

# **Occupational and Physical Therapist Evaluation Instrument**

**Performance Standards, Criteria,  
and Descriptive Examples**

**Standard I: Occupational and physical therapists are committed to students and their learning.**

*Performance Criteria*

- A. The occupational and physical therapist acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations/adaptations.
- B. The occupational and physical therapist sets quantifiable learning outcomes for students and holds students and self accountable for meeting those objectives.
- C. The occupational and physical therapist produces measurable growth in student achievement toward goals he/she has set.
- D. The occupational and physical therapist recognizes individual differences in their students and adjust his/her practices accordingly.
- E. The occupational and physical therapists understand how students develop and learn.
- F. The occupational and physical therapist extends his/her mission beyond the sensory-motor growth of students.

***Examples of evidence of commitment to learning***

*The occupational and physical therapist ...*

<b>Meets standard</b>	<b>Below standard</b>
provides challenging activities that motivate students about learning without overwhelming them	presents activities with little or no evidence of clear mastery objectives
encourages all students by giving them the message that they are capable of achieving a challenging goal/skill	expresses belief that tasks/skills are too difficult for some/many students
recognizes that a lack of mastery by students means that the appropriate method of intervention has not been used	believes students do not achieve the objectives are on their own; makes no adjustment in intervention
therapy plans are consistently supportive of overarching curriculum goals and student learning objectives	little or no evidence of attention to overarching goals and student learning objectives in therapy plans
therapy plans, activities, and examples of student performance indicate that all students are held to high standards and expectations; differentiated tasks incorporate high standards for each group	little or no attention to high standards and expectations for some individuals/groups; student performance suggests low expectations for certain students/groups
provides prompt and specific feedback to students on their performance and progress toward goals	feedback on student performance is often delayed, missing, and/or nonspecific

<b>Meets standard</b>	<b>Below standard</b>
encourages students to set and self-evaluate their progress toward IEP goals	students show little or no evidence of goal-setting or self-evaluation
over a period of several years, goals consistently produce measurable growth and achievement of students as measured by progress on IEP goals and other systemwide or state measures that are relevant	growth and achievement of IEP goals is minimal or inconsistent from year to year; some students/groups consistently perform better or make greater gains toward IEP goals than others
uses student performance to design therapeutic activities that support academic growth and achievement for all students, regardless of racial/ethnic group, gender, or prior educational background and achievement; therapy plans and classroom adaptations/strategies reflect attention to achievement needs of all students	little or no evidence of consideration of students' differentiated achievement needs in therapy plans or classroom adaptations and strategies; little or no evidence of use of student achievement data to design appropriate intervention
<p>encourages students to participate in academic, vocational, recreational, and art areas not monitored by state or systemwide measures—</p> <ul style="list-style-type: none"> <li>▪ academic acceleration into and satisfactory completion of higher-level courses</li> <li>▪ demonstrated proficiency in vocational/trade skills</li> <li>▪ sustained interest and demonstrated proficiency in academic clubs and events such as debating club, math/science competitions, literary publications, musical and dramatic performances, athletic teams, special events, and school or countywide leadership/government activities</li> </ul>	little or no encouragement to some students/groups to participate in areas not monitored by state or systemwide measures; some students/groups participate and persist more than others; does not identify adaptations and accommodations that address students' differentiated needs nor facilitate participation
<p>motivates all students; instills willingness to learn, to try, to persevere; conveys belief that all students can succeed; students' behavior in the following areas exemplify their motivation and willingness to learn:</p> <ul style="list-style-type: none"> <li>▪ successful and timely completion of</li> <li>▪ task/activity</li> <li>▪ good behavior in class</li> <li>▪ course grades</li> <li>▪ attendance and punctuality</li> <li>▪ progress on IEP objectives</li> <li>▪ few/no suspensions/disciplinary actions</li> <li>▪ few/no loss of credit</li> </ul>	inconsistent patterns of performance among some students/groups; little or no evidence of attention to the differentiated needs of students

<b>Meets standard</b>	<b>Below standard</b>
uses latest research on child and adolescent development and therapeutic strategies in planning intervention for individuals and groups	most students are given the same task or activity with little or no individualization to meet their developmental needs
uses task analysis in designing activities that provide for the varying needs of individual students	little or no evidence of task analysis or provision for differentiation
supports total growth of students—physically, emotionally, and cognitively; helps students to develop acceptance of differences by demonstrating the value of each person; answers questions sensitively; presents a variety of materials emphasizing the commonality of all people and values different heritages	little or no sensitivity in relating to students with different needs or who come from different cultures.

**Standard II: Occupational and physical therapists have an in-depth knowledge of their respective fields and know how to implement appropriate programs.**

*Performance Criteria*

- A. The occupational and physical therapist understands the content of occupational/physical therapy and how that content is lined to other disciplines.
- B. The occupational and physical therapist demonstrates knowledge of a variety of methodologies and strategies and uses that knowledge to implement appropriate intervention.
- C. The occupational and physical therapist modifies intervention strategies to meet the individual needs of students.

***Examples of evidence of program implementation***

*The occupational and physical therapist ...*

<b>Meets standard</b>	<b>Below standard</b>
displays extensive content knowledge; continues to pursue such knowledge through courses, workshops, and reading; discusses with colleagues and team members how to achieve student outcomes	gives incorrect or insufficient information; does not correct student errors; strays from identified goals and objectives; does not discuss outcomes with colleagues and team
provides clear explanations; encourages students to formulate their own explanations and problem-solving strategies using a variety of techniques and appropriate modalities	explanations are incomplete, vague, or lack coherence; students have limited opportunities to express ideas and use problem-solving strategies and information to increase independence
students respond to a variety of challenging tasks and questions with evidence and justification for their responses; students develop and pursue challenging tasks, activities, and questions	students respond to recall questions and tasks/activities with little challenge
therapy activities are highly relevant to IEP goals and supportive of classroom curriculum goals	little or no relationship between therapeutic activities and important IEP and instructional goals
models how to use intervention strategies to accomplish a skill/task and to organize multi-faceted plans/thinking	provides limited modeling of strategies
encourages student inquiries and responds clearly with appropriate depth and breadth	does not respond to or clarify students' basic content questions
encourages all students to use what they have learned in other settings; structures new learning to build on what students already have learned	does not use prior student learning in design of instruction for new learning; does not provide opportunities for generalization of skills
clearly identifies the purpose of an activity	students do not understand or cannot state the purpose of an activity

<b>Meets standard</b>	<b>Below standard</b>
activities allow students to form links between prior understanding/foundation skills and new knowledge/skills; anticipates students' misconceptions and challenges; questioning and motor probes establish extent to which students have mastered prerequisite skills and intervention, and are modified accordingly	little or no attempt to find out what students know or where students misconceptions lie
checks for student understanding/skill proficiency in a variety of ways and modifies instruction to meet student needs; provides opportunities for students to summarize/demonstrate what they have learned, identify why it is important, and extend their thinking/skills	limited or no attempt to check on student understanding/skill proficiency; students do not summarize or demonstrate what they have learned.
creates an atmosphere that encourages students to explore a variety of solutions to problems; students demonstrate their understanding and skills in a variety of ways and/or situations; students can justify their solutions	few opportunities for students to demonstrate their understanding; therapist questioning/responses to student answers/performance suggest there is only one right method of solving problems; therapist has a limited repertoire of strategies and accommodations
therapeutic interventions incorporate a variety of instructional materials (including technology) and equipment from multiple learning modalities (e.g., visual, auditory, tactile, kinesthetic; intervention is rich in resources and opportunities for exploration)	intervention incorporates a limited repertoire of instructional materials
provides therapeutic activities that relate to daily life and are relevant to students; works with colleagues to develop interdisciplinary lessons and link learning to real-life applications	skills are taught in isolation and are not relevant to the student's educational program
uses latest research, as appropriate, on the developmental stages of learning and motor in planning interventions that match the learning needs of the student	instruction does not match students' developmental stages or show evidence of application of latest research on motor and thinking skills
intervention provides for differentiation to meet the varying learning/motor needs of individual students or groups	intervention does not provide for differentiation
students are able to complete session tasks competently	students cannot complete tasks and are confused about activities
students are appropriately grouped for intervention and work on activities designed to address their developmental needs specified in IEPs	students are not appropriately grouped for intervention; all students work on the same task

**Standard III: Occupational and physical therapists are responsible for establishing and managing student learning in a positive learning environment.**

*Performance Criteria*

- A. The occupational and physical therapist creates a learning climate that promotes openness, mutual respect, support, and inquiry.
- B. The occupational and physical therapist establishes and maintains respectful, productive partnerships with families and school staff in support of student learning and well-being.
- C. The occupational and physical therapist facilitates learning in a variety of settings.
- D. The occupational and physical therapist integrates technology and research into planning and implementing interventions.
- E. The occupational and physical therapist involves all students in meaningful learning activities that facilitate mastery of IEP objectives.

***Examples of evidence of effective management skills***

*The occupational and physical therapist ...*

<b>Meets standard</b>	<b>Below standard</b>
therapy environment fosters interaction among students; students listen carefully to other students' rationales and participate in discussions; students show respect for other students' ideas and self-advocacy	little or no evidence of students recognizing each other as sources of knowledge; students interrupt activities or are off-task when others contribute
works with classroom teachers and other specialists to obtain and incorporate multicultural resources into activities; therapy sessions reflect respect for multiple cultures and are sensitive to cultural diversity	little or no evidence of use of materials representing other cultures in activities
climate of therapeutic setting communicates positive expectancy and high standards for all students; routines are varied to match group or individual needs and facilitate attainment of IEP objectives	climate of therapeutic setting communicates low standards and/or low expectations for some/many students; routines are inflexible
uses wide repertoire of moves (behavioral strategies) such as proximity and alerting to anticipate and avoid potential behavioral problems; students respond positively to therapist moves	little or no evidence of repertoire of positive moves to modify or anticipate student behavior; inappropriate use of punitive language such as sarcasm
provides an atmosphere for children and families in which all are welcomed and valued	little or no evidence of outreach to children and families

<b>Meets standard</b>	<b>Below standard</b>
regularly and effectively communicates with families in a variety of mutually agreed upon ways (phone, e-mail, progress reports, meetings/conferences with family members); communicates with families before problems become overwhelming	minimal interaction with families, except at scheduled times for conferences; problems often become serious before families are made aware of them; little or no accommodations made for family schedules
communicates both positive and constructive feedback to families and students	feedback typically is negative
solicits input from families regarding their child's learning style, strengths, and needs	little or no acceptance of family input; does not seek information from family
students take part in a variety of therapeutic activities designed to address individual student needs and learning styles; activities based on latest research regarding best practices	instruction is based primarily on paper/pencil and textbooks or worksheets
when appropriate, provides opportunities for students to work productively in cooperative groups, plan group projects, identify and assume active roles in group functioning; group members work together to support each other's roles	little or no evidence of cooperative groups in therapeutic activities
grouping of students is appropriately matched to learning situation and IEP objectives; students with special needs are able to use accommodations	intervention is usually pull out and individual; little or no evidence of students with special needs using accommodations across settings; ineffective grouping of students for learning situation
maintains momentum in therapy activities; transitions between activities are seamless; maximizes time for learning	little or no evidence of ability to maintain momentum; therapy time is not fully utilized for learning
arranges space flexibly to match intervention	space arrangement does not lend itself to implementation of interventions
provides home programs and staff/parent training as meaningful extensions of therapy	little or no evidence of extension of therapy
students use a variety of technology tools and applications, as appropriate, in addressing IEP objectives	little or no evidence of student use of technology when indicated
encourages students to participate in therapy and take risks; students participate even when they are unsure about their knowledge and skills	little or no encouragement of student risk-taking; students are reluctant to participate in therapeutic activities unless they think they can do it
communicates these messages: "This is important." "You can do it." "I won't give up on you." "Effective effort leads to achievement."	little or no evidence of key messages communicated to students; repeatedly calls upon the same students; individuals or groups of students appear discouraged or give up

**Standard IV: Occupational and physical therapists continually assess student progress, analyze the results and adapt intervention to improve student achievement.**

*Performance Criteria*

- A. The occupational and physical therapist uses a variety of formal and informal assessment techniques.
- B. The occupational and physical therapist analyzes student results and plans intervention accordingly.

***Examples of evidence of assessment, analysis, and adaptation***

*The occupational and physical therapist ...*

<b>Meets standard</b>	<b>Below standard</b>
uses a variety of formal and informal assessment formats to evaluate student needs	uses inappropriate or insufficient assessment tools/formats to evaluate student needs
assessment takes place before, during, and after intervention	assessments are infrequent and only summative
makes adjustments to assessment to meet the needs of students with differing learning styles or special needs; continually seeks new methods to meet students' needs	little or no accommodations made to assessments; all students assessed in the same way, regardless of needs
develops criteria/rubrics for students to evaluate their work; students apply these rubrics to self-evaluation and evaluation of others, as appropriate; students create rubrics for evaluating their own and others' work	limited or inappropriate use of rubrics for evaluation of student work; students are not involved in self-evaluation or evaluation of others' work
expectations for student performance are clearly articulated; communication with home and follow-up activities convey important learning goals to families; students and families understand expectations and how to improve performance	expectations for student performance are unclear or unspecified
maintains records of student performance according to division procedures; informs students and families of performance on a regular basis	record-keeping is not maintained consistently or accurately; students and families are not informed of status; quarterly progress is not recorded on IEPs
regularly uses multiple sources of assessment data to plan and modify intervention; uses assessment data to ensure that all students are progressing appropriately on educational goals; completes special education reevaluations within timelines to determine progress and modify service if needed	little or no evidence of use of assessment results in planning, intervening and evaluating progress; reevaluations are not completed within timelines

<b>Meets Standard</b>	<b>Below standard</b>
when planning therapeutic goals, considers past intervention, current needs, and long-term outcomes	little or no evidence of awareness of prior or future outcomes
uses prior year's IEP data and other relevant information in designing each student's current year's goals to improve achievement	little or no acknowledgement of each student's educational history in planning current year's goals
monitors student performance in later years to assess relevance/effectiveness of therapeutic goals and intervention in achieving long-term outcomes	limited or no evidence of follow-up of student performance
convenes/participates in meetings to evaluate student needs; solicits and shares information with other school staff to maintain continuity of programming	limited or no participation in meetings to evaluate student needs; limited or no evidence of sharing information

**Standard V: Occupational and physical therapists are committed to continuous improvement and professional development.**

*Performance Criteria*

- A. The occupational and physical therapist continually reflects upon his/her practices in promoting student learning.
- B. The occupational and physical therapist draws upon educational and clinical/medical research and seeks the advice of others whenever possible as he/she reflects upon his/her practices.
- C. The occupational and physical therapist is a member of a learning community.

***Examples of evidence of commitment to professional development***

*The occupational and physical therapist ...*

<b>Meets standard</b>	<b>Below standard</b>
solicits and uses feedback from students, families, and team members and modifies intervention accordingly	little or no use of feedback from students, family, and team; may attribute negative feedback to student's background
solicits and uses feedback from observations; reflects on feedback and makes appropriate modifications to therapeutic sessions	little or no use of feedback from observations; offers excuses rather than acting on changes that could be made
keeps current on research/clinical practice; modifies intervention based on current research/practice	little or no evidence of knowledge and consideration of current research in modifying intervention
seeks out opportunities to enhance practice through workshops, professional organizations, information from colleagues, conferences, and the like; brings ideas back to the school and tries them in own practice	little or no change in therapeutic techniques, materials, or projects/activities from year to year
shares with colleagues and team members ways in which intervention could be improved to enhance student learning; observes sessions of colleagues; invites others to observe him/her; participates in planning and sharing with colleagues; provides suggestions for materials and techniques to teachers and aides to enhance learning within the classroom setting	little or no interest in collegial interactions; resistant to peer observation, co-teaching, information sharing, or planning activities with colleagues/team members; does not consult with team members on ways to implement appropriate interventions to enhance learning
actively participates in division and school activities related to assignment, including division meeting, in-service committees, and curricular workshop	little or evidence of participation in professional committees, groups, meetings, and activities
sponsors or actively supports after-school activities such as clubs, and teams, etc.	limited or no participation in or support of afterschool activities

**Standard VI: Occupational and physical therapists exhibit a high degree of professionalism.**

*Performance Criteria*

- A. The occupational and physical therapist understands and supports the vision of the school system.
- B. The occupational and physical therapist views him-/herself as a leader in the educational community.
- C. The occupational and physical therapist contributes to the smooth functioning of the school environment.

***Examples of evidence of professionalism***

*The occupational and physical therapist ...*

<b>Meets standard</b>	<b>Below standard</b>
works with colleagues to analyze and identify ways to achieve division and schoolwide goals and support the mission of the school system	little or no evidence of interest in or support of division and schoolwide goals
participates in the development and/or implementation of local school improvement goals, as appropriate; objectives for student learning reflect local school improvement goals, as appropriate	objectives for student learning are poorly articulated; little or no evidence of relationship of objectives for student learning to school improvement goals
actively participates in local, state, or national professional organizations; regularly attends meetings	little or no participation/interest in local, state, or national organizations and meetings
participates in educational activities by serving on committees, helping to plan staff meetings and workshops, or taking initiative to share knowledge and expertise with colleagues and team members	little or no participation or interest in committee work, professional staff meetings, and workshops; reluctant to take part in opportunities to share expertise
meets professional obligations in a timely manner; gets paperwork (including service records, IEPs, IFSPs, progress notes, pay vouchers) and reports completed on time and in compliance with division and legal requirements; completes IEPs in time for meetings; independently sets up and adheres to schedule; reports to work on time; starts therapy sessions on time; infrequent absences; conscientiously attends to school/program and division duties such as hall monitoring, bus monitoring lunch/recess monitoring, and chaperoning, as appropriate	misses deadlines; often is late in beginning sessions or leaves early; frequently absent; does not notify school/program when absent or needs to modify schedule; often does not attend to school/program duties or professional responsibilities
willing to mentor and/or supervise therapy interns	unwilling to mentor interns or new staff

<b>Meets standard</b>	<b>Below standard</b>
participates in and contributes to faculty, team, program/division, and IEP/IFSP meetings	frequently misses or arrives late to meetings; participates in meetings based on own agenda and does not further the attainment of school/program, team, or division goals
is knowledgeable of school policy/rules regarding student behavior; consults with team members in setting goals and implements schoolwide plans for student behavior; helps formulate and implement proactive discipline plans consistent with school goals for suspension and referral, as appropriate; implements behavior management techniques/plan for his/her own students	little or no evidence of involvement in schoolwide goals for student behavior; does not have a behavior management plan or use management techniques for his/her own students
encourages and reinforces student involvement in setting schoolwide, classroom, and session goals for discipline and behavior; encourages students to mentor/coach others in discipline/behavior, as appropriate	takes limited or no responsibility for student behavior and discipline
monitors student behavior in halls and reinforces appropriate behavior, as necessary	reluctant to intervene in student behavior issues or disputes
refers students for disciplinary action and review in timely manner and for appropriate reasons	refers students for disciplinary action without clearly articulated support or documentation

# **Evaluation Process for Occupational and Physical Therapist**

## **Introduction**

The evaluation process for occupational and physical therapists will be similar to that of teachers. While all therapists may be observed informally at any time, a minimum of three formal observations, at least thirty minutes in length, will be completed during an evaluation year. Each observation will include a post observation conference. Observations of occupational and physical therapists may be completed by the supervisor of Physical Disabilities, school or program administrators, OT/PT program support staff, and special education supervisors. Observations may include individual or group sessions in or outside of the classroom, administration of evaluations, participation in parent conferences, IEP/IFSP meetings, and home visits for infants and toddlers. Other relevant data such as portfolios, samples of student work, evidence of communication with parents, therapy plans and logs, assessment reports and records of participation in professional development activities will also be reviewed as they pertain to the standards. On the basis of all data, a narrative evaluation summary will be written within the framework of the performance standards.

## **Formal Evaluation Schedule**

### **Tenured, Experienced or Veteran MCPS Occupational and Physical Therapists**

Occupational and physical therapists that are tenured professionals follow the same evaluation cycle as teachers. They will be evaluated formally at the end of a three-, four-, or five-year period depending on their years of service in MCPS. If a supervisor has concerns about the performance of a tenured therapist who is not in a formal evaluation year, he/she may request that the Office of Human Resources place the individual on a special evaluation. A special evaluation removes the individual from the professional growth year.

### **New MCPS Occupational and Physical Therapists**

New occupational and physical therapists hired before the school year begins or anytime during the first semester will be scheduled for formal evaluations during their first and second year of employment. If a first-year probationary therapist is hired during the second semester, the therapist will be formally evaluated for the first time in March of the following year. The focus for therapists in probationary years is to develop a repertoire of effective interventions and to become familiar with MCPS curricular outcomes. During these first two years, employees will not be required to complete a Professional Development Plan. After receiving satisfactory evaluations in the first two years, therapists will follow the same professional growth cycle as other tenured colleagues.

## **Experienced Occupational and Physical Therapists New to MCPS**

Experienced occupational and physical therapists who are new to MCPS are considered probationary and will be formally evaluated during their first and second years of service with MCPS. During this time, therapists will become knowledgeable about MCPS service models and division procedures and increase their repertoire of skills and strategies. Once tenure is achieved, the occupational/physical therapist will follow the same cycle as tenured teachers.

## **Final Evaluation Report**

The supervisor of physical disabilities or school/program administrator completes the formal evaluation report for occupational and physical therapists. The supervisor of physical disabilities evaluates all first-year therapists, regardless of assignment. The evaluation will address each of the six MCPS performance standards and involves review of data that is both attained by the evaluator and provided by the therapist.

## **Professional Development Plan**

During nonevaluation years, tenured therapists will design a multi-year Professional Development Plan (PDP). The focus of the PDP is to support professional development and cover the professional development years, which may be up to four years. The PDP outlines outcomes and activities that are of value to the therapist and are planned to improve student and/or school/program results.

## **Sources of Data Beyond Therapy Observation**

**Performance Standard I: Occupational and physical therapists are committed to students and learning.**

### *Evidence of commitment to students and learning*

- Assignments
- Communication of standards and criteria for success on tasks
- Communication to students, parents, and teachers
- Feedback on student work
- Records of data analysis and goal setting
- Student work samples
- Therapy lesson plans and logs
- Assessment reports
- Individual Education Plans (IEPs)
- Individual Family Service Plans (IFSPs)
- Quarterly progress reports

**Performance Standard II: Occupational and physical therapists have an in-depth knowledge of their respective fields and know how to implement appropriate programs.**

*Evidence of in-depth knowledge of field*

- Therapy plans and supporting materials to facilitate mastery of IEP/IFSP objectives
- Assignments
- Documents distributed to students, parents, and teachers
- Room set-up/student groups
- Work displays, samples, and portfolios
- Planning for incorporation of multiple learning modalities and technology
- Assessments
- Task analyses

**Performance Standard III: Occupational and physical therapists are responsible for establishing and managing student learning in a positive learning environment.**

*Evidence of establishment of positive learning environment*

- Feedback on work and student goals
- Evidence of requesting feedback about students from teachers and/or parents
- Grouping practices
- Records of communication to parents (e.g., parent conference summaries, parent contact logs, written notes, e-mails)
- Student records of goal setting and self-analysis of work
- Student and parent survey/feedback data
- Reflective conversations about goals, routines, expectations, and responses to situations
- Behavioral systems reinforcing positive outcomes
- Verbal/written communication of key messages: “This is important.”, “You can do it.”, “I won’t give up on you.”, “Effective effort leads to achievement.”

**Performance Standard IV: Occupational and physical therapists continually assess student progress, analyze the results, and adapt intervention to improve student achievement.**

*Evidence of adaptations to improve student achievement*

- Assessment samples (e.g., checklists, performance tasks, observations of student work in class)
- Feedback on work
- IEPs
- IFSPs
- Therapy plans and progress notes

- Quarterly progress reports
- Dated work samples
- Sample reevaluation assessment reports and/or status reports
- Meeting notes with students, parents, and school staff

**Performance Standard V: Occupational and physical therapists are committed to continuous improvement and professional development.**

*Evidence of commitment to continuous improvement and professional development*

- Collection of ideas, research, articles and the like related to Professional Development Plan
- Interview and conference data
- Log of professional development activities, including participation in division and program team meetings
- Agendas of meetings, presentations, workshops, or staff development activities attended
- Evidence of professional achievements
- Professional articles or presentations
- Submissions to school or division newsletters

**Performance Standard VI: Occupational and physical therapists exhibit a high degree of professionalism.**

*Evidence of professionalism*

- Attendance records (work, meeting)
- Letters of thanks and commendations for participation in initiatives/activities inside and outside of the school
- List of committee participation, presentations, and the like
- Meeting agendas, minutes, or notes from team meetings
- Personal calendar
- Records/logs of meetings with students or staff members
- Adherence to therapy schedule
- Documentation of record-keeping tasks (e.g, SEDS, Medicaid information, student files, leave forms, time sheets)
- Membership in professional organizations
- Timely completion of required IEP/IFSP paperwork
- Supervision of OT/PT university interns
- Documentation that validates that the therapist was observed performing assigned duties and supporting school priorities, as appropriate