
North Carolina School-Based Physical Therapist Evaluation Process

Users' Guide

May 2013



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st century. This mission requires a new vision of school leadership and a new set of skills that professional School-based physical therapists must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

North Carolina School-Based Physical Therapy Professional Standards

The North Carolina School-Based Physical Therapy Professional Standards are the basis for school-based physical therapist preparation, evaluation, and professional development. A new school-based physical therapist evaluation instrument has been created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for 21st century service delivery and learning.

Vision for School-Based Physical Therapy

The demands of 21st century education dictate new roles for physical therapists. Schools need physical therapists who are adept at creating and utilizing systems for change and at building relationships within the school community. Physical therapists create nurturing relationships with students that enhance students' academic achievement and personal success as globally productive citizens in the 21st century. Utilizing leadership, advocacy, and collaboration, physical therapists promote academic and personal success by implementing a physical therapy program focused on breaking down barriers to students' academic and functional success in the least restrictive environment.

Intended Purpose of the Standards

The North Carolina Standards for School-Based Physical Therapists have been developed as a resource to enhance their knowledge and skills. Therefore, it is incumbent upon the physical therapist to provide services as part of a comprehensive multi-disciplinary team with complementary knowledge, skills, and experiences.

The North Carolina Standards for School-Based Physical Therapists will:

- guide professional development as physical therapists move forward in the 21st century;
- provide the focus for schools and districts as they support, monitor, and evaluate their physical therapists; and
- assist higher education programs in developing the content and requirements of physical therapy curricula.

Organization of the Standards

These standards are intended for use by North Carolina schools and local education agencies that employ school-based physical therapists.

Standard 1: School-based physical therapists demonstrate leadership.

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.

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.

Element c. School-based physical therapists promote and support their profession. Physical therapists afford students and colleagues opportunities to learn about the profession.

Element d. School-based physical therapists demonstrate and promote high ethical standards. Physical Therapists uphold the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Practice*. They adhere to professional, ethical, and legal standards of practice as defined in the *Physical Therapy Practice Act: North Carolina*, and *Code of Ethics for Physical Therapists: American Physical Therapy Association*. 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.

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

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.

Element b. School-based physical therapists communicate effectively.

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.

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.

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

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*.

Element b. School-based physical therapists connect their work to the NC Standard Course of Study to facilitate student learning and participation.

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.

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.

Element a. School-based physical therapists provide services in a professional, effective, and efficient manner.

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.

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.

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.

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

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.

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.

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Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.

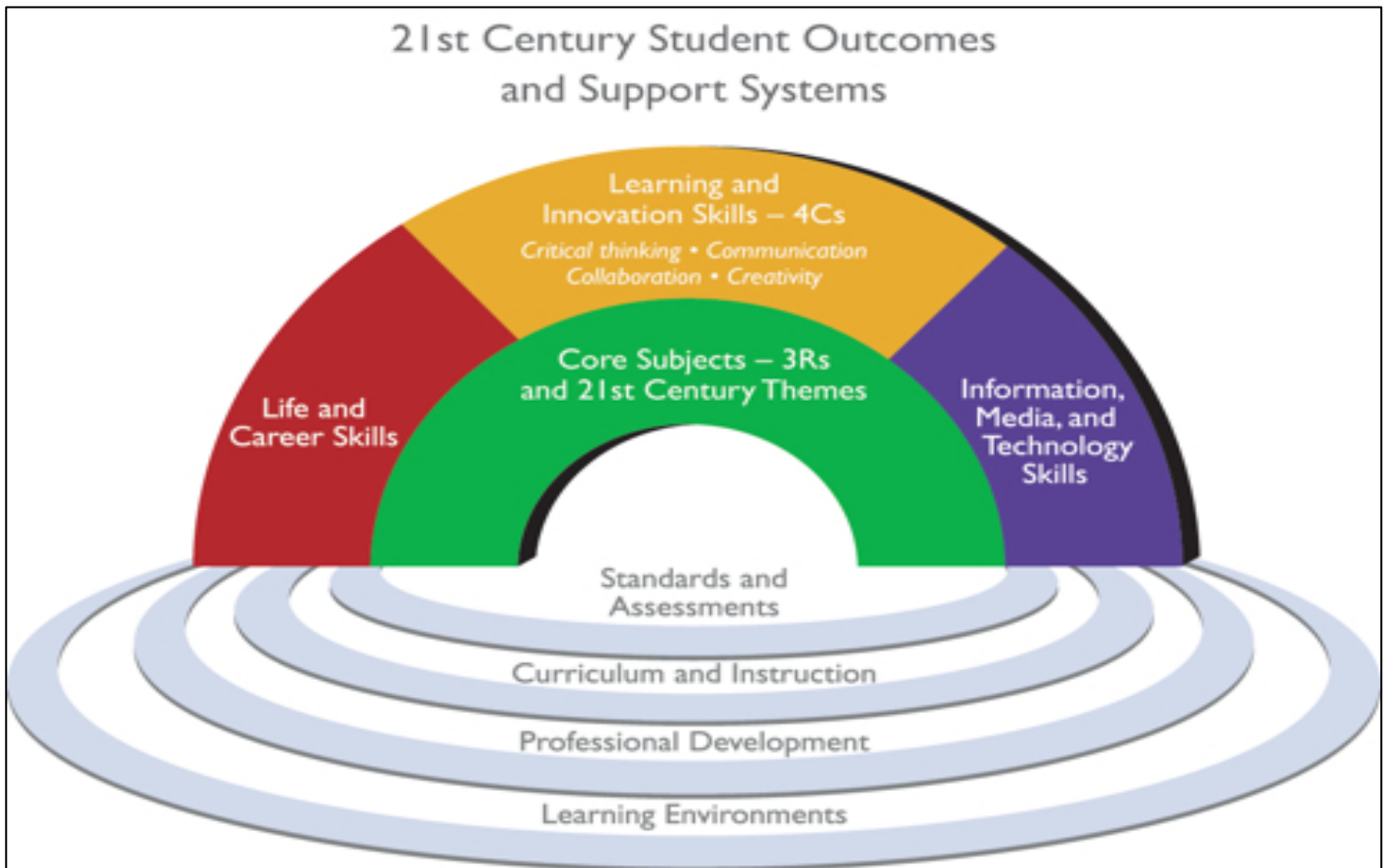


Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as “21st century student outcomes” (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st century.

Core Subjects and 21st Century Themes

Mastery of **core subjects** and **21st century themes** is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe schools must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

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Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 21st century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise, and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's website at www.21stcenturyskills.org.
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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina School-Based Physical Therapists Standards.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business, and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing, and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace, and community contexts.

Accountability

- Setting and meeting high standards and goals for oneself and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

North Carolina School-Based Physical Therapist Evaluation Process

The rubric used for evaluating physical therapists is based on the Framework for 21st Century Learning and the North Carolina School-Based Physical Therapy Standards. It is designed to support effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved student outcomes. This evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina School-Based Physical Therapist Evaluation Process is to assess the physical therapist’s performance in relation to the North Carolina School-Based Physical Therapy Standards and to design a plan for professional growth. **The physical therapist should be evaluated by another licensed physical therapist. If the physical therapist’s supervisor (hereinafter “evaluator”) is not a licensed physical therapist, then he or she should enlist the collaboration of a licensed physical therapist for all components of the evaluation process to ensure accuracy and fairness.** The physical therapist will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). Figure 2 illustrates the components of the evaluation process.

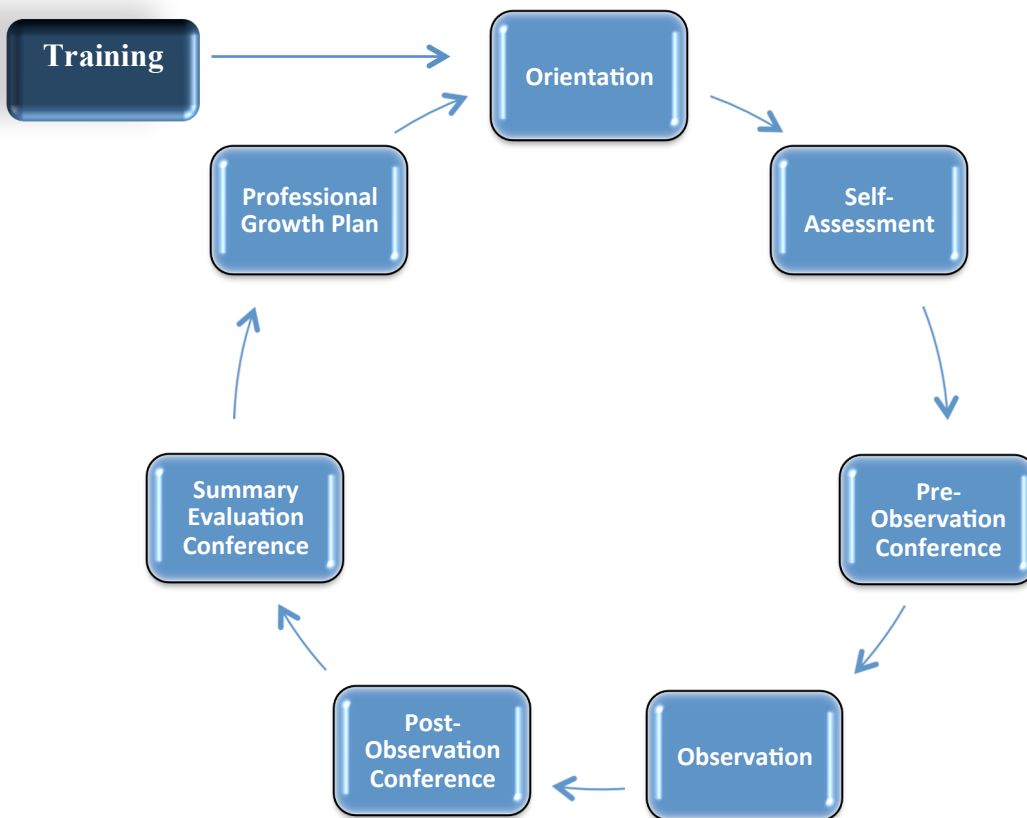


Figure 2: School-Based Physical Therapist Annual Evaluation Process

Purposes of the Evaluation

The physical therapist performance evaluation process will:

- Serve as a measurement of performance for individual physical therapists;
- Serve as a guide for physical therapists as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their physical therapists;
- Guide professional development programs for physical therapists;
- Serve as a tool in developing coaching and mentoring programs for physical therapists; and
- Inform higher education institutions as they develop the content and requirements for physical therapy training programs.

Evaluation Process

Responsibilities for physical therapists and their evaluators, as they complete the evaluation process, are as follows:

School-Based Physical Therapist Responsibilities:

- Know and understand the North Carolina School-Based Physical Therapist Professional Standards and the Physical Therapy Practice Act: North Carolina (See Appendix A).
- Participate in training to understand the North Carolina School-Based Physical Therapist Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, and/or evidence to support performance in relation to standards and progress in attaining goals.
- Identify resources, develop and implement strategies to improve personal performance and attain goals in areas individually or collaboratively identified.

Evaluator Responsibilities:

- Know and understand the North Carolina Professional School-Based Physical Therapist Professional Standards and the North Carolina Therapy Practice Act.
- Participate in training to understand and implement the School-Based Physical Therapist Evaluation Process.
- Supervise the School-Based Physical Therapist Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the physical therapist's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the School-Based Physical Therapist Summary Evaluation Form contains accurate information and accurately reflects the physical therapist's performance.

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The North Carolina School-Based Physical Therapist Evaluation Process includes the following components:

Component 1: Training

Before participating in the evaluation process, all physical therapists and evaluators must complete training on the evaluation process. Initial training should be conducted prior to the opening of school during the first year in which that person is expected to use the evaluation process. In subsequent years, additional changes will be communicated within the first two weeks of school.

Component 2: Orientation

No later than two weeks after a physical therapist's first day of work in any school year, the evaluator will provide the physical therapist with a copy of, or directions for obtaining access to, a copy of:

- A. The North Carolina School-Based Physical Therapist Evaluation Process Users' Guide and
- B. A schedule for completing all the components of the evaluation process during the current school year.

Copies may be provided by electronic means.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina School-Based Physical Therapists, the physical therapist shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the evaluator shall meet with the school-based physical therapist to discuss the physical therapist's self-assessment based on the Rubric for Evaluating North Carolina School-Based Physical Therapists, the physical therapist's most recent professional growth plan, and the physical therapy activity(ies) to be observed. The physical therapist will provide the evaluator with description of the physical therapy activity(ies) to be observed. The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

School-based physical therapists shall be evaluated annually. During the evaluation, the evaluator shall conduct at least one observation of a physical therapy activity. This formal observation should last at least forty-five (45) minutes or the entire session. During observations, the evaluator shall note the physical therapist's performance in relationship to the North Carolina Professional Physical Therapy Standards

Component 6: Post-Observation Conference

The evaluator shall conduct a post-observation conference no later than ten (10) school days after each formal observation. During the post-observation conference, the evaluator and physical therapist shall discuss and document on the rubric the strengths and weaknesses of the physical therapist’s performance during the observed session.

Component 7: Summary Evaluation Conference and Scoring the School-Based Physical Therapist Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the evaluator shall conduct a summary evaluation conference with physical therapist. During the summary evaluation conference, the evaluator and physical therapist shall discuss the evaluator’s assessment of the physical therapist’s performance over the course of the school year, the physical therapist’s self-assessment, the most recent Professional Growth Plan, the components of the North Carolina School-Based Physical Therapist Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process, and other evidence of the physical therapist’s performance.

At the conclusion of the evaluation process, the evaluator shall:

- Give a rating for each Element in the Rubric;
- Provide a written comment on any Element marked “Not Demonstrated”;
- Give an overall rating of each Standard;
- Provide the School-Based Physical Therapist with the opportunity to add comments to the School-Based Physical Therapist Summary Rating Form;
- Review the completed School-Based Physical Therapist Summary Rating Form with the physical therapist; and
- Secure the physical therapist’s signature on the Record of School-Based Physical Therapist Evaluation Activities and School-Based Physical Therapist Summary Rating Form.

Component 8: Professional Growth Plans

School-based physical therapists shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements which need to be improved, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The Professional Growth Plan should be discussed with and approved by the evaluator as the final step in the evaluation process.

Completing the Rubric and the Summary Rating Form

Self-Assessment

Early in the school year, the physical therapist will complete a self-assessment based on the Rubric for Evaluating North Carolina School-Based Physical Therapists. The self-assessment is a personal reflection about one’s professional practice conducted without input from others. The purposes of the self-assessment are to provide the physical therapist an opportunity to reflect on his/her capabilities with respect to achieving the state’s standards of

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performance and to contextualize anticipated levels of performance. As a part of this process, the physical therapist should consider past performance as well as the school characteristics for the current school year. These two factors jointly determine anticipated levels of performance and will help the physical therapist articulate professional development, coaching, and mentoring needs in order to maintain or improve performance.

At the discretion of the physical therapist, the self-assessment ratings may be used as the basis for discussions with the evaluator in order to clarify performance expectations, set goals, plan professional development and program changes, or provide input to the final, end-of-year ratings.

The physical therapist should complete the rubric by checking descriptors that characterize professional practices in evidence as a part of his/her daily work. The physical therapist should also complete the self-assessment at the beginning of the school year and update it frequently throughout the year in light of changes to either personal performance or the school context.

Completing the Rubric Based on Observations

The evaluator will complete the Rubric for Evaluating North Carolina School-Based Physical Therapists throughout the school year during formal and informal observations as well as through reviews of artifacts. The evaluator checks descriptors that are observed during the session/lesson or as a result of review of artifacts and additional evidence. If the evaluator is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the evaluator must write a comment about the physical therapist’s performance and suggestions for improvement. During a post-observation conference, the evaluator and physical therapist will discuss and document the descriptors on which the physical therapist has demonstrated proficient or above performance as well as those on which performance was below proficient and for which no additional evidence has been provided.

The evaluator should conduct at least one formal observation of the physical therapist’s performance. Additional informal observations may be conducted throughout the year to supplement information gained through the formal observation and to observe elements for which additional information is needed in order to adequately and accurately rate performance.

Determining Rating Levels after Completing the Rubric

The physical therapist and evaluator should independently score each element within a standard to determine the level of performance for that element. The physical therapist scores the rubric as a part of the self-assessment process and the evaluator scores it as a result of observations and artifact reviews.

For example, “Standard 1, School-based physical therapists demonstrate leadership,” has four elements:

- a. School-based physical therapists demonstrate leadership in public schools.
- b. School-based physical provide knowledge and skills critical to support educational outcomes of students.
- c. School-based physical therapists promote and support their profession.
- d. School-based physical therapists demonstrate and promote high ethical standards.

The person who is completing the rubric, -- the physical therapist completing a self-assessment or the evaluator who is finalizing ratings in preparation for the final evaluation conference -- will score each element separately. The combined individual element scores will determine the overall score for the standard. The rater should begin with the left-hand column and mark each descriptor that describes performance for the period for which

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he or she is being evaluated (See “Scoring the Rubric” on page 20). If the rater arrives at the “Not Demonstrated” column without marking any descriptor as being observable during formal and informal observations conducted throughout the year, the rating is “Not Demonstrated” on that element and the evaluator is required to comment on the performance of the physical therapist with respect to this element.

The rating for each element is the lowest rating for which all descriptors are marked and all descriptors below that rating are marked. As illustrated in the example on page 20, the physical therapist would be rated as “Proficient” on element a, “School-based physical therapists demonstrate leadership” even though at least one descriptor for “Proficient,” “Accomplished,” and “Distinguished” was marked. This is because “Proficient” is the lowest rating for which all descriptors were marked. Likewise, in the example on page 21, the School-based physical therapist would be rated as “Accomplished” on element b, “School-based physical therapists enhance the counseling profession,” as “Developing” on element c and “Proficient” on element d. This pattern of ratings is likely to result in an overall rating of “Proficient” for Standard 1.

Formal and informal observations should be conducted throughout the year, but overall ratings should not be determined until the end of the year during the summary evaluation conference. When a physical therapist is rated as “Developing” or “Not Demonstrated” on any element or standard during the summary evaluation conference, the evaluator should strongly encourage him or her to develop a goal to address the area(s) where proficiency has not been reached.

The evaluator should score each element separately. The collective individual element scores will determine the overall score for the standard. The evaluator should begin with the left-hand column of the rubric and mark every descriptor that describes the performance of the physical therapist for the period for which he or she is being evaluated. The rating for each element is the highest rating for which all descriptors are marked and all descriptors below that level are marked. The school-based physical therapist in the example below would be rated as “Proficient” on element a of Standard 1. Even though at least one descriptor under “Accomplished” and “Exemplary” was marked, “Proficient” is the highest rating for which all descriptors were marked and all descriptors below that rating were marked.

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Scoring the Rubric

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"> ✓ Role of school-based physical therapists. ✓ Unique context of school-based physical therapy. 	<p>... and</p> <p>The physical therapist: Collaborates with school staff to:</p> <ul style="list-style-type: none"> ✓ Make appropriate physical therapy referrals ✓ Develop and implement department/team/school goals. ✓ Implement school and/or district long-range plans. ✓ Facilitate positive outcomes for meetings. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ✓ Contributes to developing the physical therapy program within the district. <p>Uses data to :</p> <ul style="list-style-type: none"> ☐ Advocate for physical therapy resources. ☐ Guide the development of new or modifications to existing physical therapy programs. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ☐ Contributes to the evaluation and revision of physical therapist workloads and job descriptions. ✓ Serves on committees or task forces at the district, or state level to improve the quality of physical therapy services for students. ☐ Participates in policy development beyond the school level. 	

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Example of How to Score the Rubric

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"> ✓ Role of school-based physical therapists. ✓ Unique context of school-based physical therapy. 	<p>... and</p> <p>The physical therapist: Collaborates with school staff to:</p> <ul style="list-style-type: none"> ✓ Make appropriate physical therapy referrals. ✓ Develop and implement department/team/school goals. ✓ Implement school and/or district long-range plans. ✓ Facilitate positive outcomes for meetings. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ✓ 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</p> <p>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. ✓ Serves on committees or task forces at the 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"> ✓ Administrative and interpersonal factors that influence effectiveness. ✓ Health and social trends that impact student success. ✓ Assistive technology and equipment. ✓ Meets or exceeds professional competencies for physical therapists required by state regulations. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ✓ Models best practices throughout the program. ✓ Serves as a resource on disabling conditions and their effects on student learning. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> ✓ 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"> ✓ Physical therapy resources to support education programs in the school and district. ✓ Standard operating procedures relative to physical therapy practice. 	<p>... and</p> <p>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. ✓ 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"> ✓ Initiates dialogues with colleagues to exchange professional perspectives. ✓ 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"> ✓ Promotes awareness of the profession. ☐ 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"> ✓ Provides formal and/or informal mentoring to colleagues. ☐ 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"> ☐ Establishes and/or maintains student clinical affiliation(s). ✓ 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"> ✓ Professional, ethical, and legal standards of practice. (See Appendix A.) ✓ 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"> ✓ Essential/required components of physical therapy programs. ✓ Funding and reimbursements. ✓ Provision of services for students with disabilities. ✓ 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"> ☐ School-based physical therapist competencies. ✓ Cooperation, respect, and trust as defined by relevant standards and codes of conduct. ☐ 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"> ☐ Provides professional development in the use of these documents outside the school community ☐ Collaboratively resolves ethical issues encountered in school-based practice. 	

Example of Marking the Summary Rating Sheet

Summary Rating Form for School-Based Physical Therapists	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard 1: School-based physical therapists demonstrate leadership.					
Element a. School-based physical therapists demonstrate leadership in public schools			✓		
Element b. School-based physical therapists provide knowledge and skills critical to support educational outcomes of students.				✓	
Element c. School-based physical therapists promote and support their profession.		✓			
Element d. School-based physical therapists demonstrate and promote high ethical standards.			✓		
Overall Rating for Standard 1					
Standard 2: School-based physical therapists establish a safe, inclusive and respectful environment for a diverse population of students.					
Element a. School-based physical therapists promote awareness of individual student needs.		✓			
Element b. School-based physical therapists communicate effectively.		✓			
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.		✓			
Element d: School-based physical therapists collaborate with school and district staff members and community partners to provide a wide range of student services.			✓		
Overall Rating for Standard 2					
Standard 3: School-based physical therapists implement educationally relevant pediatric (ages 3 to 21) physical therapy.					
Element a. School-based physical therapists understand the importance of appropriate and timely documentation.			✓		
Element b. School-based physical therapists connect their work to the <i>NC Standard Course of Study</i> to facilitate student learning and participation.		✓			
Element c. School-based physical therapists incorporate 21 st century skills into the physical therapy program.				✓	
Overall Rating for Standard 3					

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Summary Rating Form for School-Based Physical Therapists	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
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.					
Element a. School-based physical therapists provide services in a professional, effective, and efficient manner.			✓		
Element b. School-based physical therapists use a variety of methods to assess students in the educational environment.			✓		
Element c. School-based physical therapists plan service delivery, interventions, and strategies that are based on the student’s strengths and needs.				✓	
Element d. School-based physical therapists promote safety, access, and participation of all students.				✓	
Overall Rating for Standard 4					
Standard 5: School-based physical therapists reflect on their current practice and demonstrate an increasing knowledge base, life-long learning, and professional development.					
Element a. School-based physical therapists collect and analyze data to evaluate the impact of physical therapy services on student success.			✓		
Element b. School-based physical therapists link professional growth to their professional goals.			✓		
			✓		
Overall Rating for Standard 5					

The overall ratings for each standard is determined as a result of discussions between the evaluator and person being evaluated, artifact reviews, and other evidence gather throughout the school year. There is no formal scoring algorithm for determining these ratings. Each standard is rated separately, and there is no requirement for an overall score combining the information for all five standards.

Glossary

For purposes of this evaluation process, the following terms are defined below:

Artifact—A product resulting from a School-based physical therapist’s work. Artifacts are natural by-products of a School-based physical therapist’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and School-based physical therapist disagree on the final rating. School-based physical therapists may use them as exemplars of their work.

Code of Ethics for North Carolina Educators—The standards of professional conduct required of educators. See Appendix A.

Code of Ethics for Physical Therapists: American Physical Therapy Association—The standards of professional conduct required of physical therapists. (See http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf).

Code of Professional Practice and Conduct for North Carolina Educators—The uniform standards of professional conduct for licensed professional educators. See Appendix A.

Data—Factual information used as the basis for reasoning, discussion, or planning.

Evaluator—The person responsible for overseeing and completing the School-based physical therapist evaluation process: the Physical Therapy Supervisor

Evidence—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

Formal Evaluation Process—The process of evaluating a School-based physical therapist using the following essential components:

Training – Before participating in the evaluation process, all School-based physical therapists, and peer evaluators must complete training on the evaluation process.

Orientation—Within two weeks of a School-based physical therapist’s first day of work in any school year, the supervisor will provide the School-based physical therapist with a copy of, or directions for, obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina School-Based Physical Therapists , b) state board policy governing School-based physical therapist evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are added throughout the year.

School-based Physical Therapists Self-Assessment – Using the Rubric for Evaluating North Carolina School-based Physical Therapists, the School-based physical therapist shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

Pre-Observation Conference—Before the first formal observation, the evaluator shall meet with the School-based physical therapist to discuss the School-based physical therapist’s self-assessment

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based on the Rubric for Evaluating North Carolina School-based Physical Therapists, the school-based physical therapist’s most recent professional growth plan, and the physical therapy activity(ies) to be observed. The School-based physical therapist will provide the evaluator with a written description of the physical therapy activity (ies). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.

Observations:

Formal Observation—A formal observation shall last 45 minutes or an entire physical therapy activity.

Informal Observation—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the School-based physical therapist’s activity (ies).

Post-Observation Conference—During the post-observation conference, the evaluator and School-based physical therapist shall discuss and document on the Rubric the strengths and weaknesses of the School-based physical therapist’s performance during the observed physical therapy activity(ies).

Summary Evaluation Conference and Summary Rating Form—The conference between the evaluator and School-based physical therapist to discuss the School-Based physical therapist’s self-assessment, the School-Based physical therapist’s most recent Professional Development Plan, the components of the North Carolina School-Based Physical Therapist Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process and other evidence of the School-Based physical therapist’s performance on the Rubric. At the conclusion of the process, the evaluator shall complete the School-Based Physical Therapist Summary Rating Form.

Professional Growth Plans – Every School-based physical therapist will use a Professional Growth Plan to identify goals and strategies to improve performance.

Performance Rating Scale—The following rating scale will be used for determining the final evaluation rating for North Carolina School-based physical therapists.

- a. **Developing:** School-based physical therapist demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- b. **Proficient:** School-based physical therapist demonstrated basic competence on standard(s) of performance.
- c. **Accomplished:** School-based physical therapist exceeded basic competence on standard(s) of performance most of the time.
- d. **Distinguished:** School-based physical therapist consistently and significantly exceeded basic competence on standard(s) of performance.
- e. **Not Demonstrated:** School-based physical therapist did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.)

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Physical Therapy Practice Act: North Carolina–Delineates the legal requirements and circumstances under which physical therapists may practice in North Carolina.

Rubric for Evaluating North Carolina School-based physical therapists– A composite matrix of the following standards, elements, and descriptors of the North Carolina School-based Physical Therapists Standards:

- a. **Performance Standard** – The broad category of the physical therapist’s knowledge and skills.
- b. **Performance Elements** –Specific components of practice that are associated with each standard.
- c. **Performance Descriptors** – Address professional practices that physical therapists should demonstrate during their day-to-day activities.

School-Based Physical Therapist Competencies – Competencies for physical therapists who work in schools. The research report on the updated competencies may be found at:

Effgen, S. K., Chiarello, L., and Milbourne, S. A. (2007). Updated competencies for physical therapists working in schools. *Pediatric Physical Therapy, 2007 Winter, 19(4):266-74.*

School Executives – Principals and assistant principals licensed to work in North Carolina.

Self-assessment –Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

School-based physical therapist – A person who holds a valid North Carolina School-based physical therapist license and is employed, either through contract or directly by the school district, to provide physical therapy services in North Carolina’s public schools.

School Community – People who have an attachment to a school such as its staff members, students, and families. In its broadest sense, the school community includes organizations external to the school such as the local public library and those affiliated with the school such as the PTA.

Stakeholders – People who have an interest in or affected by the school, its students, families, or staff members.

Training – State-approved and sponsored training on the School-based physical therapist rubric and evaluation process required of all school-based physical therapists and individuals responsible for their evaluation.

Twenty-first Century content: Global awareness, financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Twenty-first Century life skills- School-based physical therapists incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility.

Twenty-first Century Skills: The skills, knowledge, and expertise students should master to succeed in work and life in the 21st century.

Appendix A -

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

Code of Ethics for the Physical Therapist: American Physical Therapy Association

Physical Therapy Practice Act: North Carolina

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

- A. Protects students from conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students’ demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.

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2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the district, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

- A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or district.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
 2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
 3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - a. Statement of professional qualifications;
 - b. Application or recommendation for professional employment, promotion, or licensure;
 - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - d. Representation of completion of college or staff development credit;
 - e. Evaluation or grading of students or personnel;
 - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - g. Submission of information in the course of an official inquiry by the employing district or the State Board of Education related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related

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criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator’s classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator’s regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator’s employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the district; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. Any use of language that is considered profane, vulgar, or demeaning;
 - b. Any sexual act;
 - c. Any solicitation of a sexual act, whether written, verbal, or physical;
 - d. Any act of child abuse, as defined by law;
 - e. Any act of sexual harassment, as defined by law; and
 - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term “romantic relationship” shall include dating any student.
6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. Alcohol or controlled substance abuse. The educator shall not:
 - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of
 - d. Administering legally prescribed medications.
 - e. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

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10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of a district, the State Board of Education, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.
(*Core Values: Compassion, Integrity*)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
(*Core Values: Altruism, Compassion, Professional Duty*)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

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- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/ client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments.
(Core Values: *Excellence, Integrity*)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

(Core Value: *Integrity*)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.

(Core Values: *Professional Duty, Accountability*)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

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- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

(Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.
- 6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.

(Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

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- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

PHYSICAL THERAPY PRACTICE ACT: NORTH CAROLINA

Effective: December 30, 1985 // Fee Schedule Amended: 1999 // Continuing Competence Amended: 2006

Article 18B Physical Therapy (Posted 01-26-07)

90-270.24. Definitions. In this Article, unless the context otherwise requires, the following definitions shall apply:

- (1) "Board" means the North Carolina Board of Physical Therapy Examiners.
- (2) "Physical therapist" means any person who practices physical therapy in accordance with the provisions of this Article.
- (3) "Physical therapist assistant" means any person who assists in the practice of physical therapy in accordance with the provisions of this Article, and who works under the supervision of a physical therapist by performing such patient related activities assigned by a physical therapist which are commensurate with the physical therapist assistant's education and training, but an assistant's work shall not include the interpretation and implementation of referrals from licensed medical doctors or dentists, the performance of evaluations, or the determination or major modification of treatment programs.
- (4) "Physical therapy" means the evaluation or treatment of any person by the use of physical, chemical, or other properties of heat, light, water, electricity, sound, massage, or therapeutic exercise, or other rehabilitative procedures, with or without assistive devices, for the purposes of preventing, correcting, or alleviating a physical or mental disability. Physical therapy includes the performance of specialized tests of neuromuscular function, administration of specialized therapeutic procedures, interpretation and implementation of referrals from licensed medical doctors or dentists, and establishment and modification of physical therapy programs for patients. Evaluation and treatment of patients may involve physical measures, methods, or procedures as are found commensurate with physical therapy education and training and generally or specifically authorized by regulations of the Board. Physical therapy education and training shall include study of the skeletal manifestations of systemic disease. Physical therapy does not include the application of roentgen rays or radioactive materials, surgery, manipulation of the spine unless prescribed by a physician licensed to practice medicine in North Carolina, or medical diagnosis of disease.
- (5) "Physical therapy aide" means any non-licensed person who aids in the practice of physical therapy in accordance with the provisions of this Article, and who at all times acts under the orders, direction, and on-site supervision of a licensed physical therapist or physical therapist assistant. An aide may perform physical therapy related activities which are assigned and are commensurate with an aide's training and abilities, but an aide's work shall not include the interpretation and implementation of referrals from licensed medical doctors or dentists, the performance of evaluations, the determination and modification of treatment programs, or any independent performance of any physical therapy procedures.

90-270.25. Board of Examiners. The North Carolina Board of Physical Therapy Examiners is hereby created. The Board shall consist of eight members, including one medical doctor licensed and residing in North Carolina, four physical therapists, two physical therapist assistants, and one public member. The public member shall be appointed by the Governor and shall be a person who is not licensed under Chapter 90 who shall represent the interest of the public at large. The medical doctor, physical therapists, and physical therapist assistants shall be appointed by the Governor from a list compiled by the North Carolina Physical Therapy Association, Inc., following the use of a nomination procedure made available to all physical therapists and physical therapist assistants licensed and residing in North Carolina. In soliciting nominations and compiling its

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list, the Association will give consideration to geographic distribution, practice setting (institution, independent, academic, etc.), and other factors that will promote representation of all aspects of physical therapy practice on the Board. The records of the operation of the nomination procedure shall be filed with the Board, to be available for a period of six months following nomination, for reasonable inspection by any licensed practitioner. Each physical therapist member of the Board shall be licensed and reside in this State; provided that the physical therapist shall have not less than three years experience as a physical therapist immediately preceding appointment and shall be actively engaged in the practice of physical therapy in North Carolina during incumbency. Each physical therapist assistant member shall be licensed and reside in this State; provided that the physical therapist assistant shall have not less than three years' experience as a physical therapist assistant immediately preceding appointment and shall be actively engaged in practice as a physical therapist assistant in North Carolina during incumbency. Members shall be appointed to serve three-year terms, or until their successors are appointed, to commence on January 1 in respective years. In the event that a member of the Board for any reason shall become ineligible to or cannot complete a term of office, another appointment shall be made by the Governor, in accordance with the procedure stated above, to fill the remainder of the term. No member may serve for more than two successive three-year terms. The Board each year shall designate one of its physical therapist members as chairman and one member as secretary-treasurer. Each member of the Board shall receive such per diem compensation and reimbursement for travel and subsistence as shall be set for licensing boards generally.

90-270.26. Powers of the Board. The Board shall have the following general powers and duties:

- (1) Examine and determine the qualifications and fitness of applicants for a license to practice physical therapy in this State;
- (2) Issue, renew, deny, suspend, or revoke licenses to practice physical therapy in this State, or reprimand or otherwise discipline licensed physical therapists and physical therapist assistants;
- (3) Conduct investigations for the purpose of determining whether violations of this Article or grounds for disciplining licensed physical therapists or physical therapist assistants exist;
- (3a) Establish mechanisms for assessing the continuing competence of licensed physical therapists or physical therapist assistants to engage in the practice of physical therapy, including approving rules requiring licensees to periodically, or in response to complaints or incident reports, submit to the Board: (i) evidence of continuing education experiences; (ii) evidence of minimum standard accomplishments; or (iii) evidence of compliance with other Board-approved measures, audits, or evaluations; and specify remedial actions if necessary or desirable to obtain license renewal or reinstatement;
- (4) Employ such professional, clerical or special personnel necessary to carry out the provisions of this Article, and may purchase or rent necessary office space, equipment and supplies;
- (5) Conduct administrative hearings in accordance with Article 3 of Chapter 150A of the General Statutes when a "contested case" as defined in G.S. 150A-2(2) arises under this Article;
- (6) Appoint from its own membership one or more members to act as representatives of the Board at any meeting where such representation is deemed desirable;
- (7) Establish reasonable fees for applications for examination, certificates of licensure and renewal, and other services provided by the Board;
- (8) Adopt, amend, or repeal any rules or regulations necessary to carry out the purposes of this Article and the duties and responsibilities of the Board. The powers and duties enumerated above are granted for the purpose of enabling the Board to safeguard the public health, safety and welfare against unqualified or incompetent practitioners of physical therapy, and are to be liberally construed to accomplish this objective. In instances where the Board makes a decision to discipline physical therapists or physical therapist assistants under powers set out by any of subsections (2) through (5) of this section, it may as part of its decision charge the reasonable costs of investigation and hearing to the person disciplined.

90-270.27. Records to be kept; copies of record.

The Board shall keep a record of proceedings under this Article and a record of all persons licensed under it. The record shall show the name, last known place of business and last known place of residence, and date and number of licensure certificate as a physical therapist or physical therapist assistant, for every living licensee. Any interested person in the State is entitled to obtain a copy of that record on application to the Board and payment of such reasonable charge as may be fixed by it based on the costs involved.

90-270.28. Disposition of funds.

All fees and other moneys collected and received by the Board shall be used for the purposes of implementing this Article. The financial records of the Board shall be subjected to an annual audit and paid for out of the funds of the Board.

90-270.29. Qualifications of applicants for examination; application; fee.

Any person who desires to be licensed under this Article and who:

- (1) Is of good moral character;
- (2) If an applicant for physical therapy licensure, has been graduated from a physical therapy program accredited by an agency recognized by either the U.S. Office of Education or the Council on Postsecondary Accreditation; and
- (3) If an applicant for physical therapist assistant licensure, has been graduated from a physical therapist assistant educational program accredited by an agency recognized by either the U.S. Office of Education or the Council on Postsecondary Accreditation; may make application on a form furnished by the Board for examination for licensure as a physical therapist or physical therapist assistant. At the time of making such application, the applicant shall pay to the secretary-treasurer of the Board the fee prescribed by the Board, no portion of which shall be returned.

90-270.30. Licensure of foreign-trained physical therapists.

Any person who has been trained as a physical therapist in a foreign country and desires to be licensed under this Article and who:

- (1) Is of good moral character;
- (2) Holds a diploma from an educational program for physical therapists approved by the Board;
- (3) Submits documentary evidence to the Board of completion of a course of instruction substantially equivalent to that obtained by an applicant for licensure under G.S. 90-270.29; and
- (4) Demonstrates satisfactory proof of proficiency in the English language; may make application on a form furnished by the Board for examination as a foreign trained physical therapist. At the time of making such application, the applicant shall pay to the secretary-treasurer of the Board the fee prescribed by the Board, no portion of which shall be returned.

90-270.31. Certificates of licensure.

- (a) The Board shall furnish a certificate of licensure to each applicant successfully passing the examination for licensure as a physical therapist or physical therapist assistant, respectively. Upon receipt of satisfactory evidence that an applicant has graduated, within six months prior to application, from a physical therapy or physical therapy assistant program accredited as required under G.S. 90-270.29, the Board may authorize the applicant to perform as a physical therapist or physical therapist assistant in this State, but only under the immediate supervision of a physical therapist licensed in this State, until a formal decision by the Board on the application for license. If a new graduate applicant that has been authorized to perform under supervision by a licensed physical therapist fails (without due cause as determined in the Board's discretion) to take the next succeeding examination, or if the applicant fails to pass the examination, and consequently does not become licensed, the authorization for the applicant to perform under supervision shall expire. Applicants approved by the Board for performance as physical therapists or physical therapist assistants while their applications are pending under circumstances

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described in this subsection shall be referred to as Physical Therapist Graduate or Physical Therapist Assistant Graduate.

- (b) The Board shall furnish a certificate of licensure to any person who is a physical therapist or physical therapist assistant registered or licensed under the laws of another state or territory, if the individual's qualifications were at the date of his registration or licensure substantially equal to the requirements under this Article. When making such application, the applicant shall pay to the secretary-treasurer of the Board the fee prescribed by the Board, no portion of which shall be returned.

90-270.32. Renewal of license; lapse; revival.

- (a) Every licensed physical therapist or physical therapist assistant shall, during the month of January of every year, apply to the Board for a renewal of licensure and pay to the secretary-treasurer the prescribed fee. Licenses that are not so renewed shall automatically lapse. The Board may decline to renew licenses of physical therapists or physical therapist assistants for failure to comply with any required continuing competency measures.
- (b) The manner in which lapsed licenses shall be revived, reinstated, or extended shall be established by the Board in its discretion.

90-270.33. Fees.

The Board may collect fees established by its rules, but those fees shall not exceed the following schedule for the specified items:

(1) Each application for licensure	\$150.00
(2) License renewal	\$120.00
(3) Transfer/verification/replace certificate	\$30.00
(4) Examination retake	\$60.00
(5) Late renewal	\$20.00
(6) Licensure revival (in addition to renewal)	\$30.00
(7) Directory	\$10.00
(8) Licensee lists or labels	\$60.00

In all instances where the Board uses the services of a national testing service for preparation, administration, or grading of examinations, the Board may charge the applicant the actual cost of the examination services, in addition to its other fees.

90-270.34. Exemptions from licensure; certain practices exempted.

- (a) The following persons shall be permitted to practice physical therapy or assist in the practice in this State without obtaining a license under this Article upon the terms and conditions specified herein:
 - (1) Students enrolled in accredited physical therapist or physical therapist assistant educational programs, while engaged in completing a clinical requirement for graduation, which must be performed under the supervision of a licensed physical therapist;
 - (2) Physical therapists licensed in other jurisdictions while enrolled in graduate educational programs in this State that include the evaluation and treatment of patients as part of their experience required for credit, so long as the student is not at the same time gainfully employed in this State as a physical therapist;
 - (3) Practitioners of physical therapy employed in the United States armed services, United States Public Health Service, Veterans Administration or other federal agency, to the extent permitted under federal law, so long as the practitioner limits services to those directly relating to work with the employing government agency;
 - (4) Physical therapists or physical therapist assistants licensed in other jurisdictions who are teaching or participating in special physical therapy education projects, demonstrations or courses in this State, in which their participation in the evaluation and treatment of patients is minimal;

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- (5) A physical therapy aide while in the performance of those acts and practices specified in G.S. 90-270.24(5);
 - (6) Persons authorized to perform as physical therapists or physical therapist assistants under the provision of G.S. 90-270.31.
- (b) Nothing in this Article shall be construed to prohibit:
- (1) Any act in the lawful practice of a profession by a person duly licensed-in this State;
 - (2) The administration of simple massages and the operation of health clubs so long as not intended to constitute or represent the practice of physical therapy.

90-270.35. Unlawful practice. Except as otherwise authorized in this act, if any person, firm, or corporation shall:

- (1) Practice, attempt to practice, teach, consult, or supervise in physical therapy, or hold out any person as being able to do any of these things in this State, without first having obtained a license or authorization from the Board for the person performing services or being so held out;
- (2) Use in connection with any person's name any letters, words, numerical codes, or insignia indicating or implying that the person is a physical therapist or physical therapist assistant, or applicant with "Graduate" status, unless the person is licensed or authorized in accordance with this Article;
- (3) Practice or attempt to practice physical therapy with a revoked, lapsed, or suspended license;
- (4) Practice physical therapy and fail to refer to a licensed medical doctor or dentist any patient whose medical condition should have, at the time of evaluation or treatment, been determined to be beyond the scope of practice of a physical therapist;
- (5) Aid, abet, or assist any unlicensed person to practice physical therapy in violation of this Article; or
- (6) Violate any of the provisions of this Article; said person, firm, or corporation shall be guilty of a misdemeanor and, upon conviction thereof, shall be fined or imprisoned, or both fined and imprisoned, in the discretion of the court. Each act of such unlawful practice shall constitute a distinct and separate offense.

90-270.36. Grounds for disciplinary action. Grounds for disciplinary action shall include but not be limited to the following:

- (1) The employment of fraud, deceit or misrepresentation in obtaining or attempting to obtain a license, or the renewal thereof;
- (2) The use of drugs or intoxicating liquors to an extent which affects professional competency;
- (3) Conviction of an offense under any municipal, State, or federal narcotic or controlled substance law, until proof of rehabilitation can be established;
- (4) Conviction of a felony or other' public offense involving moral turpitude, until proof of rehabilitation can be established;
- (5) An adjudication of insanity or incompetency, until proof of recovery from the condition can be established;
- (6) Engaging in any act or practice violative of any of the provisions of this Article or of any of the rules and regulations adopted by the Board, or aiding, abetting or assisting any other person in the violation of the same;
- (7) The commission of an act or acts of malpractice, gross negligence or incompetence in the practice of physical therapy;
- (8) Practice as a licensed physical therapist or physical therapist assistant without a valid certificate of renewal;
- (9) Engaging in conduct that could result in harm or injury to the public.

90-270.37. Enjoining illegal practices.

- (a) The Board may, if it finds that any person is violating any of the provisions of this Article, apply in its own name to the superior court for a temporary or permanent restraining order or injunction to restrain

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such person from continuing such illegal practices. The court is empowered to grant injunctive relief regardless of whether criminal prosecution or other action has been or may be instituted as a result of the violation. In the court's consideration of the issue of granting or continuing an injunction sought by the Board, a showing of conduct in violation of the terms of this Article shall be sufficient to meet any requirement of general North Carolina injunction law for irreparable damage.

- (b) The venue for actions brought under this section shall be the superior court of any county in which such illegal or unlawful acts are alleged to have been committed, in the county in which the defendants in such action reside, or in the county in which the Board maintains its offices and records.

90-270.38. Title. This Article may be cited as the "Physical Therapy Practice Act."

90-270.39. Osteopaths, chiropractors, and podiatrists not restricted.

Nothing in this Article shall restrict the use of physical therapy modalities by licensed osteopaths, chiropractors, or podiatrists, in the lawful practice of their professions; except that, these licensed professionals shall not be permitted to in any way hold themselves, or any employee or associate, out as practicing physical therapy or being licensed by the Board of Physical Therapy Examiners, or any other agency, to do so.

Downloaded on August 18, 2012 from

<http://www.seippinc.com/ncptboard/documents/ptpracticeact/NCPTPracticeAct20070126.pdf>

Appendix B- Forms

Rubric for Evaluating North Carolina’s School-Based Physical Therapists

School-Based Physical Therapist Summary Rating Form

School-Based Physical Therapist Summary Rating Sheet

Professional Development Plan

Record of School–Based Physical Therapist Evaluation Activities

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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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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: 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: 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: 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. 	

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Examples of artifacts that may be used to demonstrate performance:

- In-service schedule
- Continuing competency record
- IEP documentation
- Communication logs

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</p> <p>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</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides resources on individual differences to the school community. 	<p>... and</p> <p>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</p> <p>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</p> <p>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</p> <p>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. 	
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.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages school and district staff members to provide all students equal access to programs and facilities. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates on behalf of students for equal access to programming, activities, and facilities. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for adequate resources. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in advocacy initiatives at the, state, and/or national level. 	

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 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.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the role of internal and external partnerships to promote student success. 	<p>... and</p> <p>The physical therapist:</p> <p>Establishes collaborative relationships with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students <input type="checkbox"/> School staff <input type="checkbox"/> Parents and families <input type="checkbox"/> Service providers outside the school setting. <ul style="list-style-type: none"> <input type="checkbox"/> Refers students, families, and others for community based services and programs when needed. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates services on behalf of students with community partners. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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.				
<p>The physical therapist: Adheres to documentation requirements for</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist: Provides documentation that is:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in documentation reviews. <input type="checkbox"/> Updates knowledge to ensure compliance with educational regulations and funding requirements. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the relationship between physical therapy practice and student progress through the <i>NC Standard Course of Study</i>. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates the <i>NC Standard Course of Study</i> into physical therapy practice. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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>. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the 21st Century skills and their importance to student success. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates successful transitions (entering school, changing schools and moving from school to community) using 21st century skills. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates 21st century skills into physical therapy program. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional development beyond the school level on the integration of 21st Century Skills into physical therapy programs. 	

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.				
<p>The physical therapist: Demonstrates:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates resourcefulness in the provision of appropriate school-based services, materials, and equipment. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allocates and manages resources efficiently to meet district program needs. 	
<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</p> <p>The physical therapist: 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</p> <p>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</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops assessment protocols and/or screening tools. 	

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 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</p> <p>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</p> <p>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</p> <p>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. 	
<p>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.</p>				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies and addresses unsafe situations.. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consults to ensure safe emergency evacuation procedures. <input type="checkbox"/> Participates in planning environmental modifications to improve accessibility. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements school safety procedures. <input type="checkbox"/> Adapts environments to facilitate student access to and participation in student activities. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes general health and wellness at the district level. 	

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Examples of artifacts that may be used to demonstrate performance:

- Plans of Care
- Training logs
- Professional development documentation
- Physical therapy evaluations
- Evacuation plans
- Equipment inventories and other records
- Calendars, schedules, and workload
-
-
-
-

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.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops data collection processes to determine student success and program quality. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist:</p> <p>Adapts practice based on:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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.				
<p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains physical therapy license. <input type="checkbox"/> Remains current with physical therapy theory, best practices, and research-based evidences. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <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. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates research-based knowledge and skills into daily practice. 	<p>... and</p> <p>The physical therapist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in clinical research projects, including but not limited to case studies or reports. 	

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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

Date

(Signature indicates question above regarding comments has been addressed)

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.

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Standard 5: School-based physical therapists reflect on their current practice and demonstrate an increasing knowledge base, life-long learning, and professional development.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Element a. School-based physical therapists collect and analyze data to evaluate the impact of physical therapy services on student success.					
Element b. School-based physical therapists link professional growth to their professional goals.					
Overall Rating for Standard 5					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current North Carolina 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"/> 				

School-Based Physical Therapist Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: _____ YES _____ NO

Principal/Evaluator Signature
(Signature indicates questions above regarding comments has been addressed)

Date

Note: The School-based physical therapist's signature on this form neither represents 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.

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Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____ Date: _____
 School: _____ District: _____
 Evaluator: _____ Title: _____

Summary Rating Form for School-Based Physical Therapists	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard 1: School-based physical therapists demonstrate leadership.					
Element a. School-based physical therapists demonstrate leadership in public schools					
Element b. School-based physical therapists provide knowledge and skills critical to support educational outcomes of students.					
Element c. School-based physical therapists promote and support their profession.					
Element d. School-based physical therapists demonstrate and promote high ethical standards.					
Overall Rating for Standard 1					
Standard 2: School-based physical therapists establish a safe, inclusive and respectful environment for a diverse population of students.					
Element a. School-based physical therapists promote awareness of individual student needs.					
Element b. School-based physical therapists communicate effectively.					
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.					
Element d: School-based physical therapists collaborate with school and district staff members and community partners to provide a wide range of student services.					
Overall Rating for Standard 2					
Standard 3: School-based physical therapists implement educationally relevant pediatric (ages 3 to 21) physical therapy.					
Element a. School-based physical therapists understand the importance of appropriate and timely documentation.					
Element b. School-based physical therapists connect their work to the <i>NC Standard Course of Study</i> to facilitate student learning and participation.					
Element c. School-based physical therapists incorporate 21 st century skills into the physical therapy program.					
Overall Rating for Standard 3					

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<p align="center">Summary Rating Form for School-Based Physical Therapists</p>	<p align="center">Not Demonstrated</p>	<p align="center">Developing</p>	<p align="center">Proficient</p>	<p align="center">Accomplished</p>	<p align="center">Distinguished</p>
<p>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.</p>					
<p>Element a. School-based physical therapists provide services in a professional, effective, and efficient manner.</p>					
<p>Element b. School-based physical therapists use a variety of methods to assess students in the educational environment.</p>					
<p>Element c. School-based physical therapists plan service delivery, interventions, and strategies that are based on the student’s strengths and needs.</p>					
<p>Element d. School-based physical therapists promote safety, access, and participation of all students.</p>					
<p align="center">Overall Rating for Standard 4</p>					
<p>Standard 5: School-based physical therapists reflect on their current practice and demonstrate an increasing knowledge base, life-long learning, and professional development.</p>					
<p>Element a. School-based physical therapists collect and analyze data to evaluate the impact of physical therapy services on student success.</p>					
<p>Element b. School-based physical therapists link professional growth to their professional goals.</p>					
<p align="center">Overall Rating for Standard 5</p>					

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Professional Development Plan – Mid-Year Review

To be completed by (date) _____

School-Based Physical Therapist _____ Academic Year: _____

Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

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Narrative

School-Based Physical Therapist's Comments:	Physical Therapy Supervisor's Comments:
School-Based Physical Therapist's Signature: Date:	Physical Therapy Supervisor's Signature: Date:

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Professional Development Plan – End-of-Year Review

To be completed by (date) _____

School-Based Physical Therapist _____ Academic Year: _____

Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

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Goal 1 was successfully completed. Yes <input type="checkbox"/> No <input type="checkbox"/>
Goal 2 was successfully completed. Yes <input type="checkbox"/> No <input type="checkbox"/>

Narrative

School-Based Physical Therapist's Comments:	Physical Therapy Supervisor's Comments:
School-Based Physical Therapist's Signature: Date:	Physical Therapy Supervisor's Signature: Date:

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Record of School-Based Physical Therapist’s Evaluation Activities

Name: _____ ID# _____

School: _____ SchoolYear: _____

Position: _____

Evaluator: _____ Title: _____

School-Based Physical Therapist’s Background: (Briefly describe the School-Based physical therapist’s educational background, years of experience, assignment, and any other factors that may impact the evaluation)

The North Carolina School-Based Physical Therapist Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	School-Based Physical Therapist Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation			
Post-Observation Conference			
Summary Evaluation Conference			
Professional Growth Plan Completed			