**Rubric for Evaluating Colorado Special Services Providers: School Psychologists**

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| Quality Standard ISpecial Services Providers demonstrate mastery of and expertise in the domain for which they are responsible. |
| Level 1 Practices | Level 2 Practices | Level 3 Practices(Meets State Standard)  | Level 4 Practices | Level 5 Practices  |
| Element a: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students. |
| The school psychologist:1. Considers legal requirements, district policies, and academic standards in assessment and intervention planning.
 | . . . andThe school psychologist:1. Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies.
 | . . . andThe school psychologist:1. Provides services that meet all legal requirements while taking into account the individual psychoeducational and academic needs of the student.
 | . . . andStudents and/or families:1. Demonstrate an understanding of their educational rights.
 | . . . andSTudents and/or families:1. Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.
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| Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning. |
| The school psychologist:1. Identifies barriers to learning, including those related to mental health issues and crises.
 | . . . andThe school psychologist:1. Demonstrates an awareness of student needs when considering interventions and adaptations (accommodations and modifications).
2. Recommends interventions and adaptations that reduce the student’s barriers to learning and increase access to the curriculum.
 | . . . andThe school psychologist:1. Uses a problem-solving process and knowledge of effective services to develop and implement strategies that reduce barriers to and support learning.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an understanding of individual barriers to learning.
 | . . . andSTudents:1. Demonstrate a reduction in barriers to their learning.
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| Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services. |
| The school psychologist:1. Understands the concept of evidence-based psychoeducational practices.
2. Understands the importance of prevention, intervention, and crisis planning and response in the learning environment.
 | . . . andThe school psychologist:1. Makes connections between student data and evidence-based psychoeducational practices.
2. Identifies strategies and key components for prevention, intervention, and crisis planning and response.
 | . . . andThe school psychologist:1. Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery.
2. Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an awareness of evidence-based practices and strategies to meet individual student needs.
2. Demonstrate an awareness of crisis-related resources and school/district procedures.
 | . . . andSTudents and/or significant adult(S):1. Apply newly learned strategies.
2. Access crisis-related resources and services when needed.
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| Quality Standard IISpecial Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students. |
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| Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |
| The school psychologist:1. Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship.
2. Recognizes the importance of establishing behavioral expectations for all students.
 | . . . andThe school psychologist:1. Models empathy and respect among students and significant adults.
2. Structures support and/or services to minimize interruption of instructional time.
 | . . . andThe school psychologist:1. Promotes a safe and accessible environment that fosters positive, nurturing relationships.
2. Delivers supports and/or services in a way that maximizes learning time.
 | . . . andStudents:1. Perceive the school climate as positive, safe, and caring.

. . . andSIGNIFICANT ADULT(S): 1. Develop an awareness of effective strategies that address behavioral needs and challenges.
 | . . . andStudents:1. Participate in activities that foster positive and nurturing relationships.

. . . andSIGNIFICANT ADULT(S): 1. Use effective strategies to increase positive student behaviors.
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| Element B: Special Services Providers understand and respond to diversity within the home, school, and community. |
| The school psychologist:1. Understands that student and family backgrounds, cultures, and experiences may influence development, behavior, and school performance.
 | . . . andThe school psychologist:1. Considers student and family backgrounds, cultures, and experiences in planning psychoeducational services.
 | . . . andThe school psychologist:1. Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures.
 | . . . andStudents and/or significant adult(s):1. Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.
 | . . . andSTudents and/or significant adult(S):1. Actively engage in activities that promote and enhance awareness of diversity in their school and community.
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| Element c: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students. |
| The school psychologist:1. Recognizes student individual differences and unique situations.
 | . . . andThe school psychologist:1. Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions.

 1. Uses procedures and materials that are developmentally appropriate and culturally relevant.
 | . . . andThe school psychologist:1. In collaboration with others, addresses students’ individual differences and needs through the implementation of supports and/or services.

 1. Adjusts practices based on individual student characteristics and data.
 | . . . andStudents:1. Feel valued as individuals and are engaged in the learning environment.
 | . . . andSTudents:1. Actively participate in services, as identified by the School Psychologist, that are based on their unique interests, strengths, and needs.
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| Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students. |
| The school psychologist:1. Recognizes the importance of an educational environment that is inviting to families and significant adults.
 | . . . andThe school psychologist:1. Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers).
2. Incorporates information from family and/or outside agencies or community providers into service planning and delivery.
 | . . . andThe school psychologist:1. Works collaboratively with families and significant adults to help students meet education and intervention goals.

 1. Demonstrates and shares knowledge of community and/or local resources/ services.
 | . . . andStudents and/or significant adult(s):1. Increase their involvement and participation in educational planning and ongoing communication.
 | . . . andSTudents and/or significant adult(S):1. Access community/ local resources/ services that foster student development, mental health, and well-being.
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| Quality Standard IIiSpecial Services Providers plan and deliver effective services in an environment that facilitates learning for their students. |
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| **Element A:** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students. |
| The school psychologist:1. Recognizes the impact of atypical development and skills deficits on learning and behavior.
 | . . . andThe school psychologist:1. Identifies cognitive, physical, social and emotional influences on learning, development, and behavior.
 | . . . andThe school psychologist:1. Applies knowledge of developmental influences to inform practice and service provision.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an understanding of individual child developmental levels and influences.
 | . . . andSTudents:1. Participate in services appropriate for their developmental levels and demonstrate progress.
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| **Element B:** Special Services Providers utilize formal and informal assessments to inform planning and service delivery. |
| The school psychologist:1. Considers the reliability and validity of assessment tools used.
 | . . . andThe school psychologist:1. Follows standardized procedures for administration and scoring of psychoeducational tests.
2. Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools).
 | . . . andThe school psychologist:1. Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools.
2. Analyzes and synthesizes data for decision-making.
3. Communicates assessment results to colleagues, parents, and/or students in understandable terms.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs.
 | . . . andadministrators:1. Consult with the School Psychologist when making systems-level decisions based upon psychoeducational data.
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| Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences. |
| The school psychologist:1. Has an awareness of building/district software and technology as appropriate to the professional role.
2. Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.
 | . . . andThe school psychologist:1. Utilizes technology appropriately to improve student outcomes.
 | . . . andThe school psychologist:1. Enhances data collection and decision-making through the use of technology resources.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an awareness (e.g., request information or support) of available technology to enhance student learning.
 | . . . andSTudents:1. Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.
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| Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.  |
| The school psychologist:1. Recognizes the importance of high expectations for learning and behavior for all students.
 | . . . andThe school psychologist:1. Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services, and educational placement.
 | . . . andThe school psychologist:1. Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership, and/or problem-solving skills.
 | . . . andStudents and/or significant adult(s):1. Monitor student progress towards achieving social/emotional goals and expectations.
 | . . . andSTudents:1. Demonstrate self-advocacy, critical-thinking and problem-solving skills based on their individual developmental level.
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| Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals. |
| The school psychologist:1. Consults and collaborates with others about students’ needs and goals.
2. Has knowledge of varied models and strategies of consultation.
 | . . . andThe school psychologist:1. Plans for and provides evidenced-based mental health and/or behavioral interventions for students.
2. Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students.
 | . . . andThe school psychologist:1. Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services.
2. Engages in data-based decision-making when planning for and/or providing services to address student needs and goals.
 | . . . andsignificant adult(s):1. Adapt their practices based on consultation to better meet student needs.
 | . . . andsignificant adult(S):1. Generalize or transfer knowledge gained through consultation to other contexts/other students.
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| Element F: Special Services Providers model and promote effective communication. |
| The school psychologist:1. Understands the importance of communicating effectively.
 | . . . andThe school psychologist:1. Uses communication skills to establish good working relationships (rapport) with students and significant adults.
 | . . . andThe school psychologist:1. Provides feedback related to student behavior, performance, and/or progress to students and/or significant adult(s).
2. Tailors communications to be both developmentally and culturally relevant.
 | . . . andStudents and/or significant adult(s):1. Utilize feedback to enhance student learning and growth.
 | . . . andSTudents and/or significant adult(S):1. Demonstrate effective communication related their needs.
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| Quality Standard IVSpecial Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership. |
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| Element A: Special Services Providers demonstrate high standards for ethical and professional conduct. |
| The school psychologist:1. Understands that school psychological services must be provided within the context of ethical, professional, and legal standards and regulations.
2. Maintains confidentiality of student records and information as required by law.
 | . . . andThe school psychologist:1. Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.
2. Maintains positive, productive, and respectful relationships with colleagues.
 | . . . andThe school psychologist:1. Adheres to current ethical, professional, and legal standards and regulations.
2. Maintains confidentiality of all sensitive data, information, and communications.
 | . . . andThe school psychologist:1. Models high expectations for ethical behavior for staff and students.
2. Encourages colleagues to demonstrate ethical behavior.
 | . . . andThe school psychologist:1. Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected and legal channels.
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| Element B: Special Services Providers link professional growth to their professional goals.  |
| The school psychologist:1. Completes required professional development according to state and/or district/BOCES policies.
2. Develops professional goals.
 | . . . andThe school psychologist:1. Selects and participates in professional development to improve professional practice.
2. Uses performance feedback from supervisor and/or colleagues to improve practice.
 | . . . andThe school psychologist:1. Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.
2. Participates in professional learning opportunities consistent with the professional growth plan.
 | . . . andThe school psychologist:1. Applies knowledge and skills learned through professional development to practice.
 | . . . andThe school psychologist:1. Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.
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| Element C: Special Services Providers respond to a complex, dynamic environment. |
| The school psychologist:1. Demonstrates flexibility in his/her role in response to environmental changes.
 | . . . andThe school psychologist:1. Adapts professional practices based on new information about student or system needs.
 | . . . andThe school psychologist:1. Prioritizes professional activities based on progress monitoring data, changing student needs, and/or changes in the school and broader environments.
 | . . . andThe school psychologist:1. Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.
 | . . . andThe school psychologist:1. Expands role in responding to changes in the school or student environments.
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| Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.  |
| The school psychologist:1. Demonstrates an awareness of district/school policies and/or procedures.
2. Contributes to school or district teams.
 | . . . andThe school psychologist:1. Reaches out to students, teachers, families, and/or the community in order to understand their needs and advocate for them.
 | . . . andThe school psychologist:1. Discusses potential revisions to policies and/or procedures with administrators and/or other team members in order to better address student and school needs.
2. Provides leadership within the school, district, and/or BOCES.
 | . . . andThe school psychologist:1. Advocates for curricular, instructional, school climate and behavioral health improvements.
2. Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.
 | . . . andThe school psychologist:1. Participates in activities that promote social justice and systems-level change.
2. Takes a leadership role in state or national-level organizations or professional associations, committees, and/or task forces.
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