

2015 CITE – Occupational Therapist

Standard 1 – Outcomes: Occupational Therapist purposefully plans outcomes using the District GVC as identified in stage 1 of backward planning.
1.1 Occupational Therapist purposefully plans for the integration of World Class Outcomes in stage 1 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently plan for students to access or progress toward mastery of all World Class Outcomes that are integrated in stage 1 of backward planning.
E: Occupational Therapist consistently plans for students to access or progress toward mastery of all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: Occupational Therapist plans for students to access or progress toward mastery of most World Class Outcomes that are integrated in stage 1 of backward planning.
I: Occupational Therapist rarely plans for students to access or progress toward mastery of World Class Outcomes that are integrated in stage 1 of backward planning.
1.2 Occupational Therapist purposefully plans for the integration of content in stage 1 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently select content (linked to IEP) from multiple disciplines (including academic) that is naturally integrated into stage 1 of backward planning.
E: Occupational Therapist consistently selects content (linked to IEP) from multiple disciplines that is naturally integrated into stage 1 of backward planning.
PE: Occupational Therapist selects content (linked to IEP) from multiple disciplines that is naturally integrated into stage 1 of backward planning.
I: Occupational Therapist rarely selects content (linked to IEP) from multiple disciplines that is naturally integrated into stage 1 of backward planning.
1.3 Occupational Therapist purposefully plans for the integration of the 4 Cs in stage 1 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently integrate the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
E: Occupational Therapist consistently integrates the 4 Cs in stage 1 of backward planning as identified in the 4C's rubrics.
PE: Occupational Therapist integrates the 4 Cs in stage 1 of backward planning as identified in the 4C's rubrics.
I: Occupational Therapist rarely integrates the 4 Cs in stage 1 of backward planning as identified in the 4C's rubrics.
1.4 Occupational Therapist purposefully plans for the integration of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in stage 1 of backward planning, where appropriate.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.
E: Occupational Therapist consistently integrates 21st century skills in stage 1 of backward planning, where appropriate.
PE: Occupational Therapist integrates 21st century skills in stage 1 of backward planning, where appropriate.
I: Occupational Therapist rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.
1.5 Occupational Therapist evaluates balanced assessment data to purposefully plan for differentiation in stage 1 of backwards planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team, using balanced assessment data, to consistently plan for differentiation, in stage 1 of backward planning.
E: Occupational Therapist uses balanced assessment data to consistently plan for differentiation, in stage 1 of backward planning.
PE: Occupational Therapist uses balanced assessment data to plan for differentiation, in stage 1 of backward planning.
I: Occupational Therapist rarely uses balanced assessment data to plan for differentiation, in stage 1 of backward planning.
Standard 2 – ASSESSMENT: Occupational Therapist uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.
2.1 Occupational Therapist develops/identifies assessments that measure student access to or progress toward mastery of World Class Outcomes as identified in stage 1 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that measure student access to or progress toward mastery of all World Class Outcomes as identified in stage 1 of backward planning.
E: Occupational Therapist consistently develops/identifies quality assessments that measure student access to or progress toward mastery of all World Class Outcomes as identified in stage 1 of backward planning.
PE: Occupational Therapist develops/identifies assessments that measure student access to or progress toward mastery of most World Class Outcomes as identified in stage 1 of backward planning.
I: Occupational Therapist rarely develops/identifies assessments that measure student access to or progress toward mastery of World Class Outcomes as identified in stage 1 of backward planning.

2.2 Occupational Therapist develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
E: Occupational Therapist consistently develops/identifies quality assessments that require students to demonstrate mastery content (linked to IEP) as identified in stage 1 of backward planning.
PE: Occupational Therapist develops/identifies assessments that require students to demonstrate mastery content (linked to IEP) as identified in stage 1 of backward planning.
I: Occupational Therapist rarely requires students to demonstrate mastery of content as identified in stage 1 of backward planning.
2.3 Occupational Therapist develops/identifies assessments that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
E: Occupational Therapist consistently develops/identifies quality assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
PE: Occupational Therapist develops/identifies assessments that require students to demonstrate expertise in the 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
I: Occupational Therapist rarely requires students to demonstrate expertise in the 4 Cs as identified in stage 1 of backward planning as aligned with the 4 Cs rubrics.
2.4 Occupational Therapist develops/identifies assessments that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
E: Occupational Therapist consistently develops/identifies quality assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: Occupational Therapist develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
I: Occupational Therapist rarely develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
2.5 Occupational Therapist uses quality formative assessments to assess the GVC.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently use performance based formative assessments, that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
E: Occupational Therapist consistently uses quality formative assessments that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: Occupational Therapist uses formative assessments that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: Occupational Therapist rarely uses formative assessments to monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
2.6 Occupational Therapist uses quality interim assessments to assess the GVC.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently use performance based interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning
E: Occupational Therapist consistently uses quality interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: Occupational Therapist uses interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: Occupational Therapist rarely uses interim assessments to benchmark student progress on the GVC as identified in stage 1 of backward planning.
2.7 Occupational Therapist uses quality summative assessments to assess the GVC.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently use performance based summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning

E: Occupational Therapist consistently uses quality summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: Occupational Therapist uses summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: Occupational Therapist rarely uses summative assessments to measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
2.8 Occupational Therapist provides each student with specific, timely, and personalized feedback.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently provide actionable feedback to students regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
E: Occupational Therapist consistently provides actionable feedback to students regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: Occupational Therapist provides actionable feedback to students regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: Occupational Therapist provides minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.
Standard -3 INSTRUCTION: Occupational Therapist facilitates learning opportunities to support student mastery of the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.1. Occupational Therapist facilitates student access to and progress toward mastery of the World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently implement opportunities for students to access and progress toward mastery of all World Class Outcomes and that are identified in stage 1 and assessed in stage 2 of backward planning.
E: Occupational Therapist consistently implements opportunities for students to access and progress toward mastery of all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: Occupational Therapist implements opportunities for students to access and progress toward mastery of most World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: Occupational Therapist rarely implements opportunities for students to access and progress toward mastery of World Class Outcomes.
3.2 Occupational Therapist facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently implement opportunities that utilize suitable content as a vehicle to support mastery of the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
E: Occupational Therapist consistently implements opportunities that utilize suitable content as a vehicle to support mastery of the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Occupational Therapist implements opportunities that utilize suitable content as a vehicle to support mastery of the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
I: Occupational Therapist rarely implements opportunities that utilize suitable content as a vehicle to support mastery of the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
3.3 Occupational Therapist facilitates opportunities for students to develop, demonstrate expertise and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
E: Occupational Therapist consistently implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Occupational Therapist implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
I: Occupational Therapist rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
3.4 Occupational Therapist facilitates opportunities for students to develop and demonstrate expertise in the 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in 21 st
century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: Occupational Therapist consistently implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.

PE: Occupational Therapist implements opportunities for students to develop and demonstrate expertise in 21st century skills (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.

I: Occupational Therapist rarely implements opportunities for students to develop and demonstrate expertise in 21st century skills (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.

3.5 Occupational Therapist uses balanced assessment data to implement, deliver and refine learning opportunities.

HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently review and use summative, formative, and interim data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better support mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps and improve Occupational Therapist practice.

E: Occupational Therapist consistently reviews and uses summative, formative, and interim data from the balanced assessment system to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better support mastery of the GVC (linked to IEP), identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Occupational Therapist practice.

PE: Occupational Therapist reviews and uses summative, formative, and interim data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better support mastery of the GVC (linked to IEP), identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Occupational Therapist practice.

I: Occupational Therapist rarely reviews and uses summative, formative, and interim data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better support mastery of GVC (linked to IEP), identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Occupational Therapist practice.

3.6 Occupational Therapist facilitates differentiated learning opportunities for students to support mastery the GVC as identified in stage 1 and assessed in stage 2 of backward planning.

HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently implement differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

E: Occupational Therapist consistently implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

PE: Occupational Therapist implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

I: Occupational Therapist rarely implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

3.7 Occupational Therapist facilitates learning opportunities that empower students to use higher order thinking skills (analyze, evaluate, and create/invent) to learn the GVC as identified in stage 1 and assessed in stage 2 to create sustainable learning.

HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently create and implement sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. All learning opportunities empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

E: Occupational Therapist consistently creates and implements sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to progress toward and learn through top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

PE: Occupational Therapist creates and implements sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

I: Occupational Therapist rarely creates and implements sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities rarely empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.

3.8 Occupational Therapist facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to the GVC identified in stage 1 and assessed in stage 2 of backward planning.

HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

E: Occupational Therapist consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

PE: Occupational Therapist creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

I: Occupational Therapist rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.

3.9 Occupational Therapist facilitates learning opportunities for all students to use World Class Tools to master the GVC.

HE: Occupational Therapist collaborates with students and multidisciplinary team to consistently create and implement learning experiences that utilize technology, assistive devices, adaptive equipment, and/or environmental adaptations to access and make progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: Occupational Therapist consistently creates and implements learning experiences that utilize technology, assistive devices, adaptive equipment, and/or environmental adaptations to access and make progress toward mastery of the GVC (linked to IEP), identified in stage 1 and assessed in stage 2 of backward planning.
PE: Occupational Therapist creates and implements learning experiences that utilize technology, assistive devices, adaptive equipment, and/or environmental adaptations to access and make progress toward mastery of the GVC (linked to IEP), identified in stage 1 and assessed in stage 2 of backward planning.
I: Occupational Therapist rarely creates and implements learning experiences that utilize technology, assistive devices, adaptive equipment, and/or environmental adaptations to access and make progress toward mastery of the GVC (linked to IEP), identified in stage 1 and assessed in stage 2 of backward planning.
Standard 4 – CULTURE & CLIMATE: Occupational Therapist models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Occupational Therapist models and collaborates with students to create an environment that is safe.
HE: Occupational Therapist collaborates with students to construct and maintain an environment that is both physically and emotionally safe for all students.
E: Occupational Therapist facilitates an environment that is both physically and emotionally safe for all students.
PE: Occupational Therapist presents rules to achieve a classroom environment that is physically and emotionally safe
I: The classroom is not physically and/or emotionally safe.
4.2 Occupational Therapist facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Occupational Therapist collaborates with all students to form and maintain a restorative classroom community. Occupational Therapist facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E: Occupational Therapist facilitates the opportunity for students to develop a restorative classroom community. Occupational Therapist facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
PE: Occupational Therapist provides the opportunity for students to give input into classroom rules. Occupational Therapist treats all students in a fair and equitable manner.
I: Occupational Therapist posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Occupational Therapist establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Occupational Therapist collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Occupational Therapist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Occupational Therapist promotes an environment where some students feel safe to express different points of view.
I: Occupational Therapist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Occupational Therapist models and establishes positive relationships with all students.
HE: Occupational Therapist respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
E: Occupational Therapist respectfully interacts with all students.
PE: Occupational Therapist creates a classroom environment that encourages and builds positive relationships with most students.
I: Occupational Therapist creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Occupational Therapist demonstrates professional growth and development, leadership, and professionalism.
5.1 Occupational Therapist works collaboratively with colleagues for the benefit of students.
HE: Occupational Therapist creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Occupational Therapist works with school teams/administration to provide enriched opportunities for students.
E: Occupational Therapist participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Occupational Therapist works with school teams/administration to provide enriched opportunities for students.
PE: Occupational Therapist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Occupational Therapist participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Occupational Therapist creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.
HE: Occupational Therapist creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Occupational Therapist creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Occupational Therapist creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Occupational Therapist creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 Occupational Therapist demonstrates application of professional learning to practice.
HE: Occupational Therapist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice.

E: Occupational Therapist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
PE: Occupational Therapist implements new knowledge or skills learned through professional development.
I: Occupational Therapist participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
5.4 Occupational Therapist differentiates communication with families based on the individual needs of the student.
HE: Occupational Therapist fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students access and progress toward mastery of World Class Outcomes.
E: Occupational Therapist differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students access and progress toward mastery of World Class Outcomes.
PE: Occupational Therapist differentiates communication with families to help students meet educational goals.
I: Occupational Therapist communicates with families regarding student progress and educational goals as required.
5.5 Occupational Therapist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
HE: Occupational Therapist leads and models professional behavior within the building and throughout the district and community.
E: Occupational Therapist demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Occupational Therapist is compliant with legal and school/district expectations.
I: Occupational Therapist does not meet legal and school/district expectations.