CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)
SCHOOL PSYCHOLOGIST/SOCIAL WORKER RUBRIC
2023-2024

The PROFESSIONAL	The PRACTICE
Standard 1: Culture and Climate Standard 2: Professionalism	Standard 3: Assessment Standard 4: Programming Standard 5: Compliance

Reminder: *All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.*

The PROFESSIONAL

Standard 1- CULTURE AND CLIMATE: School Psychologist/Social Worker collaborates with all students to create a respectful and positive culture and climate.

1.1 School Psychologist/Social Worker establishes and models positive relationships with students.

1: School Psychologist/Social Worker does not establish or model positive relationships with students.	2: School Psychologist/Social Worker is beginning to establish and model positive relationships with students.	3: School Psychologist/Social Worker establishes and models positive relationships with students.	4: School Psychologist/Social Worker maintains positive relationships by interacting with every student as an individual and differentiates interactions based on knowledge of each student, inside and outside the

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			classroom.

1.2 School Psychologist/Social Worker creates a learning environment that is safe, accessible and predictable.

1: School Psychologist/Social Worker does not create a learning environment that is safe, accessible or predictable.	2: School Psychologist/Social Worker is beginning to create a learning environment that is safe, accessible and predictable.	3: School Psychologist/Social Worker creates a learning environment that is safe, accessible and predictable.	4: School Psychologist/Social Worker uses proactive and preventative measures to ensure a safe learning environment *and* is sensitive to individual student needs and respectful of students' dignity.

1.3 School Psychologist/Social Worker engages and honors students as individuals with diverse strengths, needs and interests, across a range of ability levels by adapting services for the benefit of students.

1: School Psychologist/Social Worker does not engage and honor students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	2: School Psychologist/Social Worker is beginning to engage and honor students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	3: School Psychologist/Social Worker engages and honors students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	4: School Psychologist/Social Worker creates an environment where students participate with a high level of engagement and demonstrate self advocacy related to their needs and interests, as developmentally appropriate.

1.4 School Psychologist/Social Worker demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.

1: School Psychologist/Social Worker does not demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	2: School Psychologist/Social Worker is beginning to demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	3: School Psychologist/Social Worker demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	4: School Psychologist/Social Worker is aware of changing conditions at the national, state, or local level *and* responds appropriately to changes in the school or student environment in order to provide effective services.

Standard 2 - PROFESSIONALISM: School Psychologist/Social Worker demonstrates professional growth, leadership, and professionalism.

2.1 School Psychologist/Social Worker collaborates and communicates with relevant adults.

1: School Psychologist/Social Worker does not collaborate or communicate with relevant adults.	2: School Psychologist/Social Worker is beginning to communicate and collaborate with relevant adults.	3: School Psychologist/Social Worker collaborates and communicates with relevant adults.	4: School Psychologist/Social Worker provides mutual support and cooperation in collaborative settings. Psychologist/Social Worker assumes a leadership/proactive role in at least one aspect of school or district life.

2.2 School Psychologist/Social Worker develops goals aligned to professional growth needs.

1: School Psychologist/Social Worker does not develop goals aligned to professional growth needs.	2: School Psychologist/Social Worker is beginning to develop goals aligned to professional growth needs.	3: School Psychologist/Social Worker develops goals aligned to professional growth needs *and* the Psychologist/Social Worker measures their progress toward their professional goals.	4: School Psychologist/Social Worker is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve.

2.3 School Psychologist/Social Worker engages in professional learning to refine their practice.

1: School Psychologist/Social Worker does not engage in professional learning to refine their practice.	2: School Psychologist/Social Worker is beginning to engage in professional learning to refine their practice.	3: School Psychologist/Social Worker engages in professional learning to refine their practice *and* measures the impact of their professional learning.	4: School Psychologist/Social Worker actively seeks feedback from supervisors and colleagues *and* initiates additional learning opportunities for themselves and others in the school community.

2.4 School Psychologist/Social Worker differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of students.

1: School Psychologist/Social Worker does not differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of students.	2: School Psychologist/Social Worker is beginning to differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of students.	3: School Psychologist/Social Worker differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of students *and* promotes a strong partnership between school and home.	4: School Psychologist/Social Worker communicates effectively with families and relevant adults in a culturally sensitive manner and invites students to contribute to the communication (as appropriate) in order to engage families in a partnership with the school community.

2.5 School Psychologist/Social Worker demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

1: School Psychologist/Social Worker does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: School Psychologist/Social Worker is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: School Psychologist/Social Worker demonstrates professional and ethical conduct including following all laws, district policies and school procedures *and* displays professionalism, respect, honesty, integrity, and confidentiality in interactions with staff, students, and the community.	4: School Psychologist/Social Worker consistently models professional and ethical conduct and is a resource for colleagues to ensure the highest professional standards are held in all school-related interactions and decisions.

The PRACTICE

Standard 3 - ASSESSMENT: School Psychologist/Social Worker selects and uses quality assessment practices that allow students to demonstrate individual levels of functioning.

3.1 School Psychologist/Social Worker collaborates with the assessment team and other relevant individuals to plan and conduct sufficiently comprehensive individualized special education evaluations.

1: School Psychologist/Social Worker does not collaborate with the assessment team and other relevant individuals to plan and conduct sufficiently comprehensive individualized special education evaluations.	2: School Psychologist/Social Worker is beginning to collaborate with the assessment team and other relevant individuals to plan and conduct sufficiently comprehensive individualized special education evaluations.	3: School Psychologist/Social Worker collaborates with the assessment team and other relevant individuals to plan and conduct sufficiently comprehensive individualized special education evaluations.	4: School Psychologist/Social Worker consistently models and fosters an environment where team members and colleagues initiate and maintain ongoing communication in advance of and throughout the evaluation process to ensure a comprehensive and individualized special education evaluation.

3.2 School Psychologist/Social Worker demonstrates competency in the selection, administration, and interpretation of formal and informal assessments.

1: School Psychologist/Social Worker does not demonstrate competency in the selection,	2: School Psychologist/Social Worker is beginning to demonstrate competency in the	3: School Psychologist/Social Worker demonstrates competency in the selection, administration,	4: School Psychologist/Social Worker models and fosters collaboration in the selection,

administration, and interpretation of formal and informal assessments.	selection, administration, and interpretation of formal and informal assessments.	and interpretation of formal and informal assessments **and** creates a sufficient body of evidence to effectively address referral concerns.	administration, and interpretation of a variety of formal and informal assessments creating a cohesive, meaningful body of evidence specific to the student's educational needs.

3.3 School Psychologist/Social Worker collaborates with the assessment team to ensure an integrated, meaningful, and legally defensible evaluation report.

1: School Psychologist/Social Worker does not collaborate with the assessment team to ensure an integrated, meaningful, and legally defensible evaluation report.	2: School Psychologist/Social Worker is beginning to collaborate with the assessment team to ensure an integrated, meaningful, and legally defensible evaluation report.	3: School Psychologist/Social Worker collaborates with the assessment team to ensure an integrated, meaningful, and legally defensible evaluation report **and** synthesizes assessment data across all areas of evaluation.	4: School Psychologist/Social Worker models and fosters collaboration with the assessment team to ensure a legally defensible evaluation report that synthesizes assessment data across all areas of evaluation specific to each students' educational strengths and needs.

3.4 School Psychologist/Social Worker communicates evaluation results in a meaningful way that connects to each student's education.

1: School Psychologist/Social Worker does not communicate evaluation results in a meaningful way that connects to each student's education.	2: School Psychologist/Social Worker is beginning to communicate evaluation results in a meaningful way that connects to each student's education.	3: School Psychologist/Social Worker effectively communicates evaluation results in a meaningful way that connects to each student's education.	4: School Psychologist/Social Worker consistently models effective communication of evaluation results in a meaningful way that connects to the student's education **and** provides a synthesized, personalized understanding of each student's strengths and needs.

3.5 School Psychologist/Social Worker collaborates with the assessment team to connect evaluation results to eligibility and IEP development.

1: School Psychologist/Social Worker does not collaborate with the assessment team to connect evaluation results to eligibility and	2: School Psychologist/Social Worker is beginning to collaborate with the assessment team to connect evaluation results to	3: School Psychologist/Social Worker collaborates with the assessment team to connect evaluation results to eligibility and	4: School Psychologist/Social Worker consistently models and fosters the connection of evaluation results to eligibility and

IEP development.	eligibility and IEP development.	IEP development.	IEP development based on the student's strengths and needs.

Standard 4 - PROGRAMMING: School Psychologist/Social Worker collaborates with stakeholders to facilitate students' access to appropriate and individualized educational programs and supports.

4.1 School Psychologist/Social Worker uses evaluation and present level data to identify needs and write targeted, measurable goals aligned to the Colorado Academic Standards and relevant essential skills.

1: School Psychologist/Social Worker does not use evaluation and present level data to identify needs and write targeted, measurable goals aligned to the Colorado Academic Standards and relevant essential skills.	2: School Psychologist/Social Worker is beginning to use evaluation and present level data to identify needs and write targeted, measurable goals aligned to the Colorado Academic Standards and relevant essential skills.	3: School Psychologist/Social Worker uses evaluation and present level data to identify needs and write targeted, measurable goals aligned to the Colorado Academic Standards and relevant essential skills.	4: School Psychologist/Social Worker fosters collaboration regarding the use of evaluation and present level data to engage relevant adults and students (when appropriate) to identify needs, and write targeted, measurable goals.

4.2 School Psychologist/Social Worker determines services and selects evidence-based curriculum/tools in order to deliver appropriate mental health services.

1: School Psychologist/Social Worker does not determine services and select evidence-based curriculum/tools in order to deliver appropriate mental health services.	2: School Psychologist/Social Worker is beginning to determine services and select evidence-based curriculum/tools in order to deliver appropriate mental health services.	3: School Psychologist/Social Worker determines services and selects evidence-based curriculum/tools to deliver appropriate mental health services.	4: School Psychologist/Social Worker fosters collaboration in the determination of services, selects evidence-based curriculum/tools, **and** uses flexibility in service delivery to match the needs of the student.

4.3 School Psychologist/Social Worker uses evidence-based practices, applying knowledge of child development in the implementation and differentiation of programming tools or curriculum.

1: School Psychologist/Social Worker does not use evidence-based practices, applying knowledge of child development in the implementation and differentiation of programming tools or curriculum.	2: School Psychologist/Social Worker is beginning to use evidence-based practices, applying knowledge of child development in the implementation and differentiation of programming tools or curriculum.	3: School Psychologist/Social Worker uses evidence-based practices, applying knowledge of child development, to inform the implementation and differentiation of programming tools or curriculum.	4: School Psychologist/Social Worker includes student voices as developmentally appropriate, in the adjustment of programming tools or curriculum **and** demonstrates flexibility in the selection of tools and curriculum to match the strengths and needs of

			the student.

4.4 School Psychologist/Social Worker uses developmentally appropriate strategies to support students' development of critical thinking, problem solving skills and self-advocacy.

1: School Psychologist/Social Worker does not use developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	2: School Psychologist/Social Worker is beginning to use developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	3: School Psychologist/Social Worker uses developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	4: School Psychologist/Social Worker consults with relevant adults and collaborates with students to promote the development of critical thinking, problem-solving skills and self-advocacy.

4.5 School Psychologist/Social Worker differentiates instruction and demonstrates flexibility to meet individualized student needs.

1: School Psychologist/Social Worker does not differentiate instruction and demonstrates flexibility to meet individualized student needs.	2: School Psychologist/Social Worker is beginning to differentiate instruction and demonstrates flexibility to meet individualized student needs.	3: School Psychologist/Social Worker differentiates instruction and demonstrates flexibility to meet individualized student needs.	4: School Psychologist/Social Worker facilitates appropriate opportunities for students to advocate for themselves and ensures students are provided opportunities to take ownership of their own learning based on their developmental level.

4.6 Psychologist/Social Worker facilitates opportunities for all students to purposefully and safely use tools and available technology to access and/or participate in the educational setting.

1: School Psychologist/Social Worker does not facilitate opportunities for students to purposefully use tools and available technology to access and/or participate in the educational setting.	2: School Psychologist/Social Worker is beginning to facilitate opportunities for all students to purposefully use tools and available technology to access and/or participate in the educational setting.	3: School Psychologist/Social Worker facilitates opportunities for all students to purposefully and safely use tools and available technology to access and/or participate in the educational setting.	4: School Psychologist/Social Worker collaborates with students to select and use a variety of tools and available technology to enhance their access and/or participation in the educational setting in meaningful and relevant ways aligned with their developmental level.

4.7 School Psychologist/Social Worker uses data collection methods to monitor progress on goals in order to evaluate outcomes.

1: School Psychologist/Social Worker does not use data collection methods to monitor progress on goals in order to evaluate outcomes.	2: School Psychologist/Social Worker is beginning to use data collection methods to monitor progress on goals in order to evaluate outcomes.	3: School Psychologist/Social Worker uses data collection methods to monitor progress on goals in order to evaluate outcomes.	4: School Psychologist/Social Worker collaborates with students and other team members to monitor progress on goals and evaluate outcomes using a variety of data collection methods.

4.8 School Psychologist/Social Worker connects students and families with district and/or community resources/programming when appropriate.

1: School Psychologist/Social Worker does not connect students and families with district and/or community resources/programming when appropriate.	2: School Psychologist/Social Worker is beginning to connect students and families with district and/or community resources/programming when appropriate.	3: School Psychologist/Social Worker connects students and families with district and/or community resources/programming when appropriate.	4: School Psychologist/Social Worker collaborates with students, families, and community agencies to connect with community-based services and resources to match student needs.

Standard 5 - COMPLIANCE: School Psychologist/Social Worker demonstrates knowledge of and compliance with all applicable Special Education laws, regulations, district policies, and professional standards.

5.1 School Psychologist/Social Worker collaborates with the special education team to determine eligibility using disability eligibility criteria.

1: School Psychologist/Social Worker does not collaborate with the special education team to determine eligibility using disability eligibility criteria.	2: School Psychologist/Social Worker is beginning to collaborate with the special education team to determine eligibility using disability eligibility criteria.	3: School Psychologist/Social Worker collaborates with the special education team to determine eligibility using disability eligibility criteria.	4: School Psychologist/Social Worker models collaborative conversations when determining eligibility to incorporate the full body of evidence *and* encourages input from all team members and students (as appropriate).

5.2 School Psychologist/Social Worker collaborates with the special education team to write and implement legally defensible IEPs.

1: School Psychologist/Social Worker does not collaborate with	2: School Psychologist/Social Worker is beginning to collaborate	3: School Psychologist/Social Worker collaborates with the	4: School Psychologist/Social Worker models collaborative

the special education team to write and implement legally defensible IEPs.	with the special education team to write and implement legally defensible IEPs.	special education team to write and implement legally defensible IEPs.	conversations when writing legally defensible IEPs **and** encourages input from all team members and students (as appropriate).

5.3 School Psychologist/Social Worker communicates confidentially with appropriate stakeholders and follows legal and ethical practices for the benefit of students.

1: School Psychologist/Social Worker does not communicate confidentially with appropriate stakeholders and follows legal and ethical practices for the benefit of students.	2: School Psychologist/Social Worker is beginning to communicate confidentially with appropriate stakeholders and follows legal and ethical practices for the benefit of students.	3: School Psychologist/Social Worker communicates confidentially with appropriate stakeholders and follows legal and ethical practices for the benefit of students.	4: School Psychologist/Social Worker consistently models and fosters an environment where team members and colleagues maintain confidentiality of student and family information, holding one another accountable and maintaining high standards for professional behavior in the school and community.

5.4 School Psychologist/Social Worker follows professional standards and district expectations for keeping confidential student records and documentation of services.

1: School Psychologist/Social Worker does not follow professional standards and district expectations for keeping confidential student records and documentation of services.	2: School Psychologist/Social Worker is beginning to follow professional standards and district expectations for keeping confidential student records and documentation of services.	3: School Psychologist/Social Worker follows professional standards and district expectations for keeping confidential student records and documentation of services.	4: School Psychologist/Social Worker consistently meets professional standards and district expectations for keeping confidential student records and documentation of services (e.g., evaluations, progress monitoring, etc.) in a timely manner.

CITE Rubrics are designed to measure research-based, effective qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. ***Reminder:*** *All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for an educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for an educator to be rated a 4.*

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