

Rubric to Evaluate North Carolina's School-Based Physical Therapists

Standard 1: School-based physical therapists demonstrate leadership.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. School-based physical therapists demonstrate leadership in public schools. Physical therapists work collaboratively with school staff to determine and implement educationally relevant services. They contribute to developing, implementing, coordinating, and staffing the physical therapy program within the school and district. Physical therapists promote the philosophy, vision, procedures, and goals of the state and district.				
<p>The physical therapist: Demonstrates an understanding of the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Role of school-based physical therapists. <input type="checkbox"/> Unique context of school-based physical therapy. 	<p>... and The physical therapist: Collaborates with school staff to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make appropriate physical therapy referrals. <input type="checkbox"/> Develop and implement department/team/school goals. <input type="checkbox"/> Implement school and/or district long-range plans. <input type="checkbox"/> Facilitate positive outcomes for meetings. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to developing the physical therapy program within the district. <p>Uses data to :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for physical therapy resources. <input type="checkbox"/> Guide the development of new or modifications to existing physical therapy programs. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the evaluation and revision of physical therapist workloads and job descriptions. <input type="checkbox"/> Serves on committees or task forces at the school, district, or state level to improve the quality of physical therapy services for students. <input type="checkbox"/> Participates in policy development beyond the school level. 	
Element b. School-based physical therapists provide knowledge and skills critical to support educational outcomes of students. They recommend strategies and provide guidance to support school staff members.				
<p>The physical therapist: Stays abreast of :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrative and interpersonal factors that influence effectiveness. <input type="checkbox"/> Health and social trends that impact student success. <input type="checkbox"/> Assistive technology and equipment. <input type="checkbox"/> Meets or exceeds professional competencies for physical therapists required by state regulations. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models best practices throughout the program. <input type="checkbox"/> Serves as a resource on disabling conditions and their effects on student learning. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional development for school and district staff to use new and innovative physical therapy resources. <p>Develops:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical therapy resources to support education programs in the school and district. <input type="checkbox"/> Standard operating procedures relative to physical therapy practice. 	<p>... and The physical therapist: Provides guidance to community agencies, medical providers, and other audiences by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting professional development on a variety of physical therapy issues. <input type="checkbox"/> Sharing information and resources. 	

Standard 1: School based-physical therapists demonstrate leadership.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Element c. School-based physical therapists promote and support their profession. Physical therapists afford students and colleagues opportunities to learn about the profession.</p>				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates dialogues with colleagues to exchange professional perspectives. <input type="checkbox"/> Communicates the role of the School-based physical therapist to stakeholders. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes awareness of the profession. <input type="checkbox"/> Advocates for decision making structures that take advantage of physical therapists' knowledge and skills. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides formal and/or informal mentoring to colleagues. <input type="checkbox"/> Provides formal and/or informal clinical education opportunities for physical therapy students. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and/or maintains student clinical affiliation(s). <input type="checkbox"/> Conducts presentations at the state and/or national level. 	
<p>Element d. School-based physical therapists demonstrate and promote high ethical standards. Physical Therapists uphold the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Practice</i>. They adhere to professional, ethical, and legal standards of practice as defined in the <i>Physical Therapy Practice Act: North Carolina</i> and <i>Code of Ethics for Physical Therapists: American Physical Therapy Association</i>. Physical Therapists uphold federal, state and local policies, laws and regulations (e.g. Individuals with Disabilities Education Act, Americans with Disability Act, Rehabilitation Act of 1973, Section 504, etc.), that apply to the delivery of services to students with disabilities.</p>				
<p>The physical therapist:</p> <p>Adheres to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional, ethical, and legal standards of practice. (See Appendix A.) <input type="checkbox"/> Demonstrates knowledge of the structure, global goals, and responsibilities of physical therapists (including supervision of physical therapist assistants) within the education system. 	<p>... and</p> <p>The physical therapist:</p> <p>Understands the implications of national, state, and local laws, regulations, and policies related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essential/required components of physical therapy programs. <input type="checkbox"/> Funding and reimbursements. <input type="checkbox"/> Provision of services for students with disabilities. <input type="checkbox"/> Manages and delivers physical therapy services in accordance with the policies, laws and regulations from referral to exit. 	<p>... and</p> <p>The physical therapist:</p> <p>Promotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School-based physical therapist competencies. <input type="checkbox"/> Cooperation, respect, and trust as defined by relevant standards and codes of conduct. <input type="checkbox"/> Understanding of policies, laws and regulations to address ethical risks, benefits, and outcomes. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional development in the use of these documents outside the school community <input type="checkbox"/> Collaboratively resolves ethical issues encountered in school-based practice. 	
<p>Examples of artifacts that may be used to demonstrate performance:</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> In-service schedule 				
<ul style="list-style-type: none"> <input type="checkbox"/> Continuing competency record 				
<ul style="list-style-type: none"> <input type="checkbox"/> IEP documentation 				
<ul style="list-style-type: none"> <input type="checkbox"/> Communication logs 				
<ul style="list-style-type: none"> <input type="checkbox"/> 				
<ul style="list-style-type: none"> <input type="checkbox"/> 				
<ul style="list-style-type: none"> <input type="checkbox"/> 				
<ul style="list-style-type: none"> <input type="checkbox"/> 				
<ul style="list-style-type: none"> <input type="checkbox"/> 				

Evaluator Comments: (Required for all “Not Demonstrated” ratings, recommended for all ratings.)

Comments of Person Being Evaluated: (Optional)

Standard 2: School-based physical therapists establish an inclusive and respectful environment for a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. School-based physical therapists promote awareness of individual student needs. Physical therapists treat all people with dignity and respect. They ensure that school communities are mindful of and address individual differences.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of how individual differences impact student learning. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school staff members and physical therapist colleagues to address individual student needs. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides resources on individual differences to the school community. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports school communities in establishing an environment of respect for individual differences. 	
Element b. School-based physical therapists communicate effectively.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies and accesses resources regarding communication methods for various populations and audiences. 	<p>... and The physical therapist:</p> <p>Demonstrates effective communication skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> During physical therapy sessions. <input type="checkbox"/> With diverse populations. <input type="checkbox"/> With IEP and other inter-professional teams. <ul style="list-style-type: none"> <input type="checkbox"/> Provides students, families and the school community information and resources to support student learning. <input type="checkbox"/> Listens effectively 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements informational resources and communication strategies. <p>Uses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conflict resolution strategies when needed. <input type="checkbox"/> Customized communication strategies to meet audience or contextual needs. 	<p>... and The physical therapist:</p> <p>Models:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternative communication techniques. <input type="checkbox"/> Collegial approach to communicating with all members of the school community. 	

Standard 2: School-based physical therapists establish an inclusive and respectful environment for a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element c. School-based physical therapists advocate for equal access for all students to programs, facilities, and inclusion in adherence to the Individuals with Disabilities Education Act, Americans with Disabilities Act, and Section 504.				
The physical therapist: <input type="checkbox"/> Encourages school and district staff members to provide all students equal access to programs and facilities.	... and The physical therapist: <input type="checkbox"/> Advocates on behalf of students for equal access to programming, activities, and facilities.	... and The physical therapist: <input type="checkbox"/> Advocates for adequate resources.	... and The physical therapist: <input type="checkbox"/> Participates in advocacy initiatives at the, state, and/or national level.	
Element d: School-based physical therapists collaborate with school and district staff members and community partners to provide a wide range of student services. They form effective partnerships to promote student success.				
The physical therapist: <input type="checkbox"/> Understands the role of internal and external partnerships to promote student success.	... and The physical therapist: Establishes collaborative relationships with: <input type="checkbox"/> Students <input type="checkbox"/> School staff <input type="checkbox"/> Parents and families <input type="checkbox"/> Service providers outside the school setting. <input type="checkbox"/> Refers students, families, and others for community based services and programs when needed.	... and The physical therapist: <input type="checkbox"/> Coordinates services on behalf of students with community partners.	... and The physical therapist: <input type="checkbox"/> Leverages community partnerships to promote student success. <input type="checkbox"/> Assists school administrators with the development of standard operating procedures relative to physical therapy practice.	
Examples of artifacts that may be used to demonstrate performance:				
<input type="checkbox"/> Exceptional Children student participation data				
<input type="checkbox"/> Disability awareness training events for schools				
<input type="checkbox"/> School accessibility studies				
<input type="checkbox"/> Evacuation plan protocols				
<input type="checkbox"/> Individualized Education Plans, particularly Least Restrictive Environment requirement				
<input type="checkbox"/> Referral documentation including contact logs, emails, phone logs				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments: (Required for all “Not Demonstrated” ratings, recommended for all ratings.)				
Comments of Person Being Evaluated: (Optional)				

Standard 3: School-based physical therapists implement educationally relevant pediatric (ages 3 to 21) physical therapy.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. School-based physical therapists understand the importance of appropriate and timely documentation. Physical Therapists assist in developing student-centered and clear IEPs. They provide accurate documentation and maintain records compliant with the Physical Therapy Practice Act: NC.				
The physical therapist: Adheres to documentation requirements for <input type="checkbox"/> <i>Physical Therapy Practice Act: North Carolina</i> <input type="checkbox"/> IEPs. <input type="checkbox"/> Plans of care. <input type="checkbox"/> District, state, and federal policies. <input type="checkbox"/> Funding regulations for third party reimbursement.	... and The physical therapist: Provides documentation that is: <input type="checkbox"/> Supported by data. <input type="checkbox"/> Clear and appropriate for the intended audience. <input type="checkbox"/> Timely. <input type="checkbox"/> Relevant. <input type="checkbox"/> Concise.	... and The physical therapist: <input type="checkbox"/> Participates in documentation reviews. <input type="checkbox"/> Updates knowledge to ensure compliance with educational regulations and funding requirements.	... and The physical therapist: <input type="checkbox"/> Compiles and interprets data from documentation reviews for ongoing improvement.	
Element b. School-based physical therapists connect their work to the NC Standard Course of Study to facilitate student learning and participation.				
The physical therapist: <input type="checkbox"/> Understands the relationship between physical therapy practice and student progress through the <i>NC Standard Course of Study</i> and The physical therapist: <input type="checkbox"/> Incorporates the <i>NC Standard Course of Study</i> into physical therapy practice.	... and The physical therapist: <input type="checkbox"/> Educates the school community in the understanding of the connection between physical therapy and student progress through the <i>NC Standard Course of Study</i> and The physical therapist: <input type="checkbox"/> Provides professional development beyond the school community in the successful use of physical therapy to enable student progress through the <i>NC Standard Course of Study</i> .	
Element c. School-based physical therapists incorporate 21st century skills into the physical therapy program. Physical Therapists develop individual interventions to address current student needs and promote successful transitions.				
The physical therapist: <input type="checkbox"/> Understands the 21 st Century skills and their importance to student success.	... and The physical therapist: <input type="checkbox"/> Facilitates successful transitions (entering school, changing schools and moving from school to community) using 21 st century skills.	... and The physical therapist: <input type="checkbox"/> Incorporates 21 st century skills into physical therapy program.	... and The physical therapist: <input type="checkbox"/> Provides professional development beyond the school level on the integration of 21 st Century Skills into physical therapy programs.	
Examples of artifacts that may be used to demonstrate performance:				
<input type="checkbox"/> Evaluations				
<input type="checkbox"/> IEPs				
<input type="checkbox"/> Transition plans				
<input type="checkbox"/> Plans of care				
<input type="checkbox"/> Daily Treatment notes and Progress notes				
<input type="checkbox"/> Letters of medical necessity				
<input type="checkbox"/> Correspondence and communication logs				
<input type="checkbox"/> Colleague assessments				

- Continuing competence record
- Documentation for Medicaid cost recovery
-
-
-
-

Evaluator Comments: (Required for all “Not Demonstrated” ratings, recommended for all ratings.)

Comments of Person Being Evaluated: (Optional)

Standard 4: School-based physical therapists support learning by practicing educationally-relevant physical therapy to facilitate student participation and access in the least restrictive learning environment.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. School-based physical therapists provide services in a professional, effective and efficient manner.				
The physical therapist: Demonstrates: <input type="checkbox"/> Safe delivery of therapeutic services. <input type="checkbox"/> Flexibility. <input type="checkbox"/> Priority setting. <input type="checkbox"/> Effective time management strategies. <input type="checkbox"/> Accountability for resources.	... and The physical therapist: <input type="checkbox"/> Recommends appropriate adaptive equipment, assistive technology, and environmental adaptations. <input type="checkbox"/> Maintains equipment to ensure student safety. <input type="checkbox"/> Supports the placement of students in his/her least restrictive environment.	... and The physical therapist: <input type="checkbox"/> Demonstrates resourcefulness in the provision of appropriate school-based services, materials, and equipment.	... and The physical therapist: <input type="checkbox"/> Allocates and manages resources efficiently to meet district program needs.	

Standard 4: School-based physical therapists support learning by practicing educationally-relevant physical therapy to facilitate student participation and access in the least restrictive learning environment.

Developing	Proficient	Accomplished	Distinguished	Not Evident (Comment Required)
<p>Element b. School-based physical therapists use a variety of methods to assess students in the educational environment. Physical Therapists evaluate students using appropriate assessments and therapeutic observations. They utilize information from IEP team members, school staff, outside agencies, and student records. Physical Therapists assess student ability to participate in meaningful school activities and to function independently.</p>				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands various pediatric physical therapy assessment tools. <p>Evaluates students to determine:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of participation. <input type="checkbox"/> Necessary assistance and adaptation. <input type="checkbox"/> Functional abilities. <input type="checkbox"/> Impairments related to functional ability. <input type="checkbox"/> Required services in relation to skills of staff. 	<p>... and The physical therapist:</p> <p>Utilizes valid, cost-effective, and nondiscriminatory instruments for :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification and eligibility. <input type="checkbox"/> Diagnostic purposes. <input type="checkbox"/> Individual program planning. <input type="checkbox"/> Documentation of progress. <input type="checkbox"/> Selects, administers, and interprets appropriate screening instruments and measurement tools. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates, obtains and organizes assessment tools. <input type="checkbox"/> Promotes consistent student assessment procedures within the district physical therapy program. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops assessment protocols and/or screening tools. 	
<p>Element c. School-based physical therapists plan service delivery, interventions, and strategies that are based on the student's strengths and needs. Physical therapists promote skill acquisition and generalization to enhance student participation and learning. They create a plan of care that fosters achievement of student's goals.</p>				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies students' strengths and needs. <p>Develops individualized plans of care aligned with the IEP that include appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions. <input type="checkbox"/> Clinically reasoned service delivery recommendations. <input type="checkbox"/> Exit plan. 	<p>... and The physical therapist:</p> <p>Operationalizes Plans of Care by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing effective therapeutic strategies. <input type="checkbox"/> Providing direct, individual, group, integrated, consultative, monitoring, and/or collaborative approaches based on student needs. <input type="checkbox"/> Preparing students and their families for transitions. <input type="checkbox"/> Using a variety of evidence-based interventions. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops or seeks new evidence-based strategies as required by student and setting. <input type="checkbox"/> Delivers professional development programs on new therapeutic approaches. 	<p>... and The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves on district-level facilities planning, assistive technology, transportation, emergency planning, and/or other specialty teams. 	

Standard 4: School-based physical therapists support learning by practicing educationally-relevant physical therapy to facilitate student participation and access in the least restrictive learning environment.

Developing	Proficient	Accomplished	Distinguished	Not Evident (Comment Required)
Element d. School-based physical therapists promote safety, access and participation of all students. Physical therapists promote wellness using knowledge of health and environmental safety measures. Physical therapists recommend modifications and adaptations to the school environment.				
The physical therapist: <input type="checkbox"/> Identifies and addresses unsafe situations..	... and The physical therapist: <input type="checkbox"/> Consults to ensure safe emergency evacuation procedures. <input type="checkbox"/> Participates in planning environmental modifications to improve accessibility.	... and The physical therapist: <input type="checkbox"/> Develops and implements school safety procedures. <input type="checkbox"/> Adapts environments to facilitate student access to and participation in student activities.	... and The physical therapist: <input type="checkbox"/> Promotes general health and wellness at the district level.	
Examples of artifacts that may be used to demonstrate performance:				
<input type="checkbox"/> Plans of Care				
<input type="checkbox"/> Training logs				
<input type="checkbox"/> Professional development documentation				
<input type="checkbox"/> Physical therapy evaluations				
<input type="checkbox"/> Evacuation plans				
<input type="checkbox"/> Equipment inventories and other records				
<input type="checkbox"/> Calendars, schedules, and workload				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments: (Required for all “Not Demonstrated” ratings, recommended for all ratings.) 				
Comments of Person Being Evaluated: (Optional) 				

Standard 5: School-based physical therapists reflect on their current practice and demonstrate an increasing knowledge base, life-long learning and professional development.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. School-based physical therapists collect and analyze data to evaluate the impact of physical therapy services on student success. Physical therapists adapt their practice based on evaluation findings and student outcomes.				
The physical therapist: <input type="checkbox"/> Develops data collection processes to determine student success and program quality.	... and The physical therapist: <input type="checkbox"/> Collects data about physical therapy program quality from stakeholders. <input type="checkbox"/> Summarizes data to determine the effect of the program on students' progress.	... and The physical therapist: Adapts practice based on: <input type="checkbox"/> Current and relevant research. <input type="checkbox"/> Stakeholder feedback. <input type="checkbox"/> Program and facility evaluation findings. <input type="checkbox"/> Data on student needs and outcomes.	... and The physical therapist: <input type="checkbox"/> Creates and uses instruments to collect data about the physical therapy program.	
Element b. School-based physical therapists link professional growth to their professional goals. Physical therapists thoughtfully plan and complete continuing competency requirements for licensure. Physical therapists actively investigate and consider current evidence in order to function effectively in a complex, dynamic environment.				
The physical therapist: <input type="checkbox"/> Maintains physical therapy license. <input type="checkbox"/> Remains current with physical therapy theory, best practices, and research-based evidences.	... and The physical therapist: <input type="checkbox"/> Participates in regular continuing education aligned with professional goals. <input type="checkbox"/> Uses constructive feedback for on-going professional growth. <input type="checkbox"/> Seeks assistance from colleagues, supervisors and/or other professionals when needed.	... and The physical therapist: <input type="checkbox"/> Integrates research-based knowledge and skills into daily practice.	... and The physical therapist: <input type="checkbox"/> Participates in clinical research projects, including but not limited to case studies or reports.	
Examples of artifacts that may be used to demonstrate performance:				
<input type="checkbox"/> Current NC Physical therapy license				
<input type="checkbox"/> Study group logs				
<input type="checkbox"/> Involvement in Physical Therapy Counts				
<input type="checkbox"/> Documentation of participation in research				
<input type="checkbox"/> Feedback received from others				
<input type="checkbox"/> Data collected to determine student and program needs				
<input type="checkbox"/> Professional Growth Plans				
<input type="checkbox"/> Continuing Education Units				
<input type="checkbox"/> Continuing competency documentation				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments: (Required for all "Not Demonstrated" ratings, recommended for all ratings.)				

Comments of Person Being Evaluated: (Optional)

Rubric Signature Page

School-Based Physical Therapist Signature

Date

Physical Therapy Supervisor Signature

Date

Comments Attached: ____ YES ____ NO

Physical Therapy Supervisor Signature
(Signature indicates question above regarding comments has been addressed)

Date

Note: The School-based physical therapist's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the School-based physical therapist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School-Based Physical Therapist Evaluation Process.