

Boulder Valley School District Effective Specialized Service Professionals Standards – Social Workers and Psychologists

Child Development	Standard I: Social Workers/Psychologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element a: School social workers/psychologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of cognitive, intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the stages of cognitive, intellectual, social, and emotional development of their students 	<ul style="list-style-type: none"> ➤ Demonstrates knowledge of development by communicating stages of development to the educational community at the level at which they are working 	<ul style="list-style-type: none"> ➤ Demonstrates an understanding and applies knowledge of typical vs. atypical development and its impact on learning and life skills to guide intervention approach 	<ul style="list-style-type: none"> ➤ Facilitates access across learning environments so students can participate in educational experiences appropriate to their developmental level

Evidence Based Practice	Standard I: Social Workers/Psychologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element b: Social Workers/Psychologists demonstrate knowledge of and integrate evidence based practices that reduce barriers to learning		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Has knowledge of and training in evidence based practices to reduce barriers and support learning 	<ul style="list-style-type: none"> ➤ Can articulate evidence based practices in the areas of learning, social and emotional, and adaptive skills to the educational community at the level at which they are working 	<ul style="list-style-type: none"> ➤ Implements a variety of evidence based practices effectively which improves student access to learning 	<ul style="list-style-type: none"> ➤ Facilitates implementation of evidence based practices across educational settings

Interconnectedness	Standard I: Social Workers/Psychologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element c: School social workers/Psychologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the interconnectedness 	<ul style="list-style-type: none"> ➤ Communicates with educational team 	<ul style="list-style-type: none"> ➤ Uses knowledge of student 	<ul style="list-style-type: none"> ➤ Assists the educational

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ess of how SES, culture, language, home, school, etc. and community influence achievement	about the interplay of a student’s background and how these factors may be impacting their learning and growth	background to implement, evaluate and adapt services across a variety of students	community to foster an environment that bridges home and school that enhances learning for all students
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Crisis Prevention and Intervention	Standard I: Social Workers/Psychologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element d: Social Workers/Psychologists demonstrate knowledge of and expertise in crisis prevention and intervention		
Essentials	Partially Effective	Effective	Highly Effective
➤ Demonstrates an understanding of models of crisis prevention and intervention	➤ Articulates and identifies models of crisis prevention and intervention as they apply to the school setting	➤ Demonstrates competence in crisis response at the individual, school, and/or district level	➤ Plays an instrumental role in the school community and identifies specific models to be used in schools, such as ERT, Crisis Team, and other prevention efforts

Climate	Standard II: Social Workers/Psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element a: Social Workers/Psychologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
➤ Understands the importance of an environment in which each student experiences a caring and nurturing relationship	➤ Creates an environment that is supportive, inclusive and flexible and encourages positive relationships between students and staff	➤ Collaborates with school personnel to create a positive learning community through school-wide efforts like PBS and anti-bullying programs, and climate committees, etc. as appropriate to grade level	➤ Helps teams and school communities meaningfully use data in order to improve school climate

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Diversity	Standard II: Social Workers/Psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element b: Social Workers/Psychologists demonstrate respect for diversity with the home, school, and local and global communities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Considers student and family background characteristics in decision making, planning of assessments, and interventions 	<ul style="list-style-type: none"> ➤ Communicates intervention approaches and materials, which are compatible with the diverse backgrounds of students and families, and knows how to access them when not available. 	<ul style="list-style-type: none"> ➤ Applies a wide variety of assessment and intervention strategies in order to ensure that the needs of a diverse student population are being met 	<ul style="list-style-type: none"> ➤ Influences the school community and district leadership to understand and value all forms of diversity

Inclusion	Standard II: Social Workers/Psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element c: Social Workers/Psychologists select, create and/or support accessible and inclusive learning environments		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Values inclusive and equitable environments for all students, families, and professionals 	<ul style="list-style-type: none"> ➤ Identifies effective interventions that will engage all students with their unique backgrounds, strengths, interests and needs in the school and community 	<ul style="list-style-type: none"> ➤ Provides consultation to school personnel on strategies for meeting the individual needs of students, including differentiated instruction, equitable practices, and sensitive decision making 	<ul style="list-style-type: none"> ➤ Assumes a leadership position in the school and community in order to enhance opportunities and increase equity for diverse students

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Multi-Tiered Systems of Support	Standard III: Social Workers/Psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element a: Social Workers/Psychologists participate in the multidisciplinary team planning in accordance with local, state, and federal guidelines		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Is knowledgeable of RtI, MTSS, ADA, IEPs, 504 plans, and other federal, state, and local guidelines 	<ul style="list-style-type: none"> ➤ Is able to articulate the various models of meeting student needs across settings in order to help the school community design effective practices with varied levels of support 	<ul style="list-style-type: none"> ➤ Collaborates with students, parents, and faculty around local, state, and federal practices to individualize services for students 	<ul style="list-style-type: none"> ➤ Provides a leadership role in school based intervention teams, adhering to best practices for the level at which it is applied

Special Education Processes	Standard III: Social Workers/Psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element b: Social Workers/Psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands how to conduct reliable and valid assessments, and collects data from multiple sources in order to inform decision making including standardized and informal measures 	<ul style="list-style-type: none"> ➤ Is able to effectively share assessment results in a meaningful way in order to understand a student’s learning and/or social emotional needs 	<ul style="list-style-type: none"> ➤ Synthesizes multiple sources of information into multidisciplinary evaluation report to inform the development of effective interventions to promote student growth 	<ul style="list-style-type: none"> ➤ Is able to lead the special education team in conducting reliable evaluations and developing IEPs that are compliant with local, state, and federal guidelines

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Technology Integration	Standard III Social Workers/Psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element c: Social Workers/Psychologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Demonstrates an understanding of available technology, including Infinite Campus and Enrich 	<ul style="list-style-type: none"> ➤ Is able to use a variety of technological tools in order to streamline individual practice 	<ul style="list-style-type: none"> ➤ Utilizes and monitors technology to analyze outcomes, determine effective services, and offer innovative approaches to teaching and assessment 	<ul style="list-style-type: none"> ➤ Assists students and faculty with integrating technology into their regular practices in order to achieve their goals

Communication	Standard III: Social Workers/Psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element d: Social Workers/Psychologists communicate effectively with students, parents, and staff		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the importance of developing effective systems of communication 	<ul style="list-style-type: none"> ➤ Adjusts verbal and written communications to meet the varied needs of the audience 	<ul style="list-style-type: none"> ➤ Tailors communication with students to be both developmentally and culturally appropriate, and provides feedback related to their progress towards goals 	<ul style="list-style-type: none"> ➤ Facilitates high level communication with others using consensus based decision making processes

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Direct and Indirect Services	Standard III: Social Workers/Psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element e: Social Workers/Psychologists develop and/or implement services and/or specially designed instruction unique to their professions		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the continuum of support that might be available in a school setting 	<ul style="list-style-type: none"> ➤ Provides expertise and skills or interventions related to supporting the social and emotional needs of students both inside and outside of general education settings 	<ul style="list-style-type: none"> ➤ Utilizes best practice approaches to interventions, and evaluates the effectiveness of those interventions to continually adjust service delivery 	<ul style="list-style-type: none"> ➤ Can effectively teach appropriate strategies to students, parents, and faculty to help them manage their social and emotional needs

Research-based	Standard IV: Social Workers/Psychologists reflect on their practice		
	Element a: Social Workers/Psychologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Makes connections between school and classroom data and research-based practices for colleagues 	<ul style="list-style-type: none"> ➤ Analyzes student and system data to inform service provision 	<ul style="list-style-type: none"> ➤ Monitors and evaluates professional practices to determine what works for students 	<ul style="list-style-type: none"> ➤ Applies and evaluates new and innovative strategies for continuous improvement of school community

Ethics	Standard IV: Social Workers/Psychologists reflect on their practice		
	Element b: Social Workers/Psychologists demonstrate high personal standards and adhere to professional ethics and standards		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Maintains confidentiality of student records as required by law ➤ Adheres to the 	<ul style="list-style-type: none"> ➤ Demonstrates ethical behavior, including honesty, integrity, fair treatment, worth of the person, importance of 	<ul style="list-style-type: none"> ➤ Adheres to the profession’s code of ethics as a guide to ethical decision making 	<ul style="list-style-type: none"> ➤ Encourages colleagues to demonstrate ethical behavior ➤ Models and sets high expectations for

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laws, policies, procedures, and ethical standards of the profession	<p>human relationships, and respect for others</p> <ul style="list-style-type: none"> ➤ Complies with mandates related to informed consent, privacy, confidentiality, and access to records within the context of legal and ethical rights of students/parents 		ethical behavior for staff and students
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Professional Development	Standard IV: Social Workers/Psychologists reflect on their practice		
	Element c : Social Workers/Psychologists link professional growth to professional goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Participates in required building and district level professional development 	<ul style="list-style-type: none"> ➤ Participates in professional development essential to our professions 	<ul style="list-style-type: none"> ➤ Applies techniques learned through professional development to improve personal and school outcomes ➤ Seeks out feedback from students, team members, and other professionals to evaluate the effectiveness of our practice 	<ul style="list-style-type: none"> ➤ Develops and leads professional development at both the school and district level ➤ Actively participates in and assumes leadership positions at the school and district level in relation to professional development

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Collaboration		Standard V: Social Workers/Psychologists demonstrate collaboration, advocacy, and leadership		
		Element a: Social Workers/Psychologists collaborate with internal and external stakeholders to meet the needs of students		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Is able to identify the various stakeholders involved in a student's learning 	<ul style="list-style-type: none"> ➤ Can effectively facilitate a meeting that includes the voice of various stakeholders and shares / follows up on the recommendations of that meeting 	<ul style="list-style-type: none"> ➤ Develops and maintains an inclusive systems of communication involving stakeholders to plan, implement, and evaluate interventions for students 	<ul style="list-style-type: none"> ➤ Uses consensus based decision making to form effective partnerships to support students and the greater educational community 	

Advocacy		Standard V: Social Workers/Psychologists demonstrate collaboration, advocacy, and leadership		
		Element b: Social Workers/Psychologists advocate for students, families, and schools		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Understand the needs of individual students and the wider student body of their school 	<ul style="list-style-type: none"> ➤ Is able to clearly communicate student needs and suggests methods of reaching these needs to parents, teachers, and the larger school community 	<ul style="list-style-type: none"> ➤ Works together with teachers and the larger school community on order to ensure that student needs are being met, as appropriate for their grade level 	<ul style="list-style-type: none"> ➤ Helps students develop and demonstrate a variety of self-advocacy skills, and assists teachers with generalizing these strategies across settings 	

Leadership		Standard V: Social Workers/Psychologists demonstrate collaboration, advocacy, and leadership		
		Element c: Social Workers/Psychologists demonstrate leadership in their educational setting(s)		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Recognizes opportunities to develop leadership skills 	<ul style="list-style-type: none"> ➤ Participates in school activities and committees that are expected of all specialized service 	<ul style="list-style-type: none"> ➤ Provides leadership to school-based teams in order to ensure that SPED 	<ul style="list-style-type: none"> ➤ Initiates and leads collaborative activities and professional development with 	

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	professionals	teams are functioning effectively and contributing to and supporting a positive school climate	colleagues at building, district, state and national levels
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