2015-16 Rubric for Evaluating Colorado's Specialized Service Professionals: *School Psychologist Simulation*

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: ✓ Demonstrates an understanding of typical vs. atypical development to guide an intervention approach.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Demonstrates knowledge of physical, cultural, developmental and social influences on learning and behavior.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Applies knowledge of how mental, behavioral and emotional health impact learning and life skills to practice.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Demonstrate an understanding of individual child developmental levels.	. . . and **STUDENTS:** ✓ 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
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.				
THE SCHOOL PSYCHOLOGIST: ✓ Identifies the barriers to learning, including those related to mental health issues and crises.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Recommends interventions and adaptations (accommodations and modifications) that reduce the student's barriers to learning and increase access to the curriculum.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Uses a problem-solving process and knowledge of effective practices to develop solutions to barriers that inhibit learning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Demonstrate an understanding of individual barriers to learning.	. . . and **STUDENTS:** ☐ Demonstrate a reduction in barriers to their learning.
ELEMENT C: School psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL PSYCHOLOGIST: ✓ Understands the concept of evidence-based psychoeducational practices and their importance in the learning environment.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Makes connections between student data and evidence-based psychoeducational practices.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Applies knowledge of evidence based interventions and programs in recommending, planning, or designing school-based intervention plans.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Demonstrate an awareness of evidence based strategies, practices and interventions to meet individual student needs.	. . . and **STUDENTS TEACHERS AND/OR FAMILIES:** ✓ Apply newly learned skills.

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: ✓ Understands how the home and family influence student behavior and achievement.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Incorporates information from family and/or outside agencies or community providers into service planning and delivery.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Partners with families and significant adults to help students meet educational and intervention goals. ✓ Has knowledge of community/local resources/services.	. . . and **STUDENTS AND/OR FAMILIES:** ✓ Increase their involvement and participation in educational planning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ 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
ELEMENT E: School psychologists demonstrate knowledge of and expertise in their professions.				
THE SCHOOL PSYCHOLOGIST: ✓ Understands the importance of crisis planning, prevention, response and intervention in the school setting.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Identifies strategies and key components for crisis planning, prevention and intervention.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Contributes to the design, implementation, evaluation and/or follow-up of crisis prevention and recovery activities. ✓ Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.	. . . and **STUDENTS AND/OR TEACHERS:** ✓ Demonstrate knowledge of the school's crisis-related resources and procedures.	. . . and **STUDENTS TEACHERS AND/OR FAMILIES:** ✓ 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: ✓ Recognizes the importance of an educational environment in which students feel safe and experience a caring relationship.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Encourages positive relationships between and among students and staff that is conducive for all students to learn.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Fosters a safe and accessible environment which supports all students. ✓ Models empathy and respect for individual students.	. . . and **STUDENTS:** ✓ Participate in activities that lead to positive and nurturing relationships.	. . . and **STUDENTS:** ✓ 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: ✓ Understands that student and family background and culture may influence development, behavior and school performance.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Considers student and family background characteristics in planning assessments and/or interventions.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Demonstrates sensitivity and skills needed to work with families, students and staff from diverse cultures and background.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Demonstrate respect for the backgrounds of others in the school setting.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ☐ 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: ✓ Recognizes student individual differences and unique situations.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions. ✓ Uses procedures and materials that are developmentally appropriate.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ In collaboration with others, addresses students' individual differences and needs through the implementation of services. ✓ Adjusts practices based on individual student characteristics.	. . . and **STUDENTS AND/OR FAMILIES:** ✓ Participate in services that are based on their unique interests, strengths and needs.	. . . and **STUDENTS AND/OR FAMILIES:** ✓ 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: ✓ Promotes an educational environment that is inviting to families and significant adults.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Maintains appropriate and respectful relationships with students, their families and significant adults. ✓ Communicates effectively with diverse audiences e.g. parents, teachers, other school personnel, policy makers and community service providers.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Works collaboratively with families and significant adults to help students meet education and intervention goals. ✓ Works collaboratively with all school personnel to create a positive learning environment.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Initiate communication with school psychologists to discuss student needs. ✓ Willingly share information that may impact student learning.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Seek the school psychologist's assistance to find resources and services to support student needs. ☐ 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
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.				
THE SCHOOL PSYCHOLOGIST: ✓ Considers legal requirements and district policies in assessment and intervention planning.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Supports academic standards and aligns intervention plans with legal requirements and local policies for IEPs, 504 and RtI.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Provides services that meet all legal requirements while taking into account the individual psychoeducationl and academic needs of the student.	. . . and **STUDENTS AND/OR FAMILIES:** ✓ Demonstrate an understanding of their educational rights.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ 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.				
THE SCHOOL PSYCHOLOGIST: ✓ Considers the reliability and validity of assessment tools used. ✓ Collects data from multiple sources.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Follows standardized procedures for administration and scoring of psychoeducational tests.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools. ✓ Communicates assessment results to colleagues, parents and/or students in understandable terms.	. . . and **STUDENTS:** ✓ Receive instruction and services that are informed by findings from multiple formal and informal assessments.	. . . and **STUDENTS/ TEACHERS AND/OR FAMILIES:** ✓ 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: ✓ Consults with others about students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Has knowledge of varied models and strategies of consultation. ✓ Assists in planning for and/or providing mental health and behavioral interventions for students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Applies the consultation model that best reflects the data sources to promote effective implementation of services. ✓ Plans for and/or provides evidence-based mental health and/or behavioral interventions for students with fidelity.	. . . and **TEACHERS OR OTHER EDUCATORS:** ✓ Adapt their practices based on consultation to better meet student needs.	. . . and **TEACHERS OR OTHER EDUCATORS:** ☐ 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
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: ✓ Has an awareness of building/district software and technology as appropriate to the professional role.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Uses technology appropriately to improve student outcomes. ✓ Enhances data collection and decision-making through the use of technology resources.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Demonstrate an awareness of available technology to enhance student learning.	. . . and **STUDENTS:** ☐ Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.
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: ✓ Communicates high expectations for students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services and educational placement.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ 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:** ☐ Monitor student progress towards achieving social/emotional goals and expectations.	. . . and **STUDENTS:** ☐ Demonstrate self-advocacy, critical thinking and problem solving skills based on their individual developmental level.

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 F: School psychologists communicate effectively with students.				
THE SCHOOL PSYCHOLOGIST: ✓ Understands the importance of communicating effectively with students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Uses communication skills to establish good working relationships (rapport) with students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Provides students with feedback related to behavior, performance and/or progress. ✓ Tailors communications with students to be both developmentally and culturally relevant.	. . . and **STUDENTS, TEACHERS AND/OR FAMILIES:** ✓ Utilize feedback to enhance student learning and growth.	. . . and **STUDENTS AND/OR FAMILIES:** ☐ Demonstrate effective communication related their needs.
ELEMENT G: School psychologists develop and/or implement services and/or specially designed instruction unique to their professions.				
THE SCHOOL PSYCHOLOGIST: ✓ Collects and analyzes psychoeducational assessment data in planning services.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Uses appropriate assessment instruments and techniques, including interviews, observations and targeted/diagnostic assessment tools to plan/implement services.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Analyzes and synthesizes data for decision making. ✓ Provides services based on professional practices grounded in psychoeducational data and evidence of success.	. . . and **SIGNIFICANT ADULTS:** ✓ Increase their ability to analyze and synthesize psychoeducational data for decision making.	. . . and **ADMINISTRATORS:** ☐ Demonstrate an awareness of how psychoeducational data can be used to inform systems level decisions.

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 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: ✓ Understands the importance of considering student data to inform service provision.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Makes connections between school and classroom data and research-based practices for colleagues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Analyzes student and system data to inform service provision. ✓ Monitors and evaluates professional practices to determine what works for students.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Actively considers new ideas that support the students' social, emotional, psychological and academic successes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ 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: ✓ Completes professional development required for licensure renewal.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Selects and participates in professional development to improve professional practice. ✓ Uses performance feedback from supervisor and/or colleagues to improve practice.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Develops and follows a professional development plan. ✓ 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:** ✓ Participates in professional learning opportunities consistent with the professional growth plan. ✓ Applies knowledge and skills learned through professional development to practice.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Actively seeks feedback from colleagues, parents and/or supervisors and incorporates it into professional goals and practices. ✓ 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
ELEMENT C: School psychologists respond to complex, dynamic environments.				
THE SCHOOL PSYCHOLOGIST: ✓ Demonstrates flexibility in his/her role in response to environmental changes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Adapts professional practices based on new information about student or system needs.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Prioritizes professional activities based on changing student needs and/or changes in the school and broader environments.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Expands role in responding to changes in the school or student environments.

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 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: ✓ Maintains positive, productive and respectful relationships with colleagues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Facilitates communication among various stakeholders.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Collaborates effectively with internal and external stakeholders regarding student and school-related issues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Holds the needs of students foremost in seeking collaborations that would improve student outcomes.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ 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: ✓ Demonstrates an awareness of policies and/or procedures that affect school climate and student learning.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Reaches out to students, families and/or the community in order to understand their needs and advocate for them.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ 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:** ✓ Advocates for curricular, instructional, school climate and behavioral health improvements.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Participates in activities that promote systems-level change.
ELEMENT C: School psychologists demonstrate leadership in their educational setting(s).				
THE SCHOOL PSYCHOLOGIST: ✓ Supports school goals and initiatives. ✓ Contributes to school or district teams.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Seeks leadership roles as student, school, or district conditions indicate the need.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Provides leadership to school-based or district teams.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ 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
ELEMENT D: School psychologists contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL PSYCHOLOGIST: ✓ Supports the work of other educators by sharing knowledge and expertise.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Provides relevant expertise when asked by colleagues.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Shares best practices through modeling and/or consultation.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Offers professional growth and development activities within district or BOCES.	. . . and **THE SCHOOL PSYCHOLOGIST:** ☐ Assumes a state or national role in professional development activities.
ELEMENT E: School psychologists demonstrate high ethical standards.				
THE SCHOOL PSYCHOLOGIST: ✓ Maintains confidentiality of student records and information as required by law. ✓ Understands the need to hold high ethical standards for self and others.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Adheres to current legal and ethical principles and standards. ✓ Maintains confidentiality of all sensitive data.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Encourages colleagues to demonstrate ethical behavior.	. . . and **THE SCHOOL PSYCHOLOGIST:** ✓ Models and sets high expectations for ethical behavior for staff and students.

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.

- 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:
  - In-service workshops attended and provided
  - Students engaged in their own progress monitoring
- 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)*

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.

- 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
- 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