

Rubric for Evaluating Colorado Special Services Providers: School Psychologists

QUALITY STANDARD I				
Special 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.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <p>1 Considers legal requirements, district policies, and academic standards in assessment and intervention planning.</p>	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <p>2 Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies.</p>	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <p>3 Provides services that meet all legal requirements while taking into account the individual psychoeducational and academic needs of the student.</p>	<p>... and STUDENTS AND/OR FAMILIES:</p> <p>4 Demonstrate an understanding of their educational rights.</p>	<p>... and STUDENTS AND/OR FAMILIES:</p> <p>5 Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.</p>
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <p>1 Identifies barriers to learning, including those related to mental health issues and crises.</p>	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <p>2 Demonstrates an awareness of student needs when considering interventions and adaptations (accommodations and modifications).</p> <p>3 Recommends interventions and adaptations that reduce the student’s barriers to learning and increase access to the curriculum.</p>	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <p>4 Uses a problem-solving process and knowledge of effective services to develop and implement strategies that reduce barriers to and support learning.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Demonstrate an understanding of individual barriers to learning.</p>	<p>... and STUDENTS:</p> <p>6 Demonstrate a reduction in barriers to their learning.</p>

QUALITY STANDARD I

Special 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 C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

<p>THE SCHOOL PSYCHOLOGIST:</p> <p>1 Understands the concept of evidence-based psychoeducational practices.</p> <p>2 Understands the importance of prevention, intervention, and crisis planning and response in the learning environment.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>3 Makes connections between student data and evidence-based psychoeducational practices.</p> <p>4 Identifies strategies and key components for prevention, intervention, and crisis planning and response.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>5 Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery.</p> <p>6 Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Demonstrate an awareness of evidence-based practices and strategies to meet individual student needs.</p> <p>8 Demonstrate an awareness of crisis-related resources and school/district procedures.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>9 Apply newly learned strategies.</p> <p>10 Access crisis-related resources and services when needed.</p>
---	---	--	---	---

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

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:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS: ... and SIGNIFICANT ADULT(S):	... and STUDENTS: ... and SIGNIFICANT ADULT(S):
<p>1 Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship.</p> <p>2 Recognizes the importance of establishing behavioral expectations for all students.</p>	<p>3 Models empathy and respect among students and significant adults.</p> <p>4 Structures support and/or services to minimize interruption of instructional time.</p>	<p>5 Promotes a safe and accessible environment that fosters positive, nurturing relationships.</p> <p>6 Delivers supports and/or services in a way that maximizes learning time.</p>	<p>7 Perceive the school climate as positive, safe, and caring.</p> <p>8 Develop an awareness of effective strategies that address behavioral needs and challenges.</p>	<p>9 Participate in activities that foster positive and nurturing relationships.</p> <p>10 Use effective strategies to increase positive student behaviors.</p>

ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Understands that student and family backgrounds, cultures, and experiences may influence development, behavior, and school performance.</p>	<p>2 Considers student and family backgrounds, cultures, and experiences in planning psychoeducational services.</p>	<p>3 Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures.</p>	<p>4 Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.</p>	<p>5 Actively engage in activities that promote and enhance awareness of diversity in their school and community.</p>

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

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:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS:	... and STUDENTS:
<p>1 Recognizes student individual differences and unique situations.</p>	<p>2 Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions.</p> <p>3 Uses procedures and materials that are developmentally appropriate and culturally relevant.</p>	<p>4 In collaboration with others, addresses students' individual differences and needs through the implementation of supports and/or services.</p> <p>5 Adjusts practices based on individual student characteristics and data.</p>	<p>6 Feel valued as individuals and are engaged in the learning environment.</p>	<p>7 Actively participate in services, as identified by the School Psychologist, that are based on their unique interests, strengths, and needs.</p>

ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Recognizes the importance of an educational environment that is inviting to families and significant adults.</p>	<p>2 Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers).</p> <p>3 Incorporates information from family and/or outside agencies or community providers into service planning and delivery.</p>	<p>4 Works collaboratively with families and significant adults to help students meet education and intervention goals.</p> <p>5 Demonstrates and shares knowledge of community and/or local resources/ services.</p>	<p>6 Increase their involvement and participation in educational planning and ongoing communication.</p>	<p>7 Access community/ local resources/ services that foster student development, mental health, and well-being.</p>

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

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:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Recognizes the impact of atypical development and skills deficits on learning and behavior.</p>	<p>2 Identifies cognitive, physical, social and emotional influences on learning, development, and behavior.</p>	<p>3 Applies knowledge of developmental influences to inform practice and service provision.</p>	<p>4 Demonstrate an understanding of individual child developmental levels and influences.</p>	<p>5 Participate in services appropriate for their developmental levels and demonstrate progress.</p>

ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and ADMINISTRATORS:
<p>1 Considers the reliability and validity of assessment tools used.</p>	<p>2 Follows standardized procedures for administration and scoring of psychoeducational tests.</p> <p>3 Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools).</p>	<p>4 Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools.</p> <p>5 Analyzes and synthesizes data for decision-making.</p> <p>6 Communicates assessment results to colleagues, parents, and/or students in understandable terms.</p>	<p>7 Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs.</p>	<p>8 Consult with the School Psychologist when making systems-level decisions based upon psychoeducational data.</p>

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Has an awareness of building/district software and technology as appropriate to the professional role.</p> <p>2 Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.</p>	<p>3 Utilizes technology appropriately to improve student outcomes.</p>	<p>4 Enhances data collection and decision-making through the use of technology resources.</p>	<p>5 Demonstrate an awareness (e.g., request information or support) of available technology to enhance student learning.</p>	<p>6 Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.</p>

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:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Recognizes the importance of high expectations for learning and behavior for all students.</p>	<p>2 Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services, and educational placement.</p>	<p>3 Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership, and/or problem-solving skills.</p>	<p>4 Monitor student progress towards achieving social/emotional goals and expectations.</p>	<p>5 Demonstrate self-advocacy, critical-thinking and problem-solving skills based on their individual developmental level.</p>

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
<p>1 Consults and collaborates with others about students' needs and goals.</p> <p>2 Has knowledge of varied models and strategies of consultation.</p>	<p>3 Plans for and provides evidenced-based mental health and/or behavioral interventions for students.</p> <p>4 Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students.</p>	<p>5 Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services.</p> <p>6 Engages in data-based decision-making when planning for and/or providing services to address student needs and goals.</p>	<p>7 Adapt their practices based on consultation to better meet student needs.</p>	<p>8 Generalize or transfer knowledge gained through consultation to other contexts/other students.</p>

ELEMENT F: Special Services Providers model and promote effective communication.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Understands the importance of communicating effectively.</p>	<p>2 Uses communication skills to establish good working relationships (rapport) with students and significant adults.</p>	<p>3 Provides feedback related to student behavior, performance, and/or progress to students and/or significant adult(s).</p> <p>4 Tailors communications to be both developmentally and culturally relevant.</p>	<p>5 Utilize feedback to enhance student learning and growth.</p>	<p>6 Demonstrate effective communication related their needs.</p>

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <p>1 Understands that school psychological services must be provided within the context of ethical, professional, and legal standards and regulations.</p> <p>2 Maintains confidentiality of student records and information as required by law.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>3 Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.</p> <p>4 Maintains positive, productive, and respectful relationships with colleagues.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>5 Adheres to current ethical, professional, and legal standards and regulations.</p> <p>6 Maintains confidentiality of all sensitive data, information, and communications.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>7 Models high expectations for ethical behavior for staff and students.</p> <p>8 Encourages colleagues to demonstrate ethical behavior.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>9 Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected and legal channels.</p>
ELEMENT B: Special Services Providers link professional growth to their professional goals.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <p>1 Completes required professional development according to state and/or district/BOCES policies.</p> <p>2 Develops professional goals.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>3 Selects and participates in professional development to improve professional practice.</p> <p>4 Uses performance feedback from supervisor and/or colleagues to improve practice.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>5 Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.</p> <p>6 Participates in professional learning opportunities consistent with the professional growth plan.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>7 Applies knowledge and skills learned through professional development to practice.</p>	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <p>8 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p>

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT C: Special Services Providers respond to a complex, dynamic environment.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:
<p>1 Demonstrates flexibility in his/her role in response to environmental changes.</p>	<p>2 Adapts professional practices based on new information about student or system needs.</p>	<p>3 Prioritizes professional activities based on progress monitoring data, changing student needs, and/or changes in the school and broader environments.</p>	<p>4 Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.</p>	<p>5 Expands role in responding to changes in the school or student environments.</p>

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:
<p>1 Demonstrates an awareness of district/school policies and/or procedures.</p> <p>2 Contributes to school or district teams.</p>	<p>3 Reaches out to students, teachers, families, and/or the community in order to understand their needs and advocate for them.</p>	<p>4 Discusses potential revisions to policies and/or procedures with administrators and/or other team members in order to better address student and school needs.</p> <p>5 Provides leadership within the school, district, and/or BOCES.</p>	<p>6 Advocates for curricular, instructional, school climate and behavioral health improvements.</p> <p>7 Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.</p>	<p>8 Participates in activities that promote social justice and systems-level change.</p> <p>9 Takes a leadership role in state or national-level organizations or professional associations, committees, and/or task forces.</p>