

Drafted Common SSP Standards and Elements

Specialized Service Professional Effectiveness Definition: Effective Specialized Service Professionals are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective specialized service professionals develop and/or implement evidence-based services or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. 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 outcomes and development of their students.

Quality Standard I: *Specialized Service Professionals demonstrate mastery of and expertise in the domain for which they are responsible.*

Element a: Specialized Service Professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

Element b: Specialized Service Professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

Element c: Specialized Service Professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.

Element d: Specialized Service Professionals demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

Element e: Specialized Service Professionals demonstrate knowledge of and expertise in their professions.

Quality Standard II: *Specialized Service Professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.*

Element a: Specialized Service Professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

Element b: Specialized Service Professionals demonstrate respect for diversity within the home, school, and local and global communities.

Element c: Specialized Service Professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

Element d: Specialized Service Professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

Element e: Specialized Service Professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

Quality Standard III: *Specialized Service Professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.*

Element a: Specialized Service Professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.

Element b: Specialized Service Professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

Element c: Specialized Service Professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

Element d: Specialized Service Professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

Element e: Specialized Service Professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

Element f: Specialized Service Professionals communicate effectively with students.

Element g: Specialized Service Professionals develop and/or implement services and/or specially designed instruction unique to their professions.

Quality Standard IV: *Specialized Service Professionals reflect on their practice.*

Element a: Specialized Service Professionals demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

Element b: Specialized Service Professionals link professional growth to their professional goals.

Element c: Specialized Service Professionals respond to complex, dynamic environments.

Quality Standard V: *Specialized Service Professionals demonstrate collaboration, advocacy and leadership.*

Element a: Specialized Service Professionals collaborate with internal and external stakeholders to meet the needs of students.

Element b: Specialized Service Professionals advocate for students, families and schools.

Element c: Specialized Service Professionals demonstrate leadership in their educational setting(s).

Element d: Specialized Service Professionals contribute knowledge and skills to educational practices and their profession.

Element e: Specialized Service Professionals demonstrate high ethical standards.

Quality Standard VI: *Specialized Service Professionals take responsibility for student outcomes.*

Element a: Specialized Service Professionals demonstrate high levels of student outcomes consistent with the requirements of their respective professions.

Element b: Specialized Service Professionals demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.