

2015-16 Rubric for Evaluating Colorado’s Specialized Service Professionals: School Psychologists

Definition of an Effective School Psychologist

Effective school psychologists are vital members of the education team. They are properly credentialed and demonstrate professional expertise in psychoeducational assessment practices, interventions and crisis preparedness and response. Effective school psychologists provide services to help all children and youth succeed academically, socially, behaviorally and emotionally. Effective school psychologists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. They have a foundation in both psychology and education, are experts in addressing barriers to educational success. They engage in data-based decision making to plan and deliver effective and culturally responsive services. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy and leadership, they enhance the academic achievement and personal/social development of their students.

QUALITY STANDARD I				
School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A:				
School psychologists 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.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates an understanding of typical vs. atypical development to guide an intervention approach.	. . . and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates knowledge of physical, cultural, developmental and social influences on learning and behavior.	. . . and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Applies knowledge of how mental, behavioral and emotional health impact learning and life skills to practice.	. . . and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of individual child developmental levels.	. . . and STUDENTS: <input type="checkbox"/> Participate in services appropriate for their developmental levels.

QUALITY STANDARD I

School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT B:

School psychologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the barriers to learning, including those related to mental health issues and crises. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommends interventions and adaptations (accommodations and modifications) that reduce the student's barriers to learning and increase access to the curriculum. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a problem-solving process and knowledge of effective practices to develop solutions to barriers that inhibit learning. 	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of individual barriers to learning. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a reduction in barriers to their learning.
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ELEMENT C:

School psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the concept of evidence-based psychoeducational practices and their importance in the learning environment. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes connections between student data and evidence-based psychoeducational practices. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies knowledge of evidence based interventions and programs in recommending, planning, or designing school-based intervention plans. 	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness of evidence based strategies, practices and interventions to meet individual student needs. 	<p>... and STUDENTS TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply newly learned skills.
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QUALITY STANDARD I

School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School psychologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Understands how the home and family influence student behavior and achievement.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Incorporates information from family and/or outside agencies or community providers into service planning and delivery.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Partners with families and significant adults to help students meet educational and intervention goals.<input type="checkbox"/> Has knowledge of community/local resources/services.	... and STUDENTS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Increase their involvement and participation in educational planning.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Develop knowledge of community/local resources/services that foster student development, mental health and wellbeing.

QUALITY STANDARD I

School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

School psychologists demonstrate knowledge of and expertise in their professions.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands the importance of crisis planning, prevention, response and intervention in the school setting.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Identifies strategies and key components for crisis planning, prevention and intervention.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Contributes to the design, implementation, evaluation and/or follow-up of crisis prevention and recovery activities. <input type="checkbox"/> Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.	... and STUDENTS AND/OR TEACHERS: <input type="checkbox"/> Demonstrate knowledge of the school's crisis-related resources and procedures.	... and STUDENTS TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Access school and district crisis-related resources when needed.

Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)

Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)

QUALITY STANDARD II

School psychologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Recognizes the importance of an educational environment in which students feel safe and experience a caring relationship.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Encourages positive relationships between and among students and staff that is conducive for all students to learn.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Fosters a safe and accessible environment which supports all students. <input type="checkbox"/> Models empathy and respect for individual students.	... and STUDENTS: <input type="checkbox"/> Participate in activities that lead to positive and nurturing relationships.	... and STUDENTS: <input type="checkbox"/> Perceive the school climate as positive, safe and caring.
ELEMENT B: School psychologists demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands that student and family background and culture may influence development, behavior and school performance.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Considers student and family background characteristics in planning assessments and/or interventions.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates sensitivity and skills needed to work with families, students and staff from diverse cultures and background.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate respect for the backgrounds of others in the school setting.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Actively seek a variety of perspectives to enhance their awareness of diversity in their school and community.

QUALITY STANDARD II

School psychologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School psychologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Recognizes student individual differences and unique situations.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions. <input type="checkbox"/> Uses procedures and materials that are developmentally appropriate.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> In collaboration with others, addresses students' individual differences and needs through the implementation of services. <input type="checkbox"/> Adjusts practices based on individual student characteristics.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Participate in services that are based on their unique interests, strengths and needs.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Feel valued as individuals and are engaged in the learning environment.
ELEMENT D: School psychologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Promotes an educational environment that is inviting to families and significant adults.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Maintains appropriate and respectful relationships with students, their families and significant adults. <input type="checkbox"/> Communicates effectively with diverse audiences e.g. parents, teachers, other school personnel, policy makers and community service providers.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Works collaboratively with families and significant adults to help students meet education and intervention goals. <input type="checkbox"/> Works collaboratively with all school personnel to create a positive learning environment.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Initiate communication with school psychologists to discuss student needs. <input type="checkbox"/> Willingly share information that may impact student learning.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Seek the school psychologist's assistance to find resources and services to support student needs. <input type="checkbox"/> Partner with school staff members for the benefit of their students.

QUALITY STANDARD II

School psychologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic

Partially Proficient

Proficient
(Meets State Standard)

Accomplished

Exemplary

ELEMENT E:

School psychologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.

THE SCHOOL PSYCHOLOGIST:

- Establishes behavioral expectations for all students.

... and THE SCHOOL PSYCHOLOGIST:

- Structures services to minimize interruption to instructional time.

... and THE SCHOOL PSYCHOLOGIST:

- Makes maximum use of service provision time.
- Holds students accountable for adherence to school and class rules.

... and TEACHERS AND/OR FAMILIES :

- Develop an awareness of effective strategies that address behavioral needs and challenges.

... and TEACHERS AND/OR FAMILIES :

- Use strategies to increase positive student behaviors.

*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT A:

School psychologists 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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Considers legal requirements and district policies in assessment and intervention planning.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Supports academic standards and aligns intervention plans with legal requirements and local policies for IEPs, 504 and Rtl.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Provides services that meet all legal requirements while taking into account the individual psychoeducational and academic needs of the student.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of their educational rights.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.

ELEMENT B:

School psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Considers the reliability and validity of assessment tools used. <input type="checkbox"/> Collects data from multiple sources.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Follows standardized procedures for administration and scoring of psychoeducational tests.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools. <input type="checkbox"/> Communicates assessment results to colleagues, parents and/or students in understandable terms.	... and STUDENTS: <input type="checkbox"/> Receive instruction and services that are informed by findings from multiple formal and informal assessments.	... and STUDENTS/ TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs.

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School psychologists 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.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Consults with others about students.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Has knowledge of varied models and strategies of consultation. <input type="checkbox"/> Assists in planning for and/or providing mental health and behavioral interventions for students.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Applies the consultation model that best reflects the data sources to promote effective implementation of services. <input type="checkbox"/> Plans for and/or provides evidence-based mental health and/or behavioral interventions for students with fidelity.	... and TEACHERS OR OTHER EDUCATORS: <input type="checkbox"/> Adapt their practices based on consultation to better meet student needs.	... and TEACHERS OR OTHER EDUCATORS: <input type="checkbox"/> Generalize or transfer knowledge gained through the consultation to other contexts/other students.

QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT D:

School psychologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Has an awareness of building/district software and technology as appropriate to the professional role.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Uses technology appropriately to improve student outcomes. <input type="checkbox"/> Enhances data collection and decision-making through the use of technology resources.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an awareness of available technology to enhance student learning.	... and STUDENTS: <input type="checkbox"/> Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.
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ELEMENT E:

School psychologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Communicates high expectations for students.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services and educational placement.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership and/or problem solving skills.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Monitor student progress towards achieving social/emotional goals and expectations.	... and STUDENTS: <input type="checkbox"/> Demonstrate self-advocacy, critical thinking and problem solving skills based on their individual developmental level.
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QUALITY STANDARD III

School psychologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT F:

School psychologists communicate effectively with students.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of communicating effectively with students. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses communication skills to establish good working relationships (rapport) with students. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides students with feedback related to behavior, performance and/or progress. <input type="checkbox"/> Tailors communications with students to be both developmentally and culturally relevant. 	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize feedback to enhance student learning and growth. 	<p>... and STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate effective communication related their needs.
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ELEMENT G:

School psychologists develop and/or implement services and/or specially designed instruction unique to their professions.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes psychoeducational assessment data in planning services. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate assessment instruments and techniques, including interviews, observations and targeted/diagnostic assessment tools to plan/implement services. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes data for decision making. <input type="checkbox"/> Provides services based on professional practices grounded in psychoeducational data and evidence of success. 	<p>... and SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase their ability to analyze and synthesize psychoeducational data for decision making. 	<p>... and ADMINISTRATORS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an awareness of how psychoeducational data can be used to inform systems level decisions.
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*Evaluator Comments:
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*Comments of Person Being Evaluated:
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QUALITY STANDARD IV

School psychologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of considering student data to inform service provision.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Makes connections between school and classroom data and research-based practices for colleagues.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Analyzes student and system data to inform service provision.<input type="checkbox"/> Monitors and evaluates professional practices to determine what works for students.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Actively considers new ideas that support the students' social, emotional, psychological and academic successes.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Applies and evaluates new and innovative strategies for continuous improvement of professional practice.
ELEMENT B: School psychologists link professional growth to their professional goals.				
THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Completes professional development required for licensure renewal.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Selects and participates in professional development to improve professional practice.<input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Develops and follows a professional development plan.<input type="checkbox"/> Develops professional goals based on current research and the likelihood of having a positive impact on student, school and district outcomes.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Participates in professional learning opportunities consistent with the professional growth plan.<input type="checkbox"/> Applies knowledge and skills learned through professional development to practice.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Actively seeks feedback from colleagues, parents and/or supervisors and incorporates it into professional goals and practices.<input type="checkbox"/> Establishes continuous improvement strategies to identify and self-monitor for professional growth.

QUALITY STANDARD IV

School psychologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

School psychologists respond to complex, dynamic environments.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates flexibility in his/her role in response to environmental changes.	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Adapts professional practices based on new information about student or system needs.	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prioritizes professional activities based on changing student needs and/or changes in the school and broader environments.	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Expands role in responding to changes in the school or student environments.
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*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD V

School psychologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School psychologists collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Maintains positive, productive and respectful relationships with colleagues.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Facilitates communication among various stakeholders.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Collaborates effectively with internal and external stakeholders regarding student and school-related issues.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Holds the needs of students foremost in seeking collaborations that would improve student outcomes.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Contributes to a multi-tiered continuum of services to support all students' attainment of goals in collaboration with colleagues.
ELEMENT B: School psychologists advocate for students, families and schools.				
THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates an awareness of policies and/or procedures that affect school climate and student learning.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Reaches out to students, families and/or the community in order to understand their needs and advocate for them.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Discusses potential revisions to policies and/or procedures with administrators and/or other team members in order to better address student and school needs and the diversity of the student population.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Advocates for curricular, instructional, school climate and behavioral health improvements.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Participates in activities that promote systems-level change.
ELEMENT C: School psychologists demonstrate leadership in their educational setting(s).				
THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Supports school goals and initiatives.<input type="checkbox"/> Contributes to school or district teams.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Seeks leadership roles as student, school, or district conditions indicate the need.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Provides leadership to school-based or district teams.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.	... and THE SCHOOL PSYCHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Takes a leadership role in state or national-level organizations or professional associations, committees and/or task forces.

QUALITY STANDARD V

School psychologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT D:

School psychologists contribute knowledge and skills to educational practices and their profession.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports the work of other educators by sharing knowledge and expertise. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides relevant expertise when asked by colleagues. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares best practices through modeling and/or consultation. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offers professional growth and development activities within district or BOCES. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes a state or national role in professional development activities.
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ELEMENT E:

School psychologists demonstrate high ethical standards.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records and information as required by law. <input type="checkbox"/> Understands the need to hold high ethical standards for self and others. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to current legal and ethical principles and standards. <input type="checkbox"/> Maintains confidentiality of all sensitive data. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. 	<p>... and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models and sets high expectations for ethical behavior for staff and students.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Psychologists

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.

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| <ul style="list-style-type: none"> ● 504 plans ● Behavior charts ● Behavior intervention plans ● Calendar/schedule/planner ● Certificates of participation in professional development activities ● Communication/correspondence logs/records (e.g., with families, community agencies, etc.) ● Completed suicide risk assessment forms ● Completed threat assessment forms ● Conference presentations ● Consultation records ● Counseling progress notes ● Creative use of technology for problem solving with individual or small groups of students ● Crisis team membership ● Culturally sensitive intervention materials ● 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 ● Documentation of: <ul style="list-style-type: none"> ○ In-service workshops attended and provided ○ Students engaged in their own progress monitoring | <ul style="list-style-type: none"> ● Evidence of frequent progress monitoring of professional goals ● Evidence of new strategies used (e.g., evaluation data for new strategies) ● Examples of prioritization ● Examples of student work pre- and post-intervention ● Functional behavioral assessment ● Healthy Kids Colorado Survey ● IEP team meeting participation (Particularly for eligibility determination) ● Involvement in school and district teams ● Involvement in professional or volunteer organizations or groups (CSSP, NASP, etc.) ● IEPs ● Individual student feedback ● Intervention plans ● Involvement on committees or recommendations for district level changes ● Leadership on committees/taskforces/professional organizations ● Letters from stakeholders ● Letters to administrators and other stakeholders ● List of expanded responsibilities ● Listing of community resources ● Maintained list of community resources ● Meeting agendas ● Meeting participation (e.g., IEP, RTI, etc.) ● Membership in professional organizations |
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Observations, Required Measures and Other Evidence/Artifacts for School Psychologists (*continued*)

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| <ul style="list-style-type: none">• NASP Practice Models/Standards• Notes from IEP meetings• Notes of meetings with administrators• Observation records• Ongoing attempts to connect with community resources Parent and/or teacher feedback• Participation in school wide initiatives such as: PBIS, Diversity Week• Participation on RtI/MTSS team• Participation or leadership of data discussions• Pre- and post-intervention data• Professional goals and/or growth plan• Progress monitoring data for student goals• Psychoeducational reports• Published articles• Record of service delivery• Referral records• Reflections/journal re: implementing professional development into practice• School safety/climate surveys• Small group or classroom instruction on how to use technology to enhance progress study skills related goals for students on IEPs• Sources for research/evidence-based practices• Student, parent, family contact logs• Student perception surveys | <ul style="list-style-type: none">• Student work samples that result from consultation• Subscription to professional journals, NASP Communique or evidence of ongoing research into appropriate strategies and interventions• Suicide risk assessment forms• Supervision notes (provided or received)• Surveys/emails seeking professional feedback for growth• Surveys of interactions with families, community peers and/or staff• Taskforce or committee participation• Teacher/staff/administrator notes, emails, etc., that show positive relationships• Teaching university courses• Test records/protocols/assessment tools and/or data• Threat assessment forms• Training certificates• Transcripts for courses completed• Transition plans• Treatment summaries• Understandable/effective organizational system |
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