

Certificated Service Provider Framework



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PREFACE: LAUSD Certificated Service Provider Framework

PURPOSE

The LAUSD Certificated Service Provider Framework describes clear expectations for effective certificated service providers, identifying exemplary practices that will enable us to meet our goal to ensure all our students graduate ready for the world (LAUSD Strategic Plan, pp. 2-4). The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique needs. The Certificated Service Provider Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse population including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Certificated Service Provider Framework describes practices that will help to prepare all students to be successful and productive 21st Century citizens, prepared for college and ready for their career. As the foundation for service provider practices in LAUSD, the Certificated Service Provider Framework acts as a guide for providers to analyze, reflect upon, and improve their practice independently, with colleagues, and/or with their administrator as part of the certificated service provider evaluation process, Educator Development and Support: Certificated Service Provider (EDSCSP).

EVIDENCE COLLECTION PROCESS

In order to analyze provider practice, evidence of a provider's practice must be assessed against the Certificated Service Provider Framework. Evidence is collected using strategies including observation of practice, professional conversations and artifacts. This diversified evidence collection process helps to ensure that providers' feedback, growth and development, and evaluation are informed by a variety of sources including students, administrators and providers themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Certificated Service Provider Framework, is representative of the provider's practice, and is free of bias. The evidence collection source for each element in the Certificated Service Provider Framework is indicated by an abbreviation located below the name of each element.

▶ **Observations of Practice (OP)** provide an opportunity for providers to demonstrate their practice in order to receive feedback that will support their professional growth and development. Observations of practice may include any visits/walkthroughs that take place as part of effective support practices in schools and offices.

▶ **Professional conversations (PC)** include the Initial Planning Conference, the Pre-Observation Conference and the Post-Observation Conference that are part of the EDSCSP Observation of Practice cycle, as well as any additional meetings where the provider and administrator discuss evidence of the provider's practice.

▶ **Artifacts (A)** can include planning documents, meeting agendas, annotated data sheets, parent call logs, student work samples, redacted Welligent or MiSiS records, or any other type of documentation that provides evidence of a provider's practice for a given element in the Certificated Service Provider Framework.

KEY TERMS

21st Century Skills refer to the following "super skills" as identified in the Common Core State Standards:

- ▶ **Communication:** Sharing thoughts, questions, ideas and solutions
- ▶ **Collaboration:** Working together to reach a goal - putting talent, expertise, and intelligence to work
- ▶ **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
- ▶ **Creativity:** Trying new approaches to get things done leads to innovation and invention.



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LAUSD CERTIFICATED SERVICE PROVIDER (CSP) FRAMEWORK

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: SERVICE ENVIRONMENT
<p>a. Demonstrating Professional Knowledge</p> <ol style="list-style-type: none"> 1. Knowledge of standards of practice 2. Knowledge of district and program priorities <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. Knowledge of student needs 2. Knowledge of student interests, language, and culture <p>c. Uses Data to Create Service Plans</p> <ol style="list-style-type: none"> 1. Designs services based on data to meet program objectives, district priorities, and legal requirements 2. Coordinates with other teams, service providers and agencies as appropriate to meet student needs 3. Uses data to coordinate the use of internal and/or external materials and resources 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Interactions with students 2. Interactions with colleagues and staff <p>b. Establishing a Safe and Supportive Culture</p> <ol style="list-style-type: none"> 1. Creates a confidential service area 2. Creates a safe and functional physical space 3. Create a supportive service environment 4. Provides suitable resources / referrals <p>c. Managing Procedures</p> <ol style="list-style-type: none"> 1. Manages program and service procedures 2. Manages materials and supplies 3. Manages related duties and responsibilities 4. Manages personnel
STANDARD 6: CAPACITY BUILDING AND PROGRAM EFFECTIVENESS	STANDARD 3: DELIVERY OF SERVICES
<p style="text-align: center;"><i>Standard 6 is developed for those providers in senior/lead service provider classifications</i></p> <p>a. Program Support and Capacity-Building</p> <ol style="list-style-type: none"> 1. Supports and builds the capacity of school or district personnel in implementing programs or services 2. Provides consulting and support to specific staff or administrators to ensure program and service delivery <p>b. Program Effectiveness</p> <ol style="list-style-type: none"> 1. Manages time; prioritizes high-leverage activities 2. Uses data to evaluate program effectiveness 3. Monitors the quality of services provided by collecting and analyzing program or school data 	<p>a. Communication</p> <ol style="list-style-type: none"> 1. Communicates the purpose and objectives of services to students, families, and care teams 2. Communicates procedures <p>b. Implementation</p> <ol style="list-style-type: none"> 1. Provides and/or manages services to students 2. Collaborates, coordinates, and/or facilitates services with multidisciplinary care teams 3. Engages students to advocate for their well-being 4. Uses time to meet District Priorities, Program Objectives, and Legal Requirements <p>c. Assessment</p> <ol style="list-style-type: none"> 1. Assesses relevant program and student data to ensure student service needs are met 2. Monitors student needs relative to services 3. Student self-assessment and progress monitoring <p>d. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responds and adjusts to meet student needs 2. Persists to ensure services are provided 3. Crisis management and engagement
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES
<p>a. Reflecting on Practice</p> <ol style="list-style-type: none"> 1. Accurate reflection 2. Use of reflection to inform future services 3. Selection of professional learning based upon reflection and data 4. Attends or implements professional learning to ensure knowledge of and compliance with applicable laws, regulations, district and federal mandates <p>b. Participating in a Professional Community</p> <ol style="list-style-type: none"> 1. Relationships with colleagues 2. Promotes and contributes to culture of professional inquiry and collaboration 	<p>a. Maintaining Records</p> <ol style="list-style-type: none"> 1. Tracks progress towards identified program outcomes 2. Manages accurate records 3. Tracks student data to monitor student and program needs and ensure compliance <p>b. Communicating with Families</p> <ol style="list-style-type: none"> 1. Information about the service program 2. Information about individual students 3. Engagement of families in the service program <p>c. Demonstrating Professionalism</p> <ol style="list-style-type: none"> 1. Ethical conduct and compliance with school, district, state, and federal regulations 2. Advocacy/intervention for students

Standard 1: **Planning and Preparation**

Standard 1: Planning and Preparation
Component 1a: Demonstrating Professional Knowledge

Providers must have sufficient knowledge of the services they provide and how their services fit into a larger context. Since providers have their own approach to services, they need to tailor services to the student and school community. Knowledge of services is not stagnant, but evolves over time and requires on-going and collaborative professional learning.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>1a1. Knowledge of Standards of Practice</p> <p><i>Knows the standards of their practice to customize services to the student and school community.</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not articulate sufficient knowledge of the standards of their practice verbally or in writing. There is no description of how this knowledge of their services fits into a larger context.</p>	<p>Provider articulates a basic knowledge of the standards of their practice verbally and/or in writing. The provider describes how the knowledge of their services fits into a larger context in general terms.</p>	<p>Provider articulates knowledge of the standards of their practice verbally and/or in writing and clearly describes how this knowledge of their services fits into a larger context.</p>	<p>Provider articulates advanced knowledge of the standards of their practice verbally and/or in writing and clearly describes how this knowledge of their services fits into a larger context, taking into consideration the student culture and language.</p>
<p>1a2. Knowledge of District and Program Priorities</p> <p><i>Uses knowledge of district and program priorities to plan services</i></p> <p>PC, A</p>	<p>Provider communicates few or inappropriate approaches to their service, which are not aligned to district and program priorities.</p>	<p>Provider communicates limited approaches to their service, which may or may not be aligned to district and program priorities.</p>	<p>Provider communicates intentional selection of effective, research-based approaches to their service and clearly describes how they are aligned to district and program priorities.</p>	<p>Provider communicates intentional selection of effective, research-based approaches to their service, clearly describes how they are aligned to district and program priorities, and reflects on how to communicate these priorities to students and families.</p>

Standard 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Providers must know their students: their strengths and weaknesses, their interests, their language, culture, and the outside influences, including exposure to trauma, that affect their well-being. Providers use this knowledge of students to plan services to ensure student needs are met.

Elements	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>1b1. Knowledge of Student Needs</p> <p><i>Uses information about student strengths and needs to plan services</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not demonstrate awareness of the strengths and needs of students and/or does not indicate that such knowledge is valuable.</p>	<p>Provider articulates verbally and/or in writing their knowledge of the strengths and needs of students, but may not regularly apply this knowledge to plan services.</p>	<p>Provider articulates verbally and/or in writing student strengths and needs, based on data. Provider uses this information to advocate services on behalf of students and their families and may collaborate, coordinate, consult and/or facilitate services with multi-disciplinary care teams.¹</p>	<p>Provider articulates verbally and/or in writing student strengths and needs and tracks relevant data to plan services. Provider explains how they use this information to advocate services on behalf of students and their families.</p>
<p>1b2. Knowledge of Student Interests, Language, and Culture</p> <p><i>Plans services based on student interests, language, and culture</i></p> <p>PC, A</p>	<p>Provider demonstrates little or no knowledge of the interests, language, and culture of the students in planning services.</p>	<p>Provider demonstrates some knowledge of the interests, language, and culture of students, but may not apply this knowledge to plan services.</p>	<p>Provider demonstrates current and accurate knowledge of the interests, language, and culture of students, and uses this information to plan and/or advocate for services on behalf of students and their families, and to collaborate, coordinate, and consult with multidisciplinary care teams.</p>	<p>Provider demonstrates current and accurate knowledge of the interests, language, and culture of students, and uses this information to plan and advocate for services on behalf of students and their families, and to collaborate, coordinate, consult and/or facilitate services with multidisciplinary care teams.</p>

¹ Multidisciplinary teams include student IEP teams, school teams, community agencies and other care providers as needed.

Standard 1: Planning and Preparation
Component 1c: Uses Data to Create Service Plans

Providers plan services based on assessment data to identify and determine a student’s need for services. Service plans are designed based on data analysis to monitor student well-being and growth over time and to meet program objectives, district priorities, and legal requirements. Providers collaborate with multi-disciplinary care teams as appropriate to ensure that student needs are being met. Assessment results and data are analyzed and used as part of the ongoing decision-making process, which include coordinating the use of relevant external and/or internal materials and resources.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>1c1. Designs Services Based on Data to Meet Program Objectives, District Priorities, and Legal Requirements</p> <p><i>Services are designed or selected based on data and purposefully and tightly aligned to the program objectives, district priorities, and legal requirements.</i></p> <p>EDSCSP Unified Element PC, A</p>	<p>Few or none of the planned services for target student population are based on data analysis. The alignment of services to the program objectives, district priorities, and legal requirements are unclear.</p>	<p>Some of the planned services for target student population are based on data analysis and aligned to the program objectives, district priorities, and legal requirements.</p>	<p>Most of the planned services for target student population are based on data analysis and clearly aligned to the program objectives, district priorities, and legal requirements.</p>	<p>All of the planned services for target student population are based on data analysis and tightly aligned to the program objectives, district priorities, and legal requirements. Provider clearly describes how the services align to the program objectives, district priorities, and legal requirements.</p>
<p>1c2. Coordinates with Other Teams, Service Providers and Agencies as Appropriate to Meet Student Needs</p> <p><i>The service plans are coordinated with other teams, service providers and agencies as appropriate to ensure that student needs are met.</i></p> <p>PC, A</p>	<p>Service plans are not coordinated with other teams, service providers and agencies as appropriate and may not be suitable for students.</p>	<p>Service plans are occasionally coordinated with other teams, service providers and agencies as appropriate based on an assessment of student needs.</p>	<p>Service plans are regularly coordinated with specific teams, service providers and agencies as appropriate based on program data and multiple assessments of student needs, and considers varying services from multidisciplinary care teams.</p>	<p>Service plans are collaboratively coordinated with specific teams, service providers and agencies as appropriate based on comprehensive assessments of student needs and program data, and considers varying services from multidisciplinary care teams, community services and other care providers.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>1 c3. Uses Data to Coordinate the Use of Internal and/or External Materials and Resources</p> <p><i>The provider uses assessment data to determine and coordinate the use of internal and/or external materials and resources.</i></p> <p>PC, A</p>	<p>The provider does not use assessment data to determine or coordinate the use of internal and/or external materials and resources.</p>	<p>The provider inconsistently uses assessment data to determine and coordinate the use of internal and/or external materials and resources.</p>	<p>The provider consistently uses assessment data to determine and coordinate the use of internal and/or external materials and resources.</p>	<p>The provider consistently and systematically uses assessment data to determine, coordinate, and monitor the use of internal and/or external materials and resources, and identify trends in the use of materials and resources to proactively plan and meet resource needs.</p>

Standard 2: **Service Environment**

Standard 2: The Service Environment
Component 2a: Creating an Environment of Respect and Rapport

Providing quality services depends, fundamentally, on the quality of relationships and trust among individuals. When service providers strive to engage students in a discussion or a procedure, their interactions with them speak volumes about the extent to which they value students as people and assist them to manage their health and well-being, and empathize with and understand the perspectives of others.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>2a1. Interactions with Students</p> <p><i>Service provider interactions with students demonstrate respect for their social emotional wellness, language, and culture, and creates a safe and supportive service environment.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>Provider interactions with at least some students may be negative, demeaning, sarcastic, or inappropriate to the age, language, or culture of the students. Student self-management and self-efficacy are not nurtured to support social emotional wellness. Students may exhibit disrespect for the provider.</p>	<p>Provider-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student language or cultures. Student self-management and self-efficacy are inconsistently nurtured and minimally support social emotional wellness. Students exhibit only minimal respect for the provider.</p>	<p>Provider-student interactions consistently demonstrate caring and respect. Such interactions are appropriate to the age, language, and cultures of the students. Student self-management and self-efficacy are consistently nurtured to support social emotional wellness. Students exhibit respect for the provider.</p>	<p>Provider-student interactions consistently demonstrate caring and respect. Interactions reflect linguistic and cultural understanding, and are appropriate to the age of the students. The provider routinely promotes, and students demonstrate, student self-management and self-efficacy skills that support social emotional wellness. Students trust the provider with sensitive information and have open dialogue in a variety of contexts.</p>
<p>2a2. Interactions with Colleagues and Staff</p> <p><i>The provider interacts with colleagues and school staff in a respectful, polite manner that promotes a positive service environment.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>Provider-colleague interactions are characterized by conflict, sarcasm, or put-downs, or lack of empathy.</p>	<p>Provider-colleague interactions are generally appropriate but may not consistently reflect respect, empathy, and tolerance.</p>	<p>Provider-colleague interactions are consistently respectful and demonstrate empathy and tolerance for others. Provider monitors interactions of others and provides respectful correction when needed.</p>	<p>Provider models and promotes interactions among colleagues and staff that are respectful, professional, polite, and demonstrate empathy and tolerance for others. Provider monitors interactions and treatment of peers, and engages peers to assume mutual responsibility to correct one another respectfully when needed to promote and ensure professional and respectful interactions.</p>

Standard 2: The Service Environment
Component 2b: Establishing a Safe and Supportive Culture

A “service environment” refers to the atmosphere created in the designated service area. It reflects the importance of the work undertaken by the provider and students. The service area reflects positive norms that govern the interactions among individuals and promotes a professional look necessary in a location where private services may be delivered or confidential conversations held. A “service environment” implies high expectations for all, ensuring confidentiality and privacy in usually busy places that nurture and support a growth mindset and self-efficacy.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>2b1. Creates a Confidential Service Area</p> <p><i>The provider understands the importance of confidentiality and is diligent in ensuring a confidential service area.</i></p> <p>○</p>	<p>Provider does not take steps to ensure confidentiality in conversations, interactions, and delivery of services, throughout the service area are not sufficient; confidentiality may be compromised.</p>	<p>Provider takes steps to ensure confidentiality in conversations, interactions, and delivery of services, throughout the service area; however, confidentiality may not be sufficiently protected.</p>	<p>Provider takes necessary steps to ensure and promote confidentiality in conversations, interactions, and delivery of services throughout the service area, including working with leadership as necessary to ensure that confidentiality is protected.</p>	<p>Provider takes necessary steps to ensure and guarantee confidentiality in conversations, interactions, and delivery of services, throughout the service area. When needed, the provider is proactive and works with leadership to anticipate any conditions that may compromise confidentiality and takes action to mitigate those conditions.</p>
<p>2b2. Creates a Safe and Functional Physical Space</p> <p><i>The physical space utilized for services is appropriate, ensuring student access and safety.</i></p> <p>○</p>	<p>The service area is unsafe. The physical arrangement of the space impedes student access to services and resources, creating an environment in which services may not be provided. Storage of medication, materials, or supplies may not be sufficient to ensure safety.</p>	<p>The service area is safe; however, the physical arrangement of the space may hinder student access to services and resources, at times creating an uncomfortable environment in which to deliver services. Storage of medication, materials, or supplies is sufficient to provide minimal safety.</p>	<p>The service area is safe, and the physical arrangement of the space is organized to support student access to services and resources. The organization and arrangement creates a comfortable environment in which services are delivered. Storage of medication, materials, or supplies is secured to ensure safety.</p>	<p>The service area is safe and welcoming. The physical arrangement of the space is flexible and organized to support student access to a variety of services and resources. The organization and arrangement creates a comfortable environment in which services are delivered to meet varying student needs. Storage of medication, materials, or supplies is proactively safeguarded and secured to ensure safety.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>2b3. Creates a Supportive Service Environment</p> <p><i>Provider creates a culture in the service area that reflects clear and high expectations about what is expected of students in order for them to engage in services and procedures.</i></p> <p>O</p>	<p>The service environment conveys a culture of low professionalism and expectations. Provider expectations for service outcomes, procedures, and personnel interactions are minimal or nonexistent. Provider expectations for students engaged in services lack specificity. Overall, expectations are unclear to all students and staff and not aligned to relative professional standards, resulting in an unwelcoming culture.</p>	<p>The service environment conveys a culture of modest professionalism and expectations. Provider expectations for service outcomes, procedures, and personnel interactions may be unclear. Provider expectations for students and staff engaged in services are inconsistent and partially aligned to relative professional standards. The culture may not feel supportive to all members of the school community.</p>	<p>The service environment conveys a culture of professionalism and high expectations. Provider expectations for service outcomes, procedures, and personnel interactions are clear and convey high expectations for students and staff when engaged in services or using the service area. Overall expectations are clear to all students and staff and aligned to relative professional standards. The culture feels supportive to all members of the school community.</p>	<p>The service environment conveys a culture of professionalism and high expectations. Provider expectations for service outcomes, procedures, and personnel interactions convey high expectations for students and staff engaged in services or using the service area, proactively reviewing expectations when appropriate. Overall expectations are internalized and understood by students and staff, and aligned to relative professional standards. The culture feels welcoming, safe and supportive to all members of the school community.</p>
<p>2b4. Provides Suitable Resources / Referrals</p> <p><i>Resources and information about outside agencies and services to which referrals may be made are current and available.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>Provider offers minimal resources, or resources may not be appropriate for students, staff, families, and caregivers. A directory of available resources and outside agencies/providers is incomplete, outdated, or nonexistent.</p>	<p>Provider offers some resources to students, staff, families, and caregivers, and maintains a directory of available resources and outside agencies/providers to which referrals or recommendations for services may be made, however information may be dated or disorganized.</p>	<p>Provider actively works to provide suitable and up-to-date resources to students, staff, families, and caregivers, and maintains a directory of available resources and outside agencies/providers to which referrals or recommendations for services may be made.</p>	<p>Provider proactively works to provide suitable and up-to-date resources to students, staff, families, and caregivers. A directory of available resources and outside agencies to which referrals or recommendations for services may be made is maintained, and outside agencies/providers are encouraged to provide updated and revised materials/resources.</p>

Standard 2: The Service Environment
Component 2c: Managing Procedures

A smoothly functioning service area is a prerequisite to delivering quality services. Providers must develop procedures for the smooth operation of the service area and the efficient use of time. Effective service providers establish routines and procedures at the outset of the school year and consistently monitor and adjust to maintain efficient operation. Transitions between services and time allocations are managed efficiently, including managing the use of time for record keeping and related tasks. Effective providers are familiar with crisis management and response and successfully execute emergency procedures in their areas of expertise.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>2c1. Manages Program and Service Procedures</p> <p><i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of service time.</i></p> <p>○</p>	<p>Service procedures, protocols, and routines are poorly managed and/or communicated, and may result in chaos, confusion, or loss of service time. Students may be unable to follow the procedures, protocols, and routines, sometimes even with provider direction.</p>	<p>Service procedures, protocols, and routines are inconsistently managed and/or communicated and may result in an inefficient use of service time. Some students may not understand and/or have difficulty following the procedures, protocols, and routines without provider direction and support.</p>	<p>Service procedures, protocols, and routines are organized, managed, and communicated resulting in an efficient use of service time. Students understand and follow the procedures, protocols, and routines with minimal direction.</p>	<p>Service procedures, protocols, and routines are proactively communicated, organized and managed to ensure a systematic and efficient use of service time. Students and other adults understand and follow the procedures, protocols, and routines with minimal direction, and may assist others less familiar.</p>
<p>2c2. Manages Materials and Supplies</p> <p><i>Materials and supplies are distributed/available to students in a way that does not interrupt the amount of time for service provision.</i></p> <p>○</p>	<p>Materials and supplies are handled inefficiently or have not been prepared in advance, resulting in significant loss of time or missed services.</p>	<p>Some materials are prepared in advance, but there is some loss of time while the provider accesses or gathers materials or supplies. Routines for handling materials and supplies function moderately well, but with some loss of time.</p>	<p>Materials are prepared and gathered in advance of the provided service or procedure. Routines for handling materials and supplies occur smoothly, with little loss of time. Students can assume some responsibility when appropriate and directed by the provider.</p>	<p>Materials are prepared and gathered in advance of the provided service or procedure. Routines for effectively using and handling a variety of materials and supplies are seamless, with students independently assuming responsibility when appropriate.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>2c3. Manages Related Duties and Responsibilities</p> <p><i>Any non-service/program duties are performed with minimal interruption to services.</i></p> <p>O, A</p>	<p>The provider has not implemented systems to manage program responsibilities, considerable service time is lost in performing non-service duties.</p>	<p>The provider has attempted to develop and implement systems for performing non-service duties and program responsibilities, however there may be some occasional loss of service time.</p>	<p>The provider has developed and implemented efficient systems for performing non-service duties and program responsibilities are in place, resulting in efficient use of time with minimal to no loss of service time.</p>	<p>The provider has well established, standardized, and efficient systems for performing non-service duties and program responsibilities ensuring efficient operation and no loss of service time.</p>
<p>2c4. Manages Personnel</p> <p><i>Volunteers and support personnel are managed, and have clear roles that ensure effective operations and service delivery.</i></p> <p>O</p>	<p>Parent leaders, volunteers and/or service assistants have few or no clearly defined duties or tasks, and are idle or distracting.</p>	<p>Provider inconsistently manages parent leaders, volunteers and/or service assistants and may have to intervene or provide direct supervision.</p>	<p>Provider regularly manages parents, volunteers and/or service assistants and ensures there are clear directions regarding tasks or procedures for which they aid.</p>	<p>Provider manages parents, volunteers and/or service assistants and ensures there are clear directions and role expectations provided to them in advance of them carrying out duties.</p>

Standard 3: **Delivery of Services**

Standard 3: Delivery of Services
Component 3a: Communication

Communication of services to be provided impacts student and family understanding of the service, and its need to ensure the well-being of the student and school community. To ensure understanding, providers need to clearly frame the purpose and objectives of the services for the individual and school community as a whole. Providers must communicate reasonable and appropriate explanations, provide directions, describe procedures with clarity, and explain any possible outcomes and follow-up procedures.

	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3a1. Communicates the Purpose and Objectives of Services to Students, Families, and Care Teams</p> <p><i>The purpose of the service is communicated clearly to all students and relevant stakeholders, respecting their culture and language.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not explain the purpose or objective of the service(s) or make connections to other service(s) needed to improve student well-being. Services are provided and/or managed as activities to be completed without an explanation of the purpose or objective.</p>	<p>Provider attempts to explain the purpose and objective of the service(s), however, the outcome is not clear, or connected to other service(s) needed to improve student well-being. Few students and relevant stakeholders understand or can communicate the purpose and need for the service(s).</p>	<p>Provider generally explains the purpose, objectives, and outcome(s) of the service to most students, families, and care teams, including connections to other services to improve well-being. Most students and relevant stakeholders understand and can communicate the need for and outcome(s) of the service(s).</p>	<p>Provider consistently explains the purpose, objectives, and outcome(s) of the service to all students, families, and care teams. Students and relevant stakeholders make connections to other services needed to improve their well-being and can communicate the need for and outcome(s) of the services.</p>
<p>3a2. Communicates Procedures</p> <p><i>All directions and procedures are clearly communicated to students and relevant stakeholders.</i></p> <p>O</p>	<p>Provider directions and procedures are confusing to students and relevant stakeholders.</p>	<p>The clarity of provider directions and procedures is inconsistent. Provider clarifies directions when prompted by, or observing, student and relevant stakeholder questions or confusion.</p>	<p>Provider directions and procedures are clear to students. Provider checks for student understanding of directions and the procedures and attends to possible student and relevant stakeholder misunderstandings/concerns.</p>	<p>Provider directions and procedures are clear, complete, and anticipate possible student and relevant stakeholder misunderstandings/concerns. Provider has multiple ways to check for student and relevant stakeholder understanding. Students and relevant stakeholders can articulate, paraphrase, and/or demonstrate their understanding.</p>

Standard 3: Delivery of Services
Component 3b: Implementation

Effective providers design and implement services that give students, and when appropriate families and caregivers, confidence, understanding, and a feeling of ownership. The highly effective provider manages and provides services to students that develop a self-awareness of their needs related to their health and well-being.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3b1. Provides and/or Manages Services to Students</p> <p><i>The provider manages and provides services in a timely and systematic manner.</i></p> <p>O, A</p> <p>EDSCSP Unified Element</p>	<p>Service needs are not met. Services are not provided to students. Services are not managed, or the inability to follow required procedures may result in a lapse in services.</p>	<p>Service needs are generally met. However, the systematic delivery of services is inconsistent. Services management is rudimentary and may result in an occasional lapse in services.</p>	<p>Service needs are identified and are provided as required. Services are managed systematically to ensure that they are delivered in a timely manner with no lapse in services.</p>	<p>Service needs are anticipated, identified and services provided as required. Services are managed proactively and systematically to ensure that they are delivered in a timely manner with no lapse in services.</p>
<p>3b2. Collaborates, Coordinates, and/or Facilitates Services with Multidisciplinary Care Teams²</p> <p><i>The provider collaborates, coordinates and facilitates multidisciplinary care teams to ensure that student needs are met.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not collaborate, coordinate, consult and/or facilitate services with multidisciplinary care teams. Student needs and services may not be met, and the appropriate protocols and requirements are not followed as specified in the service plan.</p>	<p>Provider inconsistently collaborates, coordinates, consults and/or facilitates services with multidisciplinary care teams. Student needs and services may be incompletely met, and appropriate protocols and requirements inconsistently followed as specified in the service plan.</p>	<p>Provider consistently collaborates, coordinates, consults and/or facilitates services with multidisciplinary care teams to ensure student needs are met, and appropriate protocols and requirements are followed as specified in the service plan.</p>	<p>Provider proactively seeks opportunities to engage others to collaborate, coordinate, consult and/or facilitate services with multidisciplinary care teams, to ensure student needs are met. Provider has developed procedures that ensure the appropriate protocols and requirements are followed as specified in the service plan.</p>

² Multi-disciplinary teams include student IEP teams, school teams, community agencies and other care providers as needed.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3b3. Engages Students to Advocate for their Well-Being.</p> <p><i>The provider develops opportunities and builds student self-advocacy skills that support their well-being.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p> <p>3b4. Uses time to meet District Priorities, Program Objectives, and Legal Requirements.</p> <p><i>The provider makes use of time to meet district priorities, program objectives, and legal requirements.</i></p> <p>O, A, PC</p> <p>EDSCSP Focus Element</p>	<p>Seldom, or never, provides opportunities to engage students to advocate for their well-being. Does not advocate for students and their families or support them to build self-advocacy skills unless directed to do so, or when it is required as part of a student service plan.</p> <p>Provider uses time inefficiently, or fails to prioritize tasks to meet program objectives, District priorities, and legal requirements</p>	<p>Provides limited opportunities to engage students to advocate for their well-being when reminded or encouraged to do so. Advocates for students and their families and supports them to build self-advocacy skills when asked or when opportunities are presented.</p> <p>Provider uses time somewhat efficiently, prioritizes some tasks to meet program objectives, District priorities, and legal requirements.</p>	<p>Regularly develops opportunities to engage students to advocate for their well-being as part of the service plan. Engages with students and their families and supports them to build self-advocacy skills when possible.</p> <p>Provider regularly uses time efficiently, and prioritizes tasks to meet program objectives, District priorities, and legal requirements.</p>	<p>Creates routines and systems that programmatically engage students and build their skills to advocate for their well-being as part of their service plan. Proactively engages and advocates for students and their families to build self-advocacy skills.</p> <p>Provider consistently and proactively organizes time, prioritizing tasks to consistently meet program objectives, District priorities, and legal requirements. Demonstrates exceptional foresight and efficiency in all aspects of time management.</p>

Standard 3: Delivery of Services
Component 3c: Assessment

Assessment is an integral part of identifying and determining student needs for services. Assessing student needs must account for a range of assessment strategies that are expertly selected based upon student emotional, social, academic, and psychological profiles. Providers ensure that students and families are aware of objectives for assessments, inform them of what is hoped to be learned from the assessments, and leverage feedback from a student’s multidisciplinary care team. Assessment results and data are carefully analyzed as part of the ongoing decision-making process relative to creating and providing a service plan.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3c1. Assesses Relevant Program and Student Data to Ensure Student Service Needs are Met</p> <p><i>The provider systematically analyzes and interprets program and student data to ensure student needs are met.</i></p> <p>O, A</p>	<p>Provider does not analyze and interpret program and student data to identify student needs and completes appraisals only when directed to report the status of student needs being addressed.</p>	<p>Provider analyzes and interprets program and student data to identify student needs when necessary and completes appraisals as needed to report the status of student needs being addressed.</p>	<p>Provider regularly and routinely analyzes and interprets program and student data to identify student needs and completes appraisals to ensure student needs are met.</p>	<p>Provider systematically and routinely analyzes and interprets program and student data to identify student needs and proactively completes appraisals to ensure student needs are met.</p>
<p>3c2. Monitors Student Needs Relative to Services</p> <p><i>The provider consistently and systematically monitors student needs and services.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not monitor the well-being of students and the degree to which student needs are met through the services provided to them.</p>	<p>Provider inconsistently monitors the well-being of students and the degree to which student needs are met through the services provided to them.</p>	<p>Provider regularly and consistently monitors the well-being of students and the degree to which student needs are met through the services provided to them.</p>	<p>Provider is proactive and develops systems through which the well-being of students and the degree to which student needs are met and services provided to them are monitored.</p>
<p>3c3. Student Self-Assessment and Progress Monitoring</p> <p><i>The provider administers student self-assessment and builds student awareness of well-being to foster self-efficacy in students.</i></p> <p>O, A</p>	<p>Provider does not build awareness of student well-being, providing required services with minimal to no student engagement in the monitoring and assessment of their health services.</p>	<p>Provider builds awareness of student well-being through direct communication and service plan status reports. Student engagement in the monitoring and assessment of their health services is inconsistent and minimally fosters self-efficacy.</p>	<p>Provider builds awareness of student well-being by administering self-assessments and engages students when appropriate in the monitoring of their health services to foster self-efficacy.</p>	<p>Provider builds awareness of student well-being through administering self-assessments and engages students when appropriate in the monitoring of their health services to foster self-efficacy. Students demonstrate self-efficacy by using feedback to self-monitor and improve their service plans.</p>

Standard 3: Delivery of Services
Component 3d: Demonstrating Flexibility and Responsiveness

Effective practitioners demonstrate flexibility and responsiveness in their service area. They ensure student needs are met by making adjustments to services based on assessment of student needs and employing multiple strategies and resources to meet diverse student needs.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3d1. Responds and Adjusts to Meet Student Needs</p> <p><i>The provider adjusts service plans in response to the needs of the students.</i></p> <p>O, A</p>	<p>Provider makes no attempt to modify, adjust, and adapt plans to meet student needs even when changes are clearly needed, resulting in lost/denied access to services, curriculum, and resources over periods of time.</p>	<p>Provider attempts to modify, adjust, and adapt plans to meet student needs; however, access to services, curriculum and resources may be interrupted for short periods of time.</p>	<p>Provider ensures student needs are met and access to services, curriculum, and resources are continuous through modifying, adjusting, and adapting plans.</p>	<p>Provider, students, and families/care providers work collaboratively to ensure student needs are met and access to services, curriculum, and resources are continuous through modifying, adjusting, and adapting plans.</p>
<p>3d2. Persists to Ensure Services are Provided</p> <p><i>The provider persists in seeking flexible approaches to ensure student needs are supported.</i></p> <p>O, A</p>	<p>Provider does not take initiative in seeking flexible approaches, or contributes lack or results to other factors when confronted with obstacles to providing services. Student needs and the desired outcomes are not achieved.</p>	<p>Provider accepts responsibility in seeking flexible approaches to the delivery of services, but strategies are limited. Student needs are inconsistently supported, and the desired outcomes may not be fully achieved.</p>	<p>Provider persists in seeking flexible approaches to the delivery of services, drawing on a broad repertoire of strategies. Student needs are consistently supported to ensure the desired outcomes are achieved.</p>	<p>Provider persists in seeking flexible approaches to the delivery of services drawing on a broad repertoire of strategies, with students, families, and caregivers assuming responsibility when appropriate. Collaboration between the provider and family/caregiver ensures that needs are consistently supported so that the desired outcomes are achieved.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3d3. Crisis Management and Engagement</p> <p><i>The provider responds immediately and appropriately in the event of a school/campus crisis.</i></p> <p>O, A</p> <p>EDSCSP Focus Element</p>	<p>In the event of a school/campus crisis, provider may not respond, or responds inappropriately, in areas in which the provider has expertise and responsibility. The provider does not assume any crisis management role even in areas of expertise or responsibility.</p>	<p>In the event of a school/campus crisis, provider responds appropriately in areas in which the provider has expertise and responsibility but may be reluctant to assume any crisis management role even in areas of expertise or responsibility.</p>	<p>In the event of a school/campus crisis, provider responds immediately and appropriately, assuming management of the responses in areas in which the provider has expertise and responsibility.</p>	<p>Provider works collaboratively with school leadership and proactively plans crisis responses. In the event of a school/campus crisis, the provider responds immediately and appropriately, assuming management of the responses in areas in which the provider has expertise and responsibility and helps others engage effectively in the crisis response.</p>

Standard 4: **Additional Professional Responsibilities**

Standard 4: Additional Professional Responsibilities
Component 4a: Maintaining Records

Accurate records inform service decisions and interactions with parents, students, and multidisciplinary teams. They inform practice and make providers more responsive to individual student needs by tracking student data over time. Service records include medical history, immunizations, interventions, program and school attendance, discipline, services provided and student response to services, etc. Providers should use available technology for record keeping. Efficiency of operation in record-keeping is a key to success. Well-designed and implemented systems require very little ongoing maintenance.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4a1. Tracks Progress Towards Identified Program Outcomes</p> <p><i>Provider monitors how students are progressing toward the identified program outcomes.</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider has no system for maintaining information on student progress toward meeting the identified program outcomes. Student progress cannot be tracked.</p>	<p>The system used by the provider for recording and maintaining information on student progress is rudimentary and only partially effective. Student progress is inconsistently or randomly monitored and tracked.</p>	<p>Provider system for recording and maintaining information on student progress is well-organized and tracks student progress towards the identified outcomes. System allows for tracking student progress over time.</p>	<p>Provider system for recording and maintaining information on student progress is well-organized, efficient, and tracks student progress towards the identified outcomes. System allows for tracking student progress over time. Students and/or their families or caregivers contribute information and participate in monitoring and recording student progress.</p>
<p>4a2. Manages Accurate Records</p> <p><i>Provider accurately and efficiently manages service records.</i></p> <p>PC, A</p> <p>EDSCSP Unified Element</p>	<p>Provider does not maintain an adequate system for managing and recording student service records, resulting in errors, confusion, or misrepresentation of services. Student records do not sufficiently document services to illustrate compliance as required to meet program, district, and state audit requirements.</p>	<p>Provider maintains an adequate system for managing and recording student service records, but frequent monitoring may be needed to avoid errors. Student records may only partially document services to illustrate compliance as required to meet any program, district, and state audit requirements.</p>	<p>Provider maintains an organized system for managing and sufficiently recording student service records. Student records fully document services to illustrate compliance as required to meet any program, district, and state audit requirements.</p>	<p>Provider maintains an organized system for managing and sufficiently recording student service records that systematically serves as a communication tool for students, families, caregivers or between outside agencies. Student records fully document services to illustrate compliance as required to meet any program, district, and state audit requirements.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4a3. Tracks Student Data to Monitor Student and Program Needs and Ensure Compliance</p> <p><i>Provider submits records within the expected timelines, ensures student and program needs are met and complies with policy and regulations.</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not organize and maintain student data adequately to document attainment of program objectives. Details necessary to assess student and program needs and to ensure compliance with district, region, and/or state regulators are missing, contain errors, or are unusable.</p>	<p>Provider minimally organizes and maintains student data to document attainment of program objectives. Details necessary to assess student and program needs and to ensure compliance with district, region, and/or state regulators is barely sufficient, requiring occasional oversight or assistance.</p>	<p>Provider organizes and maintains student data that documents attainment of program objectives, includes details to assess student and program needs and to ensure compliance with district, region, and/or state regulators.</p>	<p>Provider organizes and maintains student data that documents attainment of program objectives, includes details to assess student and program needs and to ensure compliance with district, region, and/or state regulators, and incorporates procedures to help communicate student progress and needs to students, families, caregivers.</p>

Standard 4: Additional Professional Responsibilities
Component 4b: Communicating with Families

Parents/guardians care deeply about the physical, social, mental and emotional health of their child and appreciate meaningful communication regarding their child's health and wellness. Communication should include personal contact that will establish positive and on-going two-way communications.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4b1. Information About the Service Program</p> <p><i>The provider informs families about the service program in order to be clear about the expectations.</i></p> <p>PC, A</p>	<p>Provider communicates little or no information about the service program to students, families, or caregivers. Provider does not utilize technology, or other communication means to enhance parent-provider communication, resulting in uninformed students, families, or caregivers.</p>	<p>Provider communicates required information but offers little additional information about the service program to families. Technology and/or other communication means are minimally used to enhance parent-provider communication. Communication is mostly one-way, from the provider to the student, family or caregiver.</p>	<p>Provider communicates required and additional information on a regular basis to families about the service program. Provider uses technology and other communication means to enhance parent-provider communication.</p>	<p>Provider communicates required and on-going additional information to students, families, and caregivers about the service program. Provider regularly incorporates technology and other communication tools to enhance two-way parent-provider communication and engages students and parents to better understand the program and the desired outcomes for the student(s).</p>
<p>4b2. Information About Individual Students</p> <p><i>The provider is able to respond to families about the progress of individual students, respecting the family language and culture.</i></p> <p>PC, A</p>	<p>Provider communicates minimal information to families about individual student health / wellness progress, or the communication is inappropriate to the language and cultures of the families. Responses to family concerns are ignored or not handled with professional and cultural sensitivity, or ignored.</p>	<p>Provider adheres to school- required procedures for communicating with families about individual student health / wellness progress. Responses to family concerns are minimal or may reflect occasional insensitivity to language or cultural norms.</p>	<p>Provider communicates with families or caregivers about individual student health/wellness progress on a regular basis, beyond required reports and parent conferences, demonstrating sensitivity to language and cultural norms. Provider is available as needed to respond to family concerns and shares information about available resources or interventions.</p>	<p>Provider frequently communicates with families or caregivers about individual student health/wellness progress, beyond required reports and parent conferences, demonstrating sensitivity to language and cultural norms. Responses to family concerns are handled quickly. Provider is proactive in communicating concerns and providing families or caregivers information</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
				regarding resources, interventions, and enrichment opportunities.
<p>4b3. Engagement of Families in the Service Program</p> <p><i>The provider communicates and collaborates with families, respectful of their language and culture, to create a partnership around the student service program and social emotional wellness.</i></p> <p>EDSCSP Focus Element</p> <p>PC, A</p>	<p>Provider demonstrates no attempt to engage families in the student service program or social emotional wellness, and/or provider attempts are insensitive to language and cultural norms.</p>	<p>Provider demonstrates limited attempts to engage families in the student service program or social emotional wellness. Provider inconsistently demonstrates sensitivity to language and cultural norms.</p>	<p>Provide regularly engages families or caregivers in the service program and social emotional wellness in multiple ways, using technology and/or methods that invite input. Provider demonstrates sensitivity to language and cultural norms.</p>	<p>Provider frequently engages families or caregivers in the student service program and social emotional wellness in multiple ways, using technology and/or other methods that invite family input. Provider collaborates with families or caregivers to contribute ideas that enhance participation in support of meeting student needs and improving student wellness. Provider demonstrates sensitivity to language cultural norms.</p>

Standard 4: Additional Professional Responsibilities
Component 4c: Demonstrating Professionalism

Professional providers display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Providers recognize that the purpose of schools is to educate students and embrace a responsibility to ensure that every student will have access to learning opportunities and programs, and will be provided the necessary support to ensure that they can engage to their fullest potential. Providers are keenly alert to and advocate for the needs of their students. Providers demonstrate a commitment to professional standards, problem solving and decision-making. Professional providers comply with school, district, state and federal regulations, procedures and standards of practice.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4c1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</p> <p><i>The provider exhibits integrity and ethical conduct in all interactions with the school and community and complies with all rules and regulations of the profession.</i></p> <p>PC, A</p>	<p>Provider displays dishonesty in interactions with colleagues, students, parents, the school community, and the public or provider does not comply with school and district regulations.</p>	<p>Provider is honest in interactions with colleagues, students, parents, the school community, and the public. Provider attempts to comply with school and district regulations and/or is inconsistent in modeling a professional demeanor.</p>	<p>Provider displays high standards of honesty, integrity, discretion, and confidentiality in interactions with colleagues, students, parents, the school community, and the public. Provider supports and fully complies with school, district, federal and professional regulations, and models professional demeanor.</p>	<p>Provider displays high standards of honesty, integrity, discretion, and confidentiality and takes a leadership role in interactions with colleagues, students, parents, the school community, and the public. Provider supports and fully complies with school, district, federal and professional regulations, and models professional demeanor. Provider takes a leadership role in articulating standards and regulations in the school/district.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4c2. Advocacy / Intervention for Students</p> <p><i>The provider is aware of student needs and advocates for all students, particularly those who may be underserved.</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider fails to use their knowledge of student needs to advocate and intervene for students. Provider contributes to school practices that result in some students being ill-served by the school.</p>	<p>Provider makes limited use of their knowledge of student needs to advocate for students, or to intervene on behalf of students, to address practices that result in some students being underserved.</p>	<p>Provider regularly uses their knowledge of student needs to actively advocate for students, or to intervene on behalf of students, to ensure that all students receive an opportunity to succeed.</p>	<p>Provider consistently uses their knowledge of student needs to advocate for students. Provider is proactive in challenging negative attitudes or practices to ensure that all students, particularly those traditionally underserved, can succeed and are honored in the school. Provider intervenes on behalf of students, seeking out resources as needed and advocating for the student.</p>

Standard 5: Professional Growth

**Standard 5: Professional Growth
Component 5a: Reflecting on Practice**

Reflecting on services is the mark of a true professional. The importance of reflection on practice is governed by the belief that services can never be perfect, yet it can be continually improved. With practice and experience in reflection, providers become more discerning and can evaluate both their strengths and areas of growth. Skilled reflection is characterized by accuracy, specificity and ability to use the analysis of their reflection in future services.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5a1. Accurate Reflection</p> <p><i>The provider can analyze the service to determine what went well in the service.</i></p> <p>PC, A</p>	<p>Provider misjudges the success of a service.</p>	<p>Provider has a general impression of service effectiveness and uses that impression to determine the extent to which the service goals were met.</p>	<p>Provider uses criteria to assess service effectiveness and the extent to which it achieved the service goals; the provider cites evidence to support the judgment.</p>	<p>Provider uses specific criteria to assess service effectiveness and the extent to which it achieved the service goals. The provider cites specific examples from the service to support the judgment and provides rationales for service choices.</p>
<p>5a2. Use of Reflection to Inform Future Services</p> <p><i>The provider uses reflection to inform and plan services.</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not consider evidence from the delivery of services and has no suggestions for what could be improved when providing subsequent services.</p>	<p>Provider uses minimal evidence from the service delivery and/or offers general suggestions for what could be improved to improve services, to address student needs and understanding, or to enhance service delivery.</p>	<p>Provider uses evidence from the service delivery to identify and describe specific next steps to improve services, to address student needs and understanding, or to enhance service delivery.</p>	<p>Provider uses multiple evidence sources from the service delivery to identify and describe intentional service practices to improve services, to address student needs and understandings, or to enhance service delivery. The provider presents a rationale for service delivery options, describing anticipated impact on service delivery.</p>

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5a3. Selection of Professional Learning Based on Reflection and Data</p> <p><i>The provider uses reflection to inform and plan future services.</i></p> <p>PC, A</p>	<p>Provider rarely engages in reflective practices to determine professional needs, or limited reflections do not result in a change in services or professional growth.</p>	<p>Provider occasionally reflects on data to inform future planning of services and professional development needs. Irregular reflection results in minimal change in services or professional growth.</p>	<p>Provider regularly and accurately uses data to inform specific next steps for future services and professional development needs. Consistent and accurate reflection results in appropriate change in services and professional growth.</p>	<p>Provider systematically and accurately uses multiple sources of data to identify and describe intentional next steps for future services and professional development needs. The reflective culture of the provider contributes to a climate of ongoing or sustained growth and improvement of practice.</p>
<p>5a4. Attends and/or Implements Professional Learning to Ensure Knowledge of and Compliance with Applicable Laws, Regulations, District and Federal Mandates</p> <p><i>The provider regularly attends professional development and implements research-based, professional learning.</i></p> <p>PC, A</p> <p>EDSCSP Focus Element</p>	<p>Provider does not, or rarely, participates in or implements learning from professional development to ensure knowledge of and compliance with applicable laws, regulations, district and federal mandates.</p>	<p>Provider occasionally, or when required, participates in learning from professional development to ensure knowledge of and compliance with applicable laws, regulations, district and federal mandates. Provider demonstrates minimal implementation and/or impact of these changes on service delivery and/or management.</p>	<p>Provider actively and regularly seeks out or participates in professional development to ensure knowledge of and compliance with applicable laws, regulations, district and federal mandates. Provider demonstrates the implementation and impact of these changes on service delivery and/or management.</p>	<p>Provider actively and regularly seeks out opportunities for and participates in professional development to ensure knowledge of and compliance with applicable laws, regulations, district and federal mandates. Provider works with colleagues to implement service changes and demonstrates the degree to which service changes have produced the desired impact.</p>

Standard 5: Professional Growth
Component 5b: Participating in a Professional Community

Participation in a professional community requires active involvement, the promotion of a culture of collaboration and inquiry that improves services. Relationships with colleagues are an important aspect of creating a culture where expertise, resources, insights, and experiences are shared. The goal of the professional community is improved services for students and the school community.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5b1. Relationships with Colleagues</p> <p><i>The provider supports and cooperates with colleagues in order to promote a professional work culture.</i></p> <p>PC, A</p>	<p>Relationships with colleagues are often negative or disruptive.</p>	<p>Provider maintains cordial relationships with some colleagues.</p>	<p>Relationships with colleagues are supportive and cooperative.</p>	<p>Relationships with colleagues are supportive and cooperative. Provider takes initiative in promoting positive relationships among colleagues.</p>
<p>5b2. Promotes and Contributes to Culture of Professional Inquiry and Collaboration</p> <p><i>The provider promotes a culture of inquiry for the purpose of improving services and collaborates with colleagues to do so.</i></p> <p>PC, A</p>	<p>Provider resists attendance at required department or district-sponsored professional development meetings.</p>	<p>Provider attends only required department or district-sponsored professional development meetings.</p>	<p>Provider actively participates in department or district-sponsored professional development meetings. Provider promotes a culture of professional inquiry and collaboration by actively participating in professional learning communities with colleagues.</p>	<p>Provider actively participates in and contributes to the design or facilitation of department or district-sponsored professional development meetings. Provider initiates or takes a leadership role in professional learning communities with colleagues.</p>

Standard 6: **Capacity Building and Program Effectiveness**

Standard 6: Program Accountability and Improvement
Component 6A: Program Support and Capacity-Building

Ensuring program quality and providing services is goal-directed and designed to achieve certain, well-defined purposes. To ensure a quality program that provides services to meet student needs while complying with district, state and federal guidelines and regulations, school service providers must provide consulting, support, and training as needed to staff, guided by assessment data that informs to the degree to which desired outcomes are achieved.

	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>6a1. Supports and Builds the Capacity of School or District Personnel in Implementing Programs or Services</p> <p><i>The provider supports school or district personnel in implementing programs through training, support, and resource recommendations or provisions.</i></p> <p>O, PC, A</p>	<p>Does not support school or district personnel in implementing programs and/or providing services, through training, technical support, and/or technical medical expertise. Rarely recommends or provides resources to assist staff and multi-disciplinary teams.</p>	<p>Occasionally supports school or district personnel in implementing programs and/or providing services, through training, technical support, and/or technical medical expertise. Occasionally recommends or provides resources to assist staff and multi-disciplinary teams in implementing programs and/or service plans.</p>	<p>Regularly supports school or district personnel in implementing programs and/or providing services, through training, technical support, and/or technical service expertise. Regularly recommends or provides resources to assist in staff and multi-disciplinary team implementing programs and/or service plans.</p>	<p>Systematically and in collaboration with others, supports school or district personnel in implementing programs and/or providing services, through training, technical support, and/or technical medical expertise to address site-specific situations. Proactively provides resources (along with relevant training) to assist staff and multidisciplinary teams in implementing programs and/or service plans.</p>
<p>6a2. Provides Consulting and Support to Specific Staff or Administrators to Ensure Program and Service Delivery</p> <p><i>The provider provides consulting, mentoring, and support based on objective evidence.</i></p> <p>O, PC, A</p>	<p>Rarely provides consulting, mentoring or support to staff within a designated program. Fails to use objective evidence from observations or documents to identify strengths or areas of need. May determine next steps for the staff to ensure program and service needs are met,</p>	<p>Provides occasional consulting, mentoring and support to staff within a designated program. Occasionally uses objective evidence from observations or documents to identify strengths or areas of need. Determines actionable next steps that may result in improved implementation of program / services.</p>	<p>Provides consulting, mentoring and support based on individual needs and strengths of staff within a designated program. Consistently uses objective evidence from observations or documents to identify strengths and areas of need. Collaboratively determines actionable next steps that result in</p>	<p>Provides systematic and differentiated consulting, mentoring and support based on individual needs and strengths of staff within a designated program. Consistently uses objective evidence from observations and documents to identify strengths and areas of need. Facilitates a collaborative process where a staff member determines actionable next</p>

	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
	but there is little evidence that required program/ services are implemented.		improved program / services.	steps, leading to improved program / services.

Standard 6: Program Accountability and Improvement
Component 6b: Program Effectiveness

It is through the articulation of program outcomes that the provider describes the purposes and objectives of their services and can monitor and assess the effectiveness of the program. The outcomes should be clear and related to the well-being of the student and school community. Clear and well- stated program outcomes and service objectives direct service providers to the data needed to assess program effectiveness, develop and implement service plans to ensure overall effectiveness.

	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>6b1. Manages Time; Prioritizes High-Leverage Activities</p> <p><i>The provider prioritizes high-leverage activities and manages personnel and resources to address those priorities.</i></p> <p>O, PC, A</p>	<p>Does not identify high-leverage activities; fails to organize schedule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and school priority areas receive inadequate or no attention.</p>	<p>Identifies high-leverage activities within the area(s) of responsibility; inconsistently organizes services and the oversight of others so that high-leverage activities and service priority areas receive limited attention.</p>	<p>Identifies high-leverage activities; proactively organizes schedule and provides oversight to others when appropriate to ensure that high-leverage activities and service priority areas receive adequate attention and are the focus of the provider.</p>	<p>Systematically identifies high-leverage activities for self and other staff as appropriate; proactively organizes schedule and provides oversight to others to ensure that high-leverage activities and service priority areas are the ongoing focus of the provider and receive necessary attention. Collaborates with staff to ensure that their time is aligned with the highest-leverage activities.</p>
<p>6b2. Uses Data to Evaluate Program Effectiveness</p> <p><i>The provider identifies and uses a variety of relevant program and service data for evaluative purposes.</i></p> <p>O, PC, A</p>	<p>Does not identify data relevant to program effectiveness. Rarely analyzes data to determine program effectiveness or next steps. Does not share conclusions with relevant stakeholders or district leaders; or conclusions are based on opinions or anecdotes, rather than on systematic data analysis.</p>	<p>May identify relevant data sources that inform program effectiveness. Occasionally analyzes data to determine program effectiveness or next steps. Occasionally shares data analysis and conclusions with relevant stakeholders or district leaders.</p>	<p>Identifies relevant data sources to determine program effectiveness. Regularly analyzes multiple sources of data to determine program effectiveness and specific next steps. Regularly shares data analysis and conclusions with relevant stakeholders and district leaders.</p>	<p>Proactively identifies relevant data sources that demonstrate program effectiveness. Systematically analyzes multiple sources of qualitative and quantitative data to determine program effectiveness and specific next steps. Proactively shares data analysis and conclusions with relevant stakeholders and district leaders.</p>

	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>6b3. Monitors the Quality of Services Provided by Collecting and Analyzing Program or School Data</p> <p><i>The provider monitors data to ensure service quality and attainment of program objectives.</i></p> <p>O, PC, A</p>	<p>Neglects responsibility to gather program and related service data and insufficiently analyzes or evaluates the data in whole or part to monitor the quality of services. Does not accurately interpret data or assess the quality of services.</p>	<p>Inconsistently gathers program and related service data; inconsistently analyzes or evaluates the data as a whole to monitor the quality of services, but may identify some areas of need. Communicates areas of need and may suggest program adjustments to stakeholders for consideration.</p>	<p>Frequently and regularly gathers a variety of program and related service data; analyzes and evaluates the data as a whole to monitor the quality of services and determine areas of need. Communicates areas of need and program revisions or adjustments to stakeholders.</p>	<p>Establishes systemic processes to gather a variety of program and related service data; facilitates collaborative reviews, analysis, and evaluation of the data as a whole with stakeholders to monitor the quality of services, determine areas of need, and develop responses or program adjustments as necessary.</p>