

Boulder Valley School District Effective Specialized Service Professionals – Physical Therapists Standards

Development	Standard I: Physical Therapists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element a: Physical Therapists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies development motor milestones and their relation to learning 	<ul style="list-style-type: none"> ➤ Implements developmentally appropriate strategies based on strengths and needs of individual students 	<ul style="list-style-type: none"> ➤ Applies knowledge of motor, intellectual, social, and emotional development in creation of strategies to ensure student access and participation in the school environment 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Perform in a structured setting at a level consistent with their developmental skills and abilities ➤ Actively participate in the school environment within consideration of their skills and abilities

Reduce Learning Barriers	Standard I: Physical Therapists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element b: Physical Therapists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, physical education, and other content areas		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands connections between motor impairments and the student's ability to learn 	<ul style="list-style-type: none"> ➤ Provides therapeutic interventions or adaptive technologies to reduce barriers to learning 	<ul style="list-style-type: none"> ➤ Collaborates with others to reduce barriers to learning to support student growth 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Participate in the least restrictive environment ➤ Practice in a structured setting with identified strategies to reduce barriers ➤ Are supported in academic learning as a result of reduction of identified barriers

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Evidence-based Practice	Standard I: Physical Therapists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element c: Physical Therapists integrate evidence-based practices and research findings into their services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
➤ Identifies the elements of evidence-based practice	➤ Cites evidence that supports intervention strategies to meet student needs	➤ Implements evidence-based strategies to meet the individual needs of students ➤ Demonstrates a commitment to life-long learning	Creates an environment where students: <ul style="list-style-type: none"> ➤ Demonstrate functional outcomes due to interventions based on current evidence ➤ Demonstrate progress toward identified outcomes gained through using learned skills in a variety of school environments

Participation Across Environments	Standard I: Physical Therapists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element d: Physical Therapists demonstrate knowledge of the relationship of home, school, and community influences on student achievement		
Essentials	Partially Effective	Effective	Highly Effective
➤ Is aware of the relationship between home, school, and community and its impact on student learning	➤ Utilizes student, family, and staff priorities and knowledge of environmental impact on student achievement to develop the plan of care	➤ Provides resources and strategies to promote improved student participation in the home, school, and community	Creates an environment where students: <ul style="list-style-type: none"> ➤ Practice skills embedded in typical activities with support from staff or significant adults ➤ Demonstrate improved participation as a result of therapist's collaboration with others in the student's home, school, and community environments

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Expertise	Standard I: Physical Therapists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element e: Physical Therapists demonstrate knowledge of physical therapy practice in educational settings and expertise in their professions		
Essentials	Partially Effective	Effective	Highly Effective
➤ Holds a Colorado Physical Therapist License	<ul style="list-style-type: none"> ➤ Adheres to the standards of practice for physical therapy in accordance with the Colorado Physical Therapist Practice Act 	<ul style="list-style-type: none"> ➤ Demonstrates a high level of clinical reasoning in assessment, evaluation, goal development, and interventions ➤ Demonstrates defensible documentation practices that provide evidence of accountability and effectiveness of physical therapy services 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Receive expert physical therapy intervention in development and implementation of Individual Education Programs ➤ Participate in therapeutic interventions to positively impact their role in the school and community

Safety	Standard II: Physical Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element a: Physical Therapists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
➤ Describes the importance of a safe, accessible, and caring environment for students, staff and self	<ul style="list-style-type: none"> ➤ Implements safe practices for students, staff, and self in all interactions 	<ul style="list-style-type: none"> ➤ Collaborates with others to improve safety and accessibility within the school environment 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Access their education without injuries or fear of injury ➤ Safely access the school environment with assistance as needed

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<i>Respect for Diversity</i>	Standard II: Physical Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element b: Physical Therapists demonstrate respect for diversity of people across all environments		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies diverse perspectives of students, families and the community in designing and implementing care 	<ul style="list-style-type: none"> ➤ Identifies the importance of and enables equal access to programs and facilities for all students 	<ul style="list-style-type: none"> ➤ Educates others about disability awareness and the importance of inclusion 	Creates an environment where students and/or families: <ul style="list-style-type: none"> ➤ Are assured of respect for their individual values ➤ Participate equally in educational opportunities with their peers

<i>Individualization</i>	Standard II: Physical Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element c: Physical Therapists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies unique student interests, strengths, and needs 	<ul style="list-style-type: none"> ➤ Establishes priorities and goals based on unique student interests, strengths and needs 	<ul style="list-style-type: none"> ➤ Designs and modifies interventions to reflect unique student interests, strengths, and needs 	Creates an environment where students and/or families: <ul style="list-style-type: none"> ➤ Are assured their priorities regarding students' unique interests, strengths, and needs are considered in the development and implementation of the students' IEPs ➤ Expand participation in their education program based on their strengths and interests

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Relationships	Standard II: Physical Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element d: Physical Therapists engage in proactive, clear, and constructive communication and work collaboratively with students, families, school staff, and other significant adults and/or professionals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Recognizes the value of building relationships with students, school staff, families, and significant adults 	<ul style="list-style-type: none"> ➤ Establishes respectful relationships with students, school staff, families, and significant adults 	<ul style="list-style-type: none"> ➤ Uses a variety of methods to communicate with students, school staff, families and other significant adults to promote sharing of pertinent information 	<p>Creates an environment where students and/or families :</p> <ul style="list-style-type: none"> ➤ Willingly share information that may impact student participation based on an open, trustful relationship with therapist ➤ Indicate preferences and/or give input into decisions regarding therapeutic activities

Access	Standard II: Physical Therapists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element e: Physical Therapists identify, design, and/or support accessible learning environments that foster positive student behavior.		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Recognizes the need for rules to guide student behavior in the therapeutic setting 	<ul style="list-style-type: none"> ➤ Encourages acceptable student behavior that will improve access to the learning environment 	<ul style="list-style-type: none"> ➤ Implements effective strategies to promote student engagement in therapeutic activities 	<p>Creates an environment where Students:</p> <ul style="list-style-type: none"> ➤ Abide by established expectations during therapeutic activities ➤ Demonstrate behaviors that contribute to successful therapy and accomplishing goals

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Compliance	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element a: Physical Therapists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts’ organized plans of instruction and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the responsibilities of the physical therapist in the education system 	<ul style="list-style-type: none"> ➤ Demonstrates knowledge of relevant district requirements ➤ Meets required timelines for documentation and communication 	<ul style="list-style-type: none"> ➤ Manages and delivers services in accordance with federal, state, and local plans and procedures and the needs of students ➤ Assists colleagues in understanding and applying the federal laws and local plans and procedures 	<p>Create an environment where students:</p> <ul style="list-style-type: none"> ➤ Actively engage in therapeutic services to access educational opportunities ➤ Participate successfully in the least restrictive environment

Evaluation	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element b: Physical Therapists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies valid formal and informal assessment tools to inform practice 	<ul style="list-style-type: none"> ➤ Uses multiple assessments from formal and informal sources to determine participation level, activity limitations, and personal and environmental limiting factors 	<ul style="list-style-type: none"> ➤ Collaborates with team to develop a plan of services, goal development and intervention ➤ Recognizes student needs that require referral to another professional 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Engage in the evaluation process by contributing pertinent information to guide program planning ➤ Are fully and actively engaged in the assessment process

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Service Delivery	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element c: Physical Therapists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies intervention strategies based on explicit outcomes 	<ul style="list-style-type: none"> ➤ Determines method of intervention strategies based on student needs ➤ Employs a variety of intervention strategies to achieve student outcomes 	<ul style="list-style-type: none"> ➤ Monitors effectiveness of intervention ➤ Modifies interventions as needed to improve student performance 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Participate in challenging activities that achieve individualized student goals based on skill level ➤ Are prepared to transition into school and community

Technology	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element d : Physical Therapists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies benefits of assistive technology or adaptive equipment to improve functional independence 	<ul style="list-style-type: none"> ➤ Recommends assistive technology or adaptive equipment to facilitate student participation ➤ Makes appropriate referrals for assistive technology needs 	<ul style="list-style-type: none"> ➤ Instructs students and others in the proper use of assistive technology or adaptive equipment ➤ Identifies sources for obtaining, maintaining, and repairing and financing assistive technology or adaptive equipment 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Demonstrate improved outcomes as a result of use of assistive technology and/or adaptive equipment ➤ Utilize assistive technology or adaptive equipment devices to improve access to the educational environment

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Goal-setting	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element e : Physical Therapists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the importance of having high expectations for all students 	<ul style="list-style-type: none"> ➤ Develops measurable goals for student outcomes based on student, family, and team priorities 	<ul style="list-style-type: none"> ➤ Chooses activities that provide an appropriate level of challenge ➤ Provides opportunities for students to practice self-advocacy with functional tasks 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Demonstrate critical thinking when making decisions about participation in education and post-secondary activities ➤ Demonstrate problem-solving skills to improve functional independence

Communication	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element f : Physical Therapists communicate effectively with students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Recognizes the importance of a respectful and sensitive approach towards students to enhance communications 	<ul style="list-style-type: none"> ➤ Selects communication strategies including verbal, non-verbal, and/or physical cues based on student needs 	<ul style="list-style-type: none"> ➤ Listens effectively and allows time for response and discussion 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Understand written or oral instructions to assist in therapeutic activities ➤ Follow written, oral or other forms of communication to complete therapeutic activities in a structured setting

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Physical Therapy	Standard III: Physical Therapists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element g : Physical Therapists develop and/or implement services and/or specially designed instruction unique to their professions		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands task analysis in order to improve a student’s access to and participation in education 	<ul style="list-style-type: none"> ➤ Performs an acceptable task analysis, motor assessment, assessment of posture and balance, and/or ecological assessment to inform planning and implementation of services 	<ul style="list-style-type: none"> ➤ Interprets results from the task analysis and/or ecological assessment to identify barriers to accessing the educational environment and provides intervention strategies to improve access ➤ Designs progressive intervention program that improves motor function, balance, and postural control in order to optimize learning 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Integrate recommendations to improve accessibility across the home and school environment ➤ Experience improved participation through implementation of recommended strategies

Outcomes	Standard IV: Physical Therapists reflect on their practice		
	Element a : Physical Therapists demonstrate that they analyze student learning, development, and growth through outcome assessment in order to inform future practice		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Identifies methods and tools to collect student data 	<ul style="list-style-type: none"> ➤ Collects and compiles student data on student learning, development, and growth towards goals 	<ul style="list-style-type: none"> ➤ Analyzes and interprets student data to determine the effect of physical therapy intervention on student outcomes 	<ul style="list-style-type: none"> ➤ Collaborates with others regarding student performance in multiple school settings to determine effects of physical therapy intervention

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			<ul style="list-style-type: none"> ➤ Reflects on the implications of the data to inform practice
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Professional Growth		Standard IV: Physical Therapists reflect on their practice		
		Element b : Physical Therapists link professional growth to their professional goals		
Essentials		Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Uses performance feedback to improve practice 		<ul style="list-style-type: none"> ➤ Identifies areas of needed growth and learns skills to improve professional practices 	<ul style="list-style-type: none"> ➤ Engages in evidence-based professional development activities that address student needs and meet professional goals 	<ul style="list-style-type: none"> ➤ Applies gained knowledge and skills to future professional goals ➤ Develops and follows a long-term written professional development plan

Adaptability		Standard IV: Physical Therapists reflect on their practice		
		Element c : Physical Therapists respond to complex, dynamic environments		
Essentials		Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Considers the larger learning environment when providing required services documented in an IEP/504 		<ul style="list-style-type: none"> ➤ Understands the importance and scope of the larger environmental context in which services are provided 	<ul style="list-style-type: none"> ➤ Is aware of and responds to changing conditions at the national, state, or local level in order to provide effective services 	<ul style="list-style-type: none"> ➤ Demonstrates flexibility and adjusts priorities based on changing student and team needs ➤ Reports and assesses information about changes in the environment for team use in decision-making

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Collaboration		Standard V: Physical Therapists demonstrate collaboration, advocacy, and leadership		
		Element a: Physical Therapists collaborate with internal and external stakeholders to meet the needs of students		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Understands the importance of collaboration to meet student needs 	<ul style="list-style-type: none"> ➤ Initiates dialogue with colleagues to exchange professional perspectives 	<ul style="list-style-type: none"> ➤ Establishes and maintains an ongoing collaborative process with all stakeholders to meet individual needs 	<ul style="list-style-type: none"> ➤ Collaborates with colleagues and families to meet student needs ➤ Collaborates with community resources to support students, families, and significant adults 	

Advocacy		Standard V: Physical Therapists demonstrate collaboration, advocacy, and leadership		
		Element b: Physical Therapists advocate for students, families, and schools		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Identifies student, family, and school needs 	<ul style="list-style-type: none"> ➤ Contributes to teams that advocate for student outcomes 	<ul style="list-style-type: none"> ➤ Advocates for changes to promote student independence and participation across environments 	<ul style="list-style-type: none"> ➤ Connects students, families, and significant adults to school and community resources based on student needs ➤ Confers with administrators to recommend practices to promote student success 	

Leadership		Standard V: Physical Therapists demonstrate collaboration, advocacy, and leadership		
		Element c: Physical Therapists demonstrate leadership in their educational setting(s) and their profession		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Recognizes opportunities to develop leadership skills 	<ul style="list-style-type: none"> ➤ Models professional behavior in the educational setting ➤ Assists school staff in identifying 	<ul style="list-style-type: none"> ➤ Provides leadership in team decision making and implementation of 	<ul style="list-style-type: none"> ➤ Participates in district-wide activities as a committee member ➤ Leads others through 	

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	appropriate physical therapy referrals	<p>intervention strategies</p> <ul style="list-style-type: none"> ➤ Supervises and evaluates the implementation of therapy recommendations 	<p>advocating or justifying for policy changes that benefit students</p> <ul style="list-style-type: none"> ➤ Participates in professional organizational meetings and special interest groups
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Contribution	Standard V: Physical Therapists demonstrate collaboration, advocacy, and leadership		
	Element d: Physical Therapists contribute knowledge and skills to educational practices and their profession		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Shares knowledge and skills with other staff 	<ul style="list-style-type: none"> ➤ Implements effective consultative strategies 	<ul style="list-style-type: none"> ➤ Conducts professional development sessions for staff, students, and families 	<ul style="list-style-type: none"> ➤ Participates in district-wide committees ➤ Participates in professional meetings outside of the workplace to further physical therapy practice

Integrity	Standard V: Physical Therapists demonstrate collaboration, advocacy, and leadership		
	Element e: Physical Therapists demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Maintains confidentiality of student records as required by law 	<ul style="list-style-type: none"> ➤ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<ul style="list-style-type: none"> ➤ Practices ethical standards as defined by the American Physical Therapy Association Code of Ethics and applicable state laws and regulations 	<ul style="list-style-type: none"> ➤ Demonstrates integrity in ethical dilemmas ➤ Promotes ethical standards of practice within school, department, and/or district teams