Colorado State Model Evaluation System for Specialized Service Professionals:
Practical Ideas Guide for Evaluating School Psychologists

Developed by:

Colorado Department of Education and Practitioners Across Colorado

Foreword

PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating school counselors. CDE will be collecting on-going feedback to improve this guidance.

Following the passage of Senate Bill 10-191, commonly referred to as the Great Teachers and Leaders Act, the Colorado Department of Education (CDE) began creating the state's evaluation system and requirements for all educators whose positions require them to hold a state license. During the first two years of development of the new system (2010 to 2012), CDE staff members focused on the processes and materials for evaluating teachers and principals. Those processes and materials were pilot tested during the 2012-13 school year, and a validation study was conducted based on data collected during the 2013-14 school year. During the 2013-14 school year, processes and materials for specialized service professionals were made available to districts to pilot test and provide feedback related to needed improvements. Data related to the outcomes of using specialized service professional materials were collected during the 2014-15 school year and will be used to conduct validation activities related to this set of rubrics.

Throughout the development, pilot testing, and validation study activities, CDE heard from groups of teachers, principals and specialized service professionals and their evaluators who expressed concerns that the materials do not provide adequate guidance evaluating some staff members, particularly those whose positions differ from or require unique responsibilities as a result of the context in which they work. Users have requested additional guidance regarding evidence/artifacts that may be used to help them better understand what materials and documentation educators should be expected to collect throughout the year as a part of completing their responsibilities. In addition, they have asked about specific practices to "look-for" to guide observations of their practice and help ensure that all licensed educators receive fair, valid, and reliable evaluations.

In response to such requests, CDE initiated the development of a set of practical ideas guides written by practitioners for practitioners. They are intended to provide informal advice to educators and their evaluators to help them understand the evaluation process within their specific context. Unless otherwise noted, the contents of this guide are not policy requirements but merely ideas to help educators make the best use of the state model system. The following practical ideas guides have been developed and are available at http://cde.state.co.us/educatoreffectiveness/implementationguidance#practicalideasguides.

- Early Childhood Education Teachers
- Special Education Teachers
- Teacher Librarians
- Teachers of English Language Learners/Culturally and Linguistically Diverse Education Specialists
- Teachers of the Arts (Dance, Music, Theatre and Visual Arts)
- World Languages

In addition, the following guides are under development and will be posted to the same website as they are finalized:

Assistant Principals

Teachers of:
- Bilingual Students
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies

Specialized Service Professionals
- School Counselors
- School Nurses
- School Psychologists
- Speech-Language Pathologists

It is CDE's hope that these guides will help everyone involved have a better understanding of how the State Model Evaluation System and evaluation process may be fairly used to ensure that all educators, including those in the groups listed above, are evaluated in a manner that is fair, rigorous, transparent and valid.

Acknowledgements

The many contributions of the CDE staff members and practitioners who contributed to this work are gratefully acknowledged. Many school- and district-based educators generously gave their time and expertise to write this brief as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help school psychologists and their evaluators better understand the Colorado State Model Educator Evaluation System and how it applies to them. Contributors to the development of this guide include:

Colorado State Model Evaluation System for Specialized Service Professionals: *Practical Ideas Guide for Evaluating School Psychologists*

Introduction

Colorado's Senate Bill 10-191 (S.B. 10-191) requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality and performance standards at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and specialized service professionals. To help districts address this requirement, CDE provides the processes and materials for classroom teachers that were developed as a part of the Colorado State Model Educator Evaluation System (state model system). Throughout the development and pilot testing of the state model system, groups of teachers have expressed questions about the applicability of the new evaluation system for educators such as themselves. This is true for school psychologists whose roles and responsibilities often differ from those of classroom teachers. Because of such differences, the teacher evaluation materials do not necessarily provide opportunities to review and rate all facets of the school psychologist's work. This practical ideas guide is intended to help school psychologists and their evaluators maximize the flexibility options built into the new system to ensure that they receive a rigorous, fair and valid evaluation.

The Colorado State Model Educator Evaluation System

The state model system is being planned, developed and implemented with a focus on continuously improving educator performance and student achievement. S.B. 10-191 guides the state and school districts in the transformation of current evaluation processes from a focus primarily on compliance to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, CDE developed the state model system to provide consistent, fair and rigorous educator evaluations, save district resources and enable them to focus on improving teaching, learning and leading. Districts are not required to use the state model system, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:
- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50 percent) and evaluating teacher professional practices (50 percent).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the state model system is dependent upon attending to the following priorities, or guiding principles:
1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.

5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and the person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalizing them. The state model system evaluation cycle includes, but is not limited to:

- Training
- Annual orientation to the system/tools
- Educator self-assessment
- Review of annual goals and performance plan
- A mid-year review
- An evaluator assessment based on observation(s) and review of artifacts
- An end-of-year review
- A final rating
- Goal-setting and performance planning for the next school year

Who Should Use This Brief

This brief is intended for:
- School Psychologists and
- Evaluators who are responsible for evaluating school psychologists

This brief is intended to support School Psychologists and their evaluators as they explore School Psychologists' effectiveness in providing leadership, collaboration, and evidence-based educational and psychological services from a perspective that recognizes the intricacies of supporting students' learning, behavior, social development, and mental health. School Psychologists also partner with families, teachers, school administrators and other professionals to create safe, healthy and supportive learning environments that strengthen connections between home, school, and community. School Psychologists provide a range of specialized instruction and support for students across all abilities and ages. Their roles and titles will vary according to student needs and in accordance with various service delivery models across school districts and BOCES.

Understanding the Role of the School Psychologist

School psychologists bring unique training, expertise, and a wide-range of competencies to their positions in schools. Before evaluating a school psychologist, it is important to understand the breadth and depth of their expertise. School psychologists receive specialized, advanced graduate preparation that includes course work and supervised field experiences specific to both psychology and education. This in-depth training provides them with the ability to provide direct support and interventions to students; consult with teachers, staff, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to strengthen support strategies; work with school administrators to develop and improve school-wide practices and policies; and collaborate with community providers to coordinate and augment needed services. (NASP 2014)

In developing the rubric for evaluating school psychologists, The NASP *Model for Comprehensive and Integrated School Psychological Services*, also referred to as the NASP Practice Model, was used as a reference guide (NASP 2010). An attempt was made to incorporate all 10 NASP Domains of Practice into the various elements of the rubric. However, the NASP Practice Model does not necessarily represent a position description for every individual school psychologist, but rather represents the range of services provided by school psychologists. It is important to note that the recommended ratio for schools implementing this comprehensive model is one school psychologist to 500-700 students (NASP 2010). Consequently, the way this looks for individual practitioners and in particular school districts will vary. Thus, the evaluation rubric is not intended to be taken literally, but rather viewed through the lens of the particular role and responsibilities of the individual school psychologist, whether site-based or itinerant. This accommodates the varying functions and activities of school psychologists while not penalizing those who by virtue of their roles, do not have the opportunity to provide all domains of practice. It is also important that evaluators note that not all elements can be directly observed and some may need to be demonstrated through work samples and documentation fundamental to the typical responsibilities of the role and/or via self-report or report from colleagues, students, and families.

Successful evaluation practices rely on human judgment. It is the intent of this brief to allow enough flexibility and customization to facilitate a meaningful process that will support and enhance school psychologists' effectiveness.

An Example of the Goal-Setting Conference for a School Psychologist

"Sally," an itinerant school psychologist who provides services to several school districts in a BOCES, meets with her evaluator for a beginning-of-the-year goal setting meeting. Before this meeting, Sally has assessed her own performance by using the Colorado State Model Evaluation System's Rubric for School Psychologists and by thinking about how she supports school systems and students using her expertise as a school psychologist. Sally reflected on her self-assessment and noticed that although she rated herself as proficient on Quality Standard I, Element E; "School psychologists demonstrate knowledge of and expertise in their professions," she did not feel that she had enough evidence to rate herself as accomplished because students and teachers were still unclear on school crisis-related resources and procedures, which is a required professional practice to be rated accomplished or exemplary on Element E for Quality Standard I, particularly in one of the districts she serves. For this reason, Sally chose to focus on consultation with leadership teams and school emergency response teams in one district to produce information on crisis resources for students, teachers, and families, and to refine crisis and emergency response procedures and protocols. Sally's evaluator agreed that this was a prioritized area of professional growth for Sally based on past evaluations, and that this area of focus aligned with the BOCES and district priorities to ensure safe schools.

As part of the goal, Sally planned to utilize existing risk assessment data and an environmental scan of resources conducted last year. Using the results of the assessment, she planned to research crisis-related resources and emergency management best practices that maximize the physical and psychological safety of staff and students in the event of a crisis.   She planned to organize and present the needs assessment and environmental scan data, and provide additional resources and examples of best practice emergency procedures to district and/or school emergency response teams. She then planned to provide ongoing consultation as teams implemented school safety plans and crisis communication plans. Sally shared her plan with her evaluator, and she and her evaluator agreed Sally will keep consultation logs and emergency response team training logs to document her work.

Sally and her evaluator spent a few minutes talking about what evidence needs to be present for her to be "proficient," "accomplished," or "exemplary" on these professional practices within the element. Sally provided some examples, bulleted below, in relation to the district she has identified. Her evaluator appreciated this structure since it wasn't necessary for her to observe all of the emergency response team meetings or interview all students, teachers, and families in order to complete Sally's evaluation. Her supervisor confirmed that a portfolio of artifacts was not necessary unless they disagreed on a rating. In that case, Sally would have time to gather and present artifacts to support her claim before a final evaluation rating was determined.

QUALITY STANDARD I:
School psychologists demonstrate mastery of and expertise in the domain for which they are responsible
ELEMENT E:
School psychologists demonstrate knowledge of and expertise in their professions.
Accomplished:
> **TEACHERS:**
> - *Demonstrate knowledge of the school's crisis-related resources and procedures*
>   - o In the targeted district, each school will adopt the district emergency protocols. In a walk-through of classrooms, each teacher has emergency protocols posted and located in an easy to access location near the classroom door.
>   - o Safe2Tell posters and other resources are posted throughout schools in accessible locations.
>   - o Training logs reflect that staff with positions on the Incident Command System (ICS) received training regarding their roles and responsibilities in the event of a crisis. Those that require special skills such as first aid, psychological first aid, or the provision of personal assistance services for students with disabilities, will have received the appropriate training.
>   - o In the annual teacher survey, teacher responses to the item "The faculty work in a school environment that is safe" will increase by at least 5%
> **STUDENTS**:
> - *Demonstrate knowledge of the school's crisis-related resources and procedures*
>   - o Each of the schools will decrease the length of time for their evacuation and lockdown drills by 15% reflecting an increase in knowledge of safety protocols amongst students

Exemplary:
> **TEACHERS:**
> - *Access school and district crisis-related resources when needed*
>   - o Increase in contacts to the Employee Assistance Program from the target district

STUDENTS:
- *Access school and district crisis-related resources when needed*
  - Increase of Safe2Tell tips reported by students in the target district
  - In school climate surveys, there will be a 10% improvement on items that reflect students feel safe at school, and items that reflect students have a trusted adult to talk to when they, or a person they know, has a problem or is unsafe

FAMILIES:
- *Access school and district crisis-related resources when needed*
  - School newsletters to families will communicate district/school safety protocols to families in clear, easy to understand language
  - School newsletters and websites will highlight community resources available to families experiencing crisis, such as Colorado Crisis Services, suicide hotline, and other local resources

If Sally's position was site-based rather than itinerant, the goal setting conference may focus on direct services with students and families in addition to systems-level consultation. Some examples may include increasing the percentage of goals met on Individualized Education Plans and/or Behavior Intervention Plans for students on the school psychologist's caseload, use of a fidelity measure to assess implementation fidelity of an evidence-based group intervention for students with symptoms of PTSD, or conducting and measuring the outcomes of parent training nights for families of students with disabilities. These are just a few examples, as all goals will be determined by the context of the student's needs and the school psychologist's needs for professional growth.

Additional Supports for School Psychologists and Evaluators
Except for the evidence required by S.B. 10-191 and described in Exhibit 1, additional evidence and artifacts are not necessary unless the evaluator and professional being evaluated have differing opinions about final ratings. In such a case, additional evidence related to the performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and school psychologist should agree on the specific evidence needed to support the rating(s) each believes to be accurate. Such evidence may include documents, communications, analyses, or other types of artifacts that are normally and customarily collected during the course of conducting their everyday roles and functions.

Exhibits 1 and 2 may prove to be useful in the evaluation of school psychologists. Evaluators may find them helpful as they consider the work of school psychologists and how their specialized knowledge and skills can be evaluated accurately. They may also help school psychologists develop their own roadmaps to success as they complete their self-assessments, participate in the evaluation process, and develop professional goals.

The first three rows of Exhibit 1 provide information regarding the requirements of S.B. 10-191. The fourth and fifth rows provide examples of artifacts and other types of evidence that **may** be used to help confirm the accuracy of observations and ratings on non-observable items. It is important to note that these suggested artifacts are not required to be used in the evaluation and a school psychologist should not be expected to collect all of these items. These examples are meant to serve as a catalyst to help school psychologists and their evaluators generate a short and focused list of artifacts that may prove beneficial in fully understanding the quality of the school psychologist's performance. It must be noted that evaluations performed using the state model system may be completed without consideration of any artifacts.

Due to the diversity of roles and functions of school psychologists in Colorado, examples of Documentation,

Artifacts and/or Demonstration of the standards and elements contained in the evaluation rubrics were created to

inform and facilitate the evaluation process. You will find these examples in Exhibit 2.   Keep in mind that this list is not exhaustive. The vast majority of school psychologists in Colorado function within one of two broad categories: *site-based* in which they are assigned to one or two school buildings, or *itinerate* where the school psychologist serves several different schools or school districts and travels from place to place to perform their professional duties. While most site-based school psychologists can utilize the same artifacts or means to demonstrate competencies from the rubric, itinerate school psychologists may be limited in the ways they are able to do this.   To address this issue, specific methods that can be used by itinerate school psychologists, as well as site-based school psychologists to demonstrate the competencies are outlined. Several different examples are provided so that school psychologists may demonstrate the competencies in accordance with their given role. This is not meant to be an exhaustive list, rather it is a tool designed to guide and inform the evaluation of a school psychologist.

EXHIBIT 1: Observations, Required Measures and Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

	Quality Standard I	Quality Standard II	Quality Standard III	Quality Standard IV	Quality Standard V

Practical Ideas Guide for Evaluating School Psychologists

SCHOOL PSYCHOLOGISTS					
	• 504 Plans • Behavior charts • Behavior intervention plans • Calendar/schedule/planner • Certificates of participation in professional development activities • Completed suicide risk assessment forms • Completed threat assessment forms • Consultation records • Counseling progress notes • Crisis team membership • Communications, newsletters, etc. • Culturally sensitive intervention materials • Developmentally appropriate intervention plans • Documentation of in-service workshops attended • Documentation of in-service workshops provided • Functional behavioral assessment • IEP team meeting participation (Particularly for eligibility determination) • Individual student feedback • Meeting participation (e.g., IEP, Response to Intervention [RTI], etc.) • National Association of School Psychologists (NASP) Practice Models/Standards	• 504 Plans • Behavior intervention plans • Calendar/schedule/planner • Communication/correspondence logs/records (e.g., with families, community agencies, etc.) • Culturally sensitive intervention materials • Communications, newsletters, etc. • Demonstration of time management such as logs and calendars • Developmentally appropriate intervention plans • Display posters/signage, etc., for "Safe Space" and other positive programs aimed at school safety, climate and diversity • Examples of prioritization • Healthy Kids Colorado Survey • Individual student feedback • Meeting participation (e.g., IEP, RTI, etc.) • School safety/climate surveys • Student/parent/family contact logs • Surveys of interactions with families, community peers and/or staff • Task force or community participation	• 504 Plans • Behavior charts • Behavior intervention plans • Calendar/schedule/planner • Completed suicide risk assessment forms • Completed threat assessment forms • Completed suicide risk assessment forms • Counseling progress notes • Creative use of technology for problem solving with individual or small groups of students • Culturally sensitive intervention materials • Developmentally appropriate intervention plans • Documentation of students engaged in their own progress monitoring • Evidence of new strategies used (e.g., evaluation data for new strategies) • Examples of student work pre- and post-intervention • Functional behavioral assessment • IEP team meeting participation (Particularly for eligibility determination) • Intervention plans	• 504 Plans • Calendar/schedule/planner • Certificates of participation in professional development activities • Demonstration of time management such as logs and calendars • Documentation of in-service workshops attended • Evidence of frequent progress monitoring of professional goals • Evidence of new strategies used (e.g., evaluation data for new strategies) • Examples of prioritization • Involvement in professional or volunteer organizations or groups (Colorado Society of School Psychologists [CSSP], NASP, etc.) • Individual student feedback • Letters from stakeholders • Letters to administrators and other stakeholders • List of expanded responsibilities • Meeting agendas • NASP Practice Models/Standards • Professional goals and/or growth plan • Reflections/journal re: implementing professional development into practice	• 504 Plans • Calendar/schedule/planner • Communication/correspondence logs/records (e.g., with families, community agencies, etc.) • Conference presentations • Crisis team membership • Communications, newsletters, etc. • Documentation of in-service workshops provided • Involvement in school and district teams • Involvement in professional or volunteer organizations or groups (CSSP, NASP, etc.) • Involvement on committees or recommendations for district level changes • Leadership committees/task forces/professional organizations • Letters from stakeholders • Letters to administrators and other stakeholders • List of expanded responsibilities • List of community resources • Meeting agendas • Meeting participation (e.g., IEP, RTI, etc.) • Membership in professional organizations • NASP Practice Models/Standards

Practical Ideas Guide for Evaluating School Psychologists

SCHOOL PSYCHOLOGISTS, CONTINUED				
• NotesfromIEP meetings • Pre-post-interventiondata • Progressmonitoringdatafor studentgoals • Psychoeducationalreports • Referralrecords • Sourcesfor research/evidence basedstrategies • Student/parent/familycontact logs • Suicideriskassessmentforms • Supervision notes(providedand received) • Testrecords/protocols/ assessmenttoolsand/ordata • Threatassessment forms • Trainingcertificates • Transcriptsfor courses completed	• Testrecords/protocols/ assessmenttoolsand/ordata	• Involvementon committeesor recommendationsfordistrict levelchangesMeetingagendas • Meetingparticipation(e.g., IEP, RTI,etc.) • NotesfromIEP meetings • Participationon RtI/Multi-Tiered Systemof Supports(MTSS) team • Pre-post-interventiondata • Progressmonitoringdatafor studentgoals • Psychoeducationalreports • Referralrecords • Smallgroup orclassroom instructiononhowtouse technologytoenhanceprogress on studyskillsrelated goalsfor studentsonIEPs • Sourcesfor research/evidence basedstrategies • Studentperceptionsurveys • Suicideriskassessmentforms • Taskforceorcommunity participation • Testrecords/protocols/ assessmenttoolsand/ordata • Threatassessment forms • Transitionplans • Treatmentsummaries • Understandable/effective organizational system	• Sourcesfor research/evidence basedstrategies • Subscriptiontoprofessional journals, NASPCommuniqueor evidenceofongoingresearch intoappropriate strategiesand interventions • Supervisionnotes(providedand received)Surveys/emails seeking professionalfeedbackforgrowth • Surveysofinteractionswith families, communitypeers, and/orstaff • Trainingcertificates • Transcriptsfor courses completed • Understandable/effective organizational system	• Participationon RtI/MTSS team • Publishedarticles • Supervisionnotes(provided andreceived) • Taskforceorcommunity participation • Teachinguniversitycourses

Practical Ideas Guide for Evaluating School Psychologists

Again, evidence/artifacts listed in Exhibit 1 are examples of items that **may** be used to demonstrate proficiency on any given standard. CDE built flexibility into the use of artifacts and/or other evidence. The evaluator and/or school psychologist being evaluated may utilize additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. The evaluator and/or school psychologist may also use other evidence/artifacts to provide a rationale for specific element or standard ratings. The items listed above are provided as ideas for school psychologists and their evaluators.

Exhibit 2 provides resources for the evaluator to use during the evaluation process. The "physical evidence/demonstration (what to look for)" lists suggest evidence of practices based on the school psychologist's various roles and responsibilities (whether site-based/ building-based or itinerant) to demonstrate proficiency on the Specialized Service Professional Quality Standards.

Exhibit 2: Specialized Service Professionals Quality Standards and Physical
Evidence/Demonstration: School Psychologists

QUALITY STANDARD I	
Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.	
Elements	**Evidence of Practices that May be Used in the Evaluation for School Psychologists***
A. Specialized service professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.	Site-based and itinerate • Student outcome goals on IEPs, and/or BIPs, and/or interventions are developmentally appropriate • Recommendations for teachers and families are aligned with the sequence of child development • Interpretations of assessments are meaningful in the context of the students' developmental progression • Communications with children are developmentally appropriate •
B. Specialized service professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.	Site-based and itinerate • Observe effective instructional strategies, such as visual supports, use of proximity, etc. • Recommendations and consultation contains examples of effective instructional strategies • Lesson plans reflect the use of instructional strategies (i.e. gradual release) Itinerant • Recommendations and consultation contains examples of effective instructional strategies • Recommendations for accommodations and modifications to support student learning
C. Specialized service professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.	Site-based and itinerate • Research appropriate evidence-based strategies or interventions to address student needs • Assess the fit of evidence-based strategies to ensure they fit the demographic, environmental, and cultural needs of the school, staff and students • Implement evidence-based strategies and interventions • Assess the fidelity of implementation of evidence based strategies and interventions and adjust as needed Itinerant • Research evidence-based strategies or interventions to address student needs • Assess the fit of evidence-based strategies to ensure they fit the demographic, environmental, and cultural needs of the school, staff, and students • Recommend and support the implementation of appropriate evidence-based strategies and interventions • Assess the fidelity of implementation of evidence based strategies and interventions and support as needed

Practical Ideas Guide for Evaluating School Psychologists

QUALITY STANDARD I	
Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.	
Elements	**Evidence of Practices that May be Used in the Evaluation for School Psychologists***
D. Specialized service professionals demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.	Site-based and itinerate ☐ Providing school staff and/or families with local resources or services in the community ☐ Coordinating with community agencies ☐ Referrals ☐ Reporting concerns appropriately to law enforcement and/or human services ☐ Eliciting community in supporting the positive climate and environment ☐ Designing interventions for home ☐ Parent nights/parent training ☐ Parent training or counseling as documented in IEP
E. Specialized service professionals demonstrate knowledge of and expertise in their professions.	Site-based and itinerate • Develop and/or use effective threat assessment and crisis intervention plans • Observe effective implementation of crisis response Itinerant • Available for consultation in crisis situations • Readily available handouts and resources (such as letter templates, web links) that can be quickly utilized in a crisis situation

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD II
Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Elements	Evidence of Practices that May be Used in the Evaluation for School Psychologists
A. Specialized service professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.	Site-based and itinerate • Observe empathy and respect in student and adult interactions • Observe explicit teaching of respectful behaviors • Participation or leadership on school climate committee or PBIS team • Analysis of school-wide data on climate and culture, and/or office referral and disciplinary data • Observed or reported to be visible in the school community by attending school events, available to staff and families • Reports of positive relationships from families and/or students Itinerant • Observe empathy and respect in student and adult interactions • Analysis of school-wide data on climate, and/or office referral and disciplinary data • System-wide recommendations that affect climate • Providing literature and/or resources to administrators in order improve school climate • Recommendations, implementations, and/or use of positive behavior supports
B. Specialized service professionals demonstrate respect for diversity within the home, school, and local and global communities.	Site-based and itinerate • Posters and materials reflect students from diverse backgrounds and ethnicities • Observe or view documentation of explicit teaching of respectful behaviors and cultural tolerance for others, including bully-proofing • Observe or view documentation of culturally sensitive approaches to assessment, consultation, intervention, counseling, instruction, and interactions with families • Observe communication styles adapted to appropriate interactions with people of different cultures Itinerant • Observe or view documentation of culturally sensitive approaches to assessment, consultation, intervention, counseling, instruction, and interactions with families • Consultation with others on culturally sensitive approaches • Respectful language in reports and other paperwork
C. Specialized service professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.	Site-based and itinerant • Strength based approach to intervention planning, reports, and recommendations • Incorporating student input into intervention plans, and/or IEPs, and/or Behavior Intervention Plans • Evidence of individualization in plans and goals Itinerant • Collaborating with team to incorporate individualized strategies into intervention plans, assessments, reports and recommendations • Evidence of individualization in plans and goals

QUALITY STANDARD II Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	
Elements	**Evidence of Practices that May be Used in the Evaluation for School Psychologists**
D. Specialized service professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.	Site-based and itinerate • Evidence of family/teacher input in assessment reports • Evidence of family/teacher input and collaboration in interventions • Intervention plans to be implemented in the home or community • Observed effective communication with families and students • Record of parent attendance at meetings • Documentation of appropriate parent permission • Phone logs • Clear written communication (letters, newsletters, emails, etc.) Itinerant • Recommendations for communicating and collaborating effectively with families • Records of parent attendance at meetings • Documentation of appropriate parent permission • Evidence of family/teacher input in assessment reports • Evidence of family/teacher input and collaboration in interventions • Intervention plans to be implemented in the home or community • Phone logs • Clear written communication (letters, newsletters, emails, etc.)
E. Specialized service professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.	Site-based and Itinerate • Observed in active supervision of students in various settings • Recommendations on environmental supports in various school settings, including but not limited to classroom environments • Behavior Intervention Plans • Consultation on school disciplinary systems and policies • Analysis of school discipline data • Advocacy for school-wide positive behavior supports • Documentation of time management logs and calendars • Recommendations on behavioral supports in various school settings, including but not limited to classroom environments • Behavior Intervention Plans • Positive reinforcement systems Itinerant • Consultation on school disciplinary systems and policies • Analysis of school discipline data • Advocacy for school-wide positive behavior supports • Documentation of time management logs and calendars • Recommendations on behavioral supports in various school settings, including but not limited to classroom environments • Behavior Intervention Plans • Positive reinforcement systems

QUALITY STANDARD III	
Specialized service professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.	
Elements	**Evidence of Practices that May be Used in the Evaluation for School Psychologists***
A. Specialized service professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.	Site –based and Itinerant • Logs of services • Meeting mandated timelines for IEPs • Providing positive behavioral supports in accordance with manifestation determination policies • Documentation of parent permissions • Observed ethical behavior • Consultation on legal and ethical and best practices • Practicing within one's expertise • Adherence to district policy
B. Specialized service professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.	Site-based and Itinerant • Use of a variety of assessment tools and sources of information • Observed clear communication of results and recommendations to colleagues and families • Clear written communication of results • Recommendations based on assessment findings • Use of valid assessment tools
C. Specialized service professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.	Site-based and Itinerant • Observed consultation with teams to include the best data sources • Consultation with teams to develop standards-aligned IEPs and/or interventions • Participation in a problem-solving process • Progress monitoring data • Attainment of student goals • Demonstration of use of or data from fidelity measures • Clear connection between assessment of skills deficits and the plan to intervene and progress monitor • Evidence of individualization in plans and goals

QUALITY STANDARD II
Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Elements	Evidence of Practices that May be Used in the Evaluation for School Psychologists
D. Specialized service professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.	Site-based and itinerate ☐ Observed use of technology in service delivery (i.e. use of smart board, use of apps, use of video role-plays, tablets, use of assistive technology) ☐ Recommendations for use of technology in service delivery and/or specialized instruction ☐ Observed or demonstrated use of technology in data collection (i.e. SWIS, Behavior Snap, excel, Aimsweb, DIBELS, electronic surveys, etc.) ☐ Appropriate use of technology in evaluations ☐ Appropriate use of district or AU software systems (i.e. infinite campus, enrich, Medicaid billing, etc.) ☐ Creative Use of technology for problem solving with individual or small groups of students Itinerate ☐ Appropriate use of technology in evaluations ☐ Appropriate use of district or AU software systems (i.e. infinite campus, enrich, Medicaid billing, etc.) ☐ Observed or demonstrated use of technology in data collection (i.e. SWIS, Behavior snap, excel, Aimsweb, DIBELS, electronic surveys, etc.) ☐ Creative Use of technology for problem solving with individual or small groups of students ☐ Recommendations for use of technology in service delivery (i.e. use of smart board, use of apps, use of video role-plays, tablets, use of assistive technology)
E. Specialized service professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.	Site-based and itinerate • Observation of direct instruction of self-advocacy, critical thinking, leadership, and/or problem-solving skills • Collaboration in the implementation or participation in instruction of universal social emotional learning programming • Documentation of intervention plans or progress monitoring of self-advocacy, critical thinking, leadership, and/or problem-solving skills • Aligning goals with grade level standards Itinerate • Collaboration in the development of goals and interventions pertaining to self-advocacy, critical thinking, leadership, and/or problem-solving
F. Specialized service professionals communicate effectively with students.	Site-based and itinerate • Observed and/or reported communication with students that reflects feedback related to performance or goals, and/or behavior and is developmentally and culturally appropriate • Use of visual supports in communication when appropriate Itinerate • Observed and/or reported communication with students that reflects feedback related to performance or goals, and/or behavior and is developmentally and culturally appropriate

QUALITY STANDARD II	
Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	
Elements	**Evidence of Practices that May be Used in the Evaluation for School Psychologists**
G. Specialized service professionals develop and/or implement services and/or specially designed instruction unique to their professions.	Site-based and itinerate • Analysis and synthesis of data for decision making and/or service development • Use of psychoeducational data in development of services • Consultation and recommendations based on data to improve mental-health and/or behavioral, and/or academic, and/or social outcomes for students Site-based only • Intervention and/or instructional strategies and/or direct instruction based on data to improve mental-health and/or behavioral, and/or academic, and/or social outcomes for students

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD IV	
Specialized service professionals reflect on their practice.	
Elements	**Evidence of Practices that May be Used in the Evaluation for School Psychologists***
A. Specialized service professionals demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.	Site-based and itinerate • The school psychologist is able to explain how they changed their practice (i.e. different counseling model, consultation model, systemic practices, etc.) based on their analysis of student learning, development and growth. • Growth in performance plan • The school psychologist adjusted practices based on what works and what doesn't work • Based on student growth the school psychologist chooses a specific topic for professional development, then implements new skills
B. Specialized service professionals link professional growth to their professional goals.	Site-based and itinerate • Based on student growth the school psychologist chooses a specific topic for professional development, then implements new skills • Certificates of attendance for professional development opportunities • List of books and articles read on topics related to professional goals • University credit for continuing education related to professional goals
C. Specialized service professionals respond to complex, dynamic environments.	Site-based and itinerate • Observed flexibility in adapting plans • Reported (by self and others) of flexibility and adaptability • Observed responsiveness to environmental demands

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD V
Specialized service professionals demonstrate collaboration, advocacy and leadership.

Elements	Evidence of Practices that May be Used in the Evaluation for School Psychologists*
A. Specialized service professionals collaborate with internal and external stakeholders to meet the needs of students.	Site-based and itinerate • Attendance at IEP meetings • Recommendations for accommodations or intervention plans • Consultation records • Phone logs • Participation in various meetings, committees, and conferences (including by phone, video conferencing, or webinar formats)
B. Specialized service professionals advocate for students, families and schools.	Site-based and itinerate • Attendance at IEP meetings • Recommendations for accommodations or intervention plans • Consultation records • Phone logs • Participation in various meetings, committees, and conferences that may be formal or informal (including by phone, video conferencing, or webinar formats) • Meeting minutes, meeting notes • Written policies and procedures
C. Specialized service professionals demonstrate leadership in their educational setting(s).	Site-based and itinerate • Chairing, co-chairing, or participation on district level or building based teams. • Facilitating meetings or professional development • Disseminating information to school staff, families, or community members
D. Specialized service professionals contribute knowledge and skills to educational practices and their profession.	Site-based and itinerate ☐ Modeling best practices ☐ Sharing best practices through consultation ☐ Research ☐ Developing resources ☐ Participating in a community of practice or a professional learning community (online or in person) ☐ Participation in district, state, national committees and councils
E. Specialized service professionals demonstrate high ethical standards.	Site-based and itinerate • Modeling best practices • Sharing best practices through consultation • Facilitating professional development or training • Demonstration (through credits or certificates of attendance, book study) of continued education regarding legal and ethical issues in school psychology • Adheres to confidentiality requirements (reports by self and others, documentation)

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

Conclusion

The evaluation of school psychologists presents unique challenges for both evaluators and the school psychologists being evaluated. This brief addresses some of these issues by explaining how school psychologists and their evaluators can take advantage of the flexibility built into the Rubric for Evaluating Colorado's Specialized Service Professionals to address the unique responsibilities of school psychologists. The exhibits in this guide are designed to facilitate an understanding of how evaluation requirements may look for school psychologists.

It is CDE's hope that this brief will prove helpful to school psychologists and their evaluators by providing them with real-life examples of evidence/artifacts, what to look for in observations and ways in which school psychologists may discuss their performance with their evaluators.

Resources

The National Association of School Psychologists: http://www.nasponline.org/standards/practice-model/domains.aspx

- [NASP Model for Comprehensive and Integrated School Psychological Services (Practice Model)](#)
  Improving outcomes for students and schools

- [Self-Assessment for School Psychologists](#)
  Provides a reference for assessing continuing professional development needs

- [NASP Professional Standards](#)
  Download NASP's Professional Standards documents, approved in 2010.

- [Past NASP Standards](#)

- [APA Model Act for State Licensure](#)
  Read NASP's response to APA's Model Act for State Licensure 2009 Revisions