

**OCCUPATIONAL THERAPIST STATE STANDARDS CHECKLIST  
2013-2014 AURORA PUBLIC SCHOOLS INDUCTION PROGRAM**

The Aurora Public Schools (APS) Induction Program is designed to assist new Occupational Therapists in meeting the requirements of the Colorado Licensing Act of 1991. This required checklist is part of the documentation of successful demonstration of proficiency on the state standards.

New Occupational Therapist Name: \_\_\_\_\_ Mentor Name: \_\_\_\_\_  
Site (s) \_\_\_\_\_ ESS Administrator: \_\_\_\_\_

**Performance-Based Standards for Colorado Occupational Therapists**

The following serve as standards for the licensing of all school-based Occupational Therapists in Colorado and reflect the knowledge and skills required of beginning Occupational Therapists in school-based practice.

Mentor indicates with initials and date the new Occupational Therapist has demonstrated understanding and significant growth on the standard listed. All Occupational Therapists must demonstrate each of the standards and benchmarks listed.

**Standard One: Knowledge of Literacy and Math.**

The Occupational Therapist (OT) is knowledgeable about APS instructional frameworks and continuums related to literacy and math and strategies to support these areas. The Occupational Therapist shall be able to:

		Mentor Initials	Date
1.a	Plan and organize Occupational Therapy (OT) intervention based on ongoing assessment and student educational performance.		
1.b	Utilize APS literacy pacing guides and continuums, math standards continuums and Teaching Strategies Gold to: <ul style="list-style-type: none"><li>• Guide assessments</li><li>• Develop IEP goals</li><li>• Guide OT interventions</li></ul>		
1.c	Utilize Colorado Model Content Standards in Reading and Writing to guide intervention planning.		
1.d	Collaborate with general and special educators in supporting student academic performance.		

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**Standard Two: Knowledge of Access Skills and Expanded Benchmarks**

The Occupational Therapist is knowledgeable of access skills, expanded benchmarks, and how to support acquisition of access skills. The Occupational Therapist shall be able to:

		Mentor Initials	Date
2.a	Utilize Colorado Content Standards, Critical Concepts and Expanded Benchmarks to: <ul style="list-style-type: none"> <li>Develop IEP goals</li> <li>Plan OT interventions</li> </ul>		
2.b	Utilize Access Skills to the Colorado Content Standards to: <ul style="list-style-type: none"> <li>Guide assessment of student participation in school environment and activities</li> <li>Develop IEP goals</li> <li>Plan OT interventions</li> </ul>		
2.c	Collaborate with general and special educators in supporting student performance.		

**Standard Three: Knowledge of Colorado Content Standards and Assessment**

The Occupational Therapist is knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The Occupational Therapist shall be able to:

		Mentor Initials	Date
3.a	Design short and long range standards-based intervention plans.		
3.b	Develop valid and reliable assessment tools for the school setting.		
3.c	Develop and utilize a variety of informal and formal assessments, including rubrics.		
3.d	Assess, compare and contrast the effects of various OT interventions on individual student performance relative to content standards and IEP goals.		
3.e	Use assessment data as a basis for standards-based intervention.		
3.f	Communicate assessment results to teachers and parents through: <ul style="list-style-type: none"> <li>Written communication related to IEP development, progress updates, home programs, classroom programs</li> <li>Verbal communication related to IEP development, staff and parent training</li> </ul>		
3.g	Based on student performance skills and through collaboration with the educational team make recommendations related to curricular accommodations and modifications.		
3.h	Ensure that intervention is consistent with school district priorities and goals, the Colorado Model Content Standards and Occupational Therapy Practice Framework.		

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**Standard Four: Knowledge of Content.**

The Occupational Therapist is knowledgeable in the *Occupational Therapy Practice Framework* as well as occupational therapy *frames of reference* as they relate to supporting students in school-based practice. The Occupational Therapist shall be able to:

		Mentor Initials	Date
4.a	Utilize a variety of OT frames of reference, i.e., developmental, sensory integrative, to ensure student learning and participation in school context.		
4.b	Utilize the full domain of OT practice framework in assessment and intervention of student engagement and participation in school including: <ul style="list-style-type: none"> <li>• Student performance areas of occupation</li> <li>• Performance skills</li> <li>• Performance patterns</li> <li>• Context</li> <li>• Activity demands</li> <li>• Client factors</li> </ul>		
4.c	Apply expert content knowledge to enrich and extend student participation and learning.		
4.d	Integrate literacy, mathematics and access skills into OT intervention.		

**Standard Five: Knowledge of Classroom and Instructional Management.**

The Occupational Therapist is knowledgeable about classroom practice in order to successfully manage time, communications, and documentation procedures that will support and enhance student learning. The Occupational Therapist shall be able to:

		Mentor Initials	Date
5.a	Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.		
5.b	Apply sound disciplinary practices that align with individual student's classroom expectations.		
5.c	Apply appropriate intervention strategies and practices to ensure a successful learning environment.		
5.d	Collaborate with classroom and school staff to support student participation in school contexts.		
5.e	Understand the effect of individual child factors, performance and activity demands and their effect on student engagement and participation in the classroom.		
5.f	Accurately document and report ongoing student progress.		

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5.g	Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.		
5.h	Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.		
5.i	Communicate with home or private/hospital based OT service providers in order to maximize student achievement in school environment.		

**Standard Six: Knowledge of Individualization of Instruction.**

The Occupational Therapist is knowledgeable in the various service delivery models and what model is most appropriate to meet individual needs in varying situations.

The Occupational Therapist shall be able to:

		Mentor Initials	Date
6.a	Employ a wide range of OT service delivery models, including “indirect” OT services in the form of collaboration, training, curriculum development as well as direct, “hands-on” service delivery to support student performance in school.		
6.b	Design and/or modify OT intervention and service delivery according to student and classroom needs and progress toward goals.		
6.c	Utilize his/her understanding of OT Framework to provide support to students within Response to Intervention process.		
6.d	Provide OT services within the scope of an OT’s legal responsibilities and students’ educational rights, and follow procedures as specified in state, federal and local statutes.		
6.e	Develop and apply individualized education plans.		
6.f	Collect data on individual student achievement and be accountable for each progress toward goals.		
6.g	Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.		

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**Standard Seven: Knowledge of Technology.**

The Occupational Therapist is knowledgeable in the use of assistive technology to include low and/or high tech to support student learning.

The Occupational Therapist shall be able to:

		Mentor Initials	Date
7.a	Using OT Framework, assess need for assistive technology to support academic performance.		
7.b	Utilize available resources and in collaboration with educational team make recommendations regarding assistive technology devices to support student performance.		
7.c	Implement use of low tech and/or high tech assistive technology in the classroom		
7.d	Utilize technology to manage and communicate information.		
7.e	Apply technology to data-driven assessments of learning.		

**Standard Eight: Educational Governance of Special Education**

The Occupational Therapist is knowledgeable about the federal and state regulations which govern the provision of special education. The Occupational Therapist shall be able to:

		Mentor Initials	Date
8.a	Demonstrate understanding of basic requirements of IDEA 2004 including: <ul style="list-style-type: none"> <li>• FAPE and LRE</li> <li>• Parent and student rights</li> <li>• Identification process of students with disabilities</li> <li>• Evaluation procedures</li> <li>• IEPs</li> <li>• OT service provision</li> <li>• Early Intervening Services and Response to Intervention</li> <li>• Evidence Based Practice</li> <li>• Part C regulations</li> </ul>		
8.b	Demonstrate understanding of influence of the following laws on OT services in schools: <ul style="list-style-type: none"> <li>• No Child Left Behind Act of 2001 (NCLB)</li> <li>• Section 504 of the Rehabilitation Act</li> <li>• Medicaid</li> </ul>		
8.c	Evaluate his/her own performance and access the professional development options necessary to improve that performance.		

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**Recommendation (mentor initials one)**

\_\_\_\_\_ This new Occupational Therapist has successfully demonstrated effectiveness on the Colorado Occupational Therapist Quality Standards listed above.

**OR**

\_\_\_\_\_ This new Occupational Therapist has not successfully demonstrated effectiveness on the Colorado Occupational Therapist Quality Standards listed above. Will need to continue the induction process with a mentor in the following school year to complete the Aurora Public Schools requirements for induction if staying in the district. Please contact the Director of Professional Learning, Laurie Marcellin [lamarcellin@aps.k12.co.us](mailto:lamarcellin@aps.k12.co.us) to communicate a plan for further mentoring.

**The information on these pages is accurate and complete to the best of my knowledge.**

(Please Print)

Occupational Therapist Name: \_\_\_\_\_ Occupational Therapist Signature: \_\_\_\_\_

Mentor Name: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

ESS Administrator Name: \_\_\_\_\_ ESS Administrator Signature: \_\_\_\_\_

This form should be submitted to Gloria Preciado at the Office of Professional Learning in **ESC 2** by **April 15, 2014**.

If an extension is necessary, please contact Gloria Preciado ([glpreciado@aps.k12.co.us](mailto:glpreciado@aps.k12.co.us)) **PRIOR TO APRIL 15** to arrange for an approved completion date of the induction process.