**Potential Artifacts**

The following list of artifacts is intended to support occupational therapists and administrators as they make decisions about element and standard ratings in the *NC DPI Occupational Therapist Evaluation System*. It is not an exhaustive list. Therapists and administrators are encouraged to add to the list, based on the conditions of their local context.

An artifact is a product resulting from an occupational therapist’s work in schools; they are natural by-products of an occupational therapist’s regular activity and are not created for the purpose of satisfying evaluation requirements. That said, occupational therapists may use them as exemplars of their work to substantiate self-assessment ratings. Artifacts may also be instrumental in cases where the evaluator does not have performance data for a given element or when the therapist and evaluator disagree on the final rating.

**Standard 1: Leadership, advocacy, collaborative, and ethical practice**

* Documentation of observations and meetings related to mentoring/supervisory activities
* Reports from formal and informal peer review
* Peer observation report
* Self-assessment
* Documentation of participation in professional development/continuing competence activities
* Documentation of services provided (IEP team meeting minutes, evaluations, integrated IEPs, intervention plans, documentation of training classroom staff, classroom protocols, fidelity checklists, data sheets, contact notes, progress monitoring documents, progress notes, service logs, consultation records, etc.)
* Documentation specific to advocacy and implementation of LRE (photos, IEP meeting minutes, email communications, etc.)
* Documentation of service on committees, work groups, PLCs, and special projects (e.g., archived email communication, committee work products, annual reports, etc.)
* Documentation of initiate taken for OT program improvement (e.g., forms developed, equipment inventories, processes implemented, etc.)
* Communications, feedback and/or surveys from stakeholders (parents, students, community members, colleagues)
* Documentation of contact and collaboration with agencies and providers outside the LEA
* Documentation of volunteer, community service hours
* Minutes, attendance logs, and agendas from meetings attended
* Documentation of trainings, in-services, workshops, presentations, conference talks, parent institutes, etc. given by the OT, and related materials (agendas, handouts, feedback)
* Documentation of program review and planned/implemented program development activities
* Documentation of use of professional, student, program, and school wide data in making service/intervention decisions
* Documentation of professional certifications/ memberships /specialty certifications
* Documentation of professional development plan, continuing competence activities and/or grants, aligned with professional, district/school and department’s vision/mission and goals/ improvement plans
* Materials related to promoting OT awareness month (April)
* Count of:
  + Incident reports (none=OT operating safely)
  + IEP meetings attended
  + PLC meetings attended

**Standard 2: Promote respectful environment for diverse populations**

* Documentation of professional development/continuing competence activities on diversity, cultural competence, attitudes, and awareness
* Documentation of service on committees, work groups and special projects to support diversity, cultural awareness and range of student environments
* Student profiles with relevant diversity data in written reports
* Documentation of collaboration/cooperation with ESL teachers
* Documentation of activity planning /implementation to incorporate cultural awareness
* Required diversity training (certificate of participation)
* Translated letters to families (copies of letters, progress notes, care plans)
* Participation of meetings with non-English speaking families (meeting minutes)
* Evidence of cultural diversity in handouts/instructional/therapy materials (copies of handouts; intervention plans, photos)
* Integration of students with disabilities into general education (documentation of service and location of services; photos very effective here)
* Conversations with students/classrooms (handouts to teachers and classrooms to help them understand students with disabilities)
* Evidence of broadening communication skills to enhance meeting needs of diverse populations (sign language, Spanish, etc. and documentation of use)
* Communications/observations of mentoring/supervisory activities
* Reports of formal and informal peer review
* Self-assessment
* Documentation of services including data demonstrating cultural awareness (evaluations, IEP development, intervention plans, data sheets, contact notes, progress monitoring, progress notes, service logs, etc.)
* Feedback and/or survey data from stakeholders (parents, students, community members, colleagues) specific to therapist’s cultural competence
* Minutes, attendance logs and agendas from meetings
* Documentation of trainings, in-services and workshop presentations; and related materials (agendas, handouts, feedback)
* Documentation of use of professional, student, program, and school-wide data in making culturally competent service/intervention decisions
* Documentation of professional certifications/ memberships /specialty certifications
* Documentation of data collection, interventions and outcomes to guide student/program services
* Documentation of program administration and management activities (referral logs, caseloads, student files, calendars, schedules, year-end reports, equipment inventory)
* Cited use of local, state and national standards and best practice guidelines in student services and documentation
* Documentation of special awards, recognitions, letters

**Standard 3: Apply skills and knowledge of profession in educational setting**

* Copy of work/service delivery calendars
* Emails representing coordination of services with teachers and parents
* Working student file/soft chart
* Annual inventory list of equipment and supplies
* Documentation of assessment protocols used during school year
* Monthly reports, including caseload roster, workload calculation, referrals ,evaluations, and exit/add counts
* Documentation of meetings with PLC, co-practice group, or regional/specialty service team
* Powerpoint/presentation materials/handouts from conference, workshop, or in-service presentation
* Documentation of supervising volunteers, students, non –licensed personnel, and COTAs
* Case study/occupational profile of student on caseload
* Reports of formal and informal peer review
* Certificates of completion from professional development/continuing competence activities
* Documentation of services provided (evaluations, IEP development, intervention plans, data sheets, contact notes, progress monitoring, progress notes, service logs, etc.)
* Documentation of service on school and district committees, work groups and special projects
* Communications, feedback and/or surveys from stakeholders (parents, students, community members, colleagues)
* Minutes, attendance logs and agendas from meetings
* Documentation of program review and planned/implemented development activities
* Documentation of use of professional, student, program, and school wide data in making service/intervention decisions
* Documentation of professional certifications/ memberships /specialty certifications
* Documentation of data collection, interventions and outcomes to guide student/program services
* Use of local, state and national standards and best practice guidelines in student services and documentation
* Documentation of special awards, recognitions, letters

**Standard 4: Facilitate student learning for optimal performance and functional independence.**

* Powerpoint/presentation materials of curriculum-related presentation
* Evidence of curriculum-aligned IEP goals
* Service and evaluation documentation
* Student work sampleor activity product (photo)
* Evidence of classroom modification/environmental engineering (photo)
* Evidence of provision of classroom resources/materials/tools (photo, data collection systems, task-analyzed picture schedules/social stories
* Documentation of school-based relevant journal article, chapter, or book review
* Participation in research activities (documentation of hours, activities, data gathered, etc.)
* Copies of emails regarding service to student(s)
* Notes from consultation with teacher regarding strategies
* Documentation of communications/observations of mentoring/supervisory activities
* Reports of formal and informal peer review
* Documentation of service on committees, work groups and special projects
* Communications, feedback and/or surveys from stakeholders (parents, students, community members, colleagues)
* Minutes, attendance logs and agendas from meetings
* Documentation of program review and planned/implemented development activities
* Documentation of use of professional, student, program, and school wide data in making service/intervention decisions
* Documentation of professional certifications/ memberships /specialty certifications
* Documentation of professional development plan, including progress towards goals and self-assessment
* Documentation of professional development/competence activities in use of occupations, assessment tools and educationally relevant services

**Standard 5: Use all available data to examine their effectiveness and**

**to adapt and improve professional practice.**

* Documentation of volunteer and/or fieldwork supervision; list of students, along with total hours/students
* Annotated bibliographies of research articles, chapters books read
* Intervention notes with evidence of implemented research-based techniques
* Study group documentation
* Documentation of peer review participation
* Communications/observations of mentoring/supervisory activities
* Documentation of professional development/continuing competence activities
* Documentation of services provided (evaluations, IEP development, intervention plans, data sheets, contact notes, progress monitoring, progress notes, service logs, etc.)
* Documentation of service on committees, work groups and special projects
* Communications, feedback and/or surveys from stakeholders (parents, students, community members, colleagues)
* Minutes, attendance logs and agendas from meetings
* Documentation of therapist-provided trainings, in-services and workshop presentations; and related materials (agendas, handouts, feedback)
* Documentation of program review and planned/implemented development activities
* Documentation of use of professional, student, program, and school wide data in making service/intervention decisions
* Documentation of professional certifications/ memberships /specialty certifications
* Documentation of leadership activities in data collection, staff training and/or data tool development