment sessions but did not collaborate with Frank’s team or family.</li> </ul>			<p>a program to allow student to access it outside school.</p>
--	--	--	--	--

**4c. Growing and Developing Professionally**

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

**Indicators:**

- The specialist seeks opportunities to enhance his or her knowledge and/or skills based on current trends and research in the field.
- The specialist selects professional goals directly related to standards of practice aimed at optimizing student success.
- The specialist consistently seeks and participates in opportunities to stay current in the field.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond.	The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required	The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting.	The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level.

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The specialist shows resistance to opportunities to enhance his or her knowledge and/or skills.</li> <li>● The specialist declines opportunities to stay current in the field.</li> <li>● The specialist selects professional goals that are not aligned to standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist attempts to pursue opportunities to enhance his or her knowledge and/or skills.</li> <li>● The specialist inconsistently seeks and participates in opportunities to stay current in the field.</li> <li>● The specialist selects professional goals that are vaguely related to standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist seeks opportunities to enhance his or her knowledge and/or skills through continued professional development.</li> <li>● The specialist consistently seeks and participates in opportunities to stay current in the field.</li> <li>● The specialist selects professional goals that are related to standards of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist seeks opportunities to enhance his or her knowledge and/or skills by obtaining advanced certifications.</li> <li>● The specialist is highly involved in the development of opportunities for specialists to stay current in the field.</li> <li>● The specialist selects a variety of professional goals that are highly correlated to standards of practice aimed at optimizing student success.</li> </ul>
<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>● The specialist reported for PD as designated but did not return after the lunch break to finish the course.</li> <li>● The specialist stated “I’ve always done it this way; I don’t see the point in changing to this new lingo”.</li> <li>● During an annual meeting with the administrator, the specialist became defensive and argumentative when given feedback from supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist signed up for the required training but did not apply their learning into new treatment techniques.</li> <li>● The specialist received email links for local journal clubs, though did not read full research article.</li> <li>● During an annual meeting with the administrator, the specialist nodded when given feedback from supervisor but did not attempt to implement suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist attended a conference on Cortical Visual Impairment and incorporated learned strategies into his treatment sessions.</li> <li>● The specialist attended and participated in a local journal club.</li> <li>● During an annual meeting with the administrator, the specialist was accepting of constructive criticism and implemented general strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist received a board certification in assistive technology in order to provide comprehensive services to students.</li> <li>● The specialist implemented local journal group for professionals to come together and collaborate ideas.</li> <li>● During an annual meeting with administrators, the specialist adjusted delivery of practice to better meet the</li> </ul>

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

				individual needs of each student.
--	--	--	--	-----------------------------------

#### 4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

#### Indicators:

- The specialist reviews data to assess the effectiveness of service delivery.
- The specialist assesses his or her own performance based on standards of practice.
- The specialist demonstrates awareness to various influences and/or conditions (student, teacher, environment, et cetera).
- The specialist regularly uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate.
- The specialist identifies specific strategies and plans for implementation to improve his or her personal practice as appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist does not know whether the program was effective, or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met.	The specialist has a generally accurate impression of the program's effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle.	The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle.	The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals.



Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The specialist does not review data and demonstrates a limited knowledge of service delivery.</li> <li>● The specialist fails to assess their own performance based on standards of practice.</li> <li>● The specialist demonstrates lack of awareness of various influences and/or conditions (student, teacher, environment, et cetera).</li> <li>● The specialist does not reflect on their performance and resists assistance from administration to improve future services.</li> <li>● The specialist is unable to identify strategies for improvement of their personal practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist inconsistently reviews data to assess the effectiveness of service delivery.</li> <li>● The specialist demonstrates emerging skills for assessment of their performance based on standards of practice.</li> <li>● The specialist inconsistently demonstrates awareness to various influences and/or conditions (student, teacher, environment, et cetera).</li> <li>● The specialist rarely uses reflection to improve their performance and asks for assistance to improve future services.</li> <li>● The specialist identifies vague areas of need but does not develop strategies to improve their personal practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist reviews data to assess the effectiveness of service delivery.</li> <li>● The specialist consistently assesses their own performance based on a comparison to standards of practice.</li> <li>● The specialist demonstrates awareness to various influences and/or conditions impacting student progress (student, teacher, environment, et cetera).</li> <li>● The specialist regularly uses reflection to improve their performance and asks for assistance to improve future services.</li> <li>● The specialist identifies specific strategies and plans for implementation to improve their personal practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The specialist reviews data from multiple sources to assess the effectiveness of service delivery.</li> <li>● The specialist initiates major adjustments to align performance based on the standards of practice.</li> <li>● The specialist takes a leadership role to identify multifactorial influences and/or conditions impacting a student's progress (student, teacher, environment, et cetera) and adapt based on student's individual needs.</li> <li>● The specialist reflects on service delivery to improve their performance with a broad repertoire of strategies and seeks expertise for assistance to improve future services.</li> <li>● The specialist develops a plan and implements specific strategies to improve their personal practice.</li> </ul>
----------------------------	--	---	---	--

Delaware Framework for Specialists  
Critical Attributes and Possible Examples  
Occupational and Physical Therapists

Possible Examples	<ul style="list-style-type: none"> <li>● The OT did not collect any data from Gabby 's sessions related to IEP goals and made no suggestions for improvement in student outcomes.</li> <li>● After the teacher approached the specialist about changing the time of a treatment session to better suit the student's schedule, the therapist refused to look at their schedule to make adjustments for the student.</li> <li>● The specialist did not complete a self-assessment or set professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT reviewed Gabby's handwriting data at the end of the marking period in order to document benchmark progress.</li> <li>● After classroom staff noted one of their students performed better in the afternoons versus morning, the specialist discussed a suggestion to change their schedule to work on self-feeding skills during lunch instead of breakfast, but then never followed through.</li> <li>● The specialist completed a self-assessment but did not use it to help set professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>● At the end of the month, the OT reviewed Gabby's handwriting data and progress towards IEP goal. She made notations for additional services to be delivered in subsequent sessions.</li> <li>● The specialist noted a downward trend in student's performance data and consulted with classroom team. Teacher stated student struggles emotionally in the mornings, so therapist adjusted their schedule to provide therapy at 1:00.</li> <li>● The specialist used the results of their self-assessment to set a goal to increase collaboration with outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>● The OT collected Gabby's handwriting data each Friday and provided additional materials to be used the following week to enhance student performance and progress towards IEP goal.</li> <li>● The specialist noted a downward trend in student's performance data and consulted with classroom team. Teacher stated student struggles emotionally in the morning and school nurse stated that student recently started a new medication. The specialist initiated a team meeting with family and asked student when she feels she is most alert.</li> <li>● The specialist used the results of their self-assessment to set a goal to increase collaboration with outside agencies and regularly reviewed progress towards the goal.</li> </ul>
-------------------	--	---	---	---