# Mapleton Evaluation System for Mental Health Providers (School Psych's & Social Workers)

### Domain 1: Planning and Preparation (Mental Health Provider)

1a Apply	1a Applying Knowledge				
Ħ	Unsatisfactory	Basic	Proficient	Distinguished	
on	1	2	3	4	
Overall Compor Determinatic	The Mental Health Provider does not demonstrate knowledge of applicable guidelines, laws, and regulations.	The Mental Health Provider demonstrates limited knowledge of applicable guidelines, laws, and regulations.	The Mental Health Provider demonstrates knowledge of applicable guidelines, laws, and regulations.	The Mental Health Provider provides professional learning to ensure colleagues understand applicable guidelines, laws, and regulations.	

1b Know	1b Knowing and Valuing Students					
	Unsatisfactory	Basic	Proficient	Distinguished		
ب	1	2	3	4		
n n	The Mental Health Provider plans	The Mental Health Provider plans	The Mental Health Provider plans	The Mental Health Provider plans		
one	and practices demonstrate minimal	and practices demonstrate partial	and practices demonstrate solid	and practices demonstrate deep		
	understanding of developmental	understanding of developmental	understanding of developmental	understanding and a high degree of		
Comp	characteristics, skills, and needs of	characteristics, skills, and needs of	characteristics, skills, and needs of	skill in fostering student learning		
1 C	each individual student.	each individual student.	each individual student and enables	and development to support		
al:			therapist to build upon student	academic and personal success. The		
zera De			assets.	therapist uses this knowledge to		
O <sub>1</sub>				create meaningful and realistic		
				applications to differentiate		
				instruction.		

1c	1c Setting Clear and Appropriate Goals to Support Student Needs				
		Unsatisfactory	Basic	Proficient	Distinguished
	nt ion	1	2	3	4
Overall	Componer Determinati	Student goals are unclear, lack rigor or are inappropriate to meet the needs of the students served.	Student goals are somewhat clear, moderately rigorous and are appropriate to meet the needs of some students served.	Student goals are rigorous, clearly defined, and appropriately designed to meet needs and grade level standards of the students served.	Student goals are distinctly defined, rigorous, achievable, and highly appropriate to support generalization of skills in a variety of settings.

1d Iden	1d Identifies and Uses Resources Effectively					
	Unsatisfactory	Basic	Proficient	Distinguished		
nt	1	2	3	4		
Overall Compone Determination	The Mental Health Provider does not demonstrate knowledge of school or district resources to support the program and students and makes no attempt to gain this knowledge.	The Mental Health Provider demonstrates limited knowledge of school or district resources to support the program and students and makes limited attempts to develop this knowledge.	The Mental Health Provider is knowledgeable of resources available to support the program and students within the school and district and continually seeks additional resources to support the program and students.	The Mental Health Provider has deep and extensive knowledge of available resources within and external to the school and district and works closely with key stakeholders to identify and utilize additional resources.		

1e Planning and Designing Practices to Support Student Success				
	Unsatisfactory	Basic	Proficient	Distinguished
t on	1	2	3	4
Overall Component Determination	The Mental Health Provider's plan consists of a random collection of unrelated activities that are not aligned or integrated with student goals	The Mental Health Provider's plan consists of some worthwhile activities, but are not fully aligned and integrated with student goals.	The Mental Health Provider has developed a plan that consists of intentionally designed services that are fully aligned and integrated with student goals.	The Mental Health Provider's plan is highly coherent, preventative, and intentionally designed to support student assumption of learning in all settings.

1f Selecting and Interpreting Assessments					
	Unsatisfactory	Basic	Proficient	Distinguished	
ent	1	2	3	4	
oone	The Mental Health Provider has	The Mental Health Provider	The Mental Health Provider selects	The Mental Health Provider has	
np nat	little to no knowledge of scope of	demonstrates limited knowledge of	appropriate assessments to	selected appropriate assessments,	
Cor	assessments.	scope of assessments and ability to	evaluate the student and interpret	accurately interpreted results, and	
II (		interpret and apply results	results accurately to determine	communicates results to	
era Det		accurately.	necessary supports and services.	stakeholders for integration of	
JAC				services across all settings and	
				disciplines.	

# Domain 2: Learning Environment (Mental Health Providers)

2a Cultivating Respectful and Affirming Environments					
ıt	Unsatisfactory	Basic	Proficient	Distinguished	
ner	1	2	3	4	
Overall Compor Determinatic	The environment is characterized by negativity, disrespect and insensitivity.	The environment is partially characterized by caring and respectful interactions.	The environment is characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating environments characterized by a sense of community where each member feels safe, valued, and connected.	

2b Foste	2b Fostering a Culture for Positive Mental Health					
	Unsatisfactory	Basic	Proficient	Distinguished		
nt	1	2	3	4		
Overall Componen Determinati	The Mental Health Providers makes no attempt to establish a culture for positive mental health in the school as a whole.	The Mental Health Provider attempts to promote a culture throughout the school for positive mental health but is only partially successful.	The Mental Health Provider consistently promotes a culture throughout the school for positive mental health among students and teachers.	The Mental Health Provider promotes a culture of shared responsibility for positive mental health throughout the school as a whole.		

2c Refer	2c Referral Processes and Procedures					
t	Unsatisfactory	Basic	Proficient	Distinguished		
n n	1	2	3	4		
oone	There is no evidence of processes	The Mental Health Provider has	Referral processes and procedures	The Mental Health Provider		
mp na	and procedures to guide referrals	developed a partial set of processes	are well defined. All stakeholders	develops referral processes and		
Cor	to the mental health provider.	and procedures to guide mental	know and understand what to do to	procedures in collaboration with		
all		health referrals but has not	refer a student to the mental health	school staff. Referral processes and		
erg		effectively communicated these to	provider.	procedures are effectively		
00		all stakeholders.		communicated and understood by		
				all stakeholders.		

2d Supporting Positive Student Behavior					
_	Unsatisfactory	Basic	Proficient	Distinguished	
nt tion	1	2	3	4	
all nen	The little evidence of explicit	Positive behavior is modeled by the	The Mental Health Provider	The Mental Health Provider helps	
/er npo mi	modeling, instruction, or guidance	mental health provider and	promotes and appropriately	promote the standards beyond	
Over Compo Determi	related to positive student	occasionally taught explicitly.	addresses behavior by modeling,	their direct services, framing a	
C	behavior.		redirecting, and encouraging	culture of expectations for student	
			reflection.	behavior throughout the school.	

2e Organ	2e Organizing Physical Space					
ıt	Unsatisfactory	Basic	Proficient	Distinguished		
ner	1	2	3	4		
Overall Compone Determination	Mental health space is unsafe, inaccessible, and/or not conducive to learning and development.	Mental health spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Mental health spaces are safe, accessible, and organized to address the needs of individual learners with the context of shared experiences.	Mental health spaces are thoughtfully designed in a flexible and inviting manner to address the needs of individuals and create collaborative and joyful spaces for all to learn and grow.		

# Domain 3: Delivery of Services (School Psych and Social Worker)

3a Communication About Purpose of Services					
	Unsatisfactory	Basic	Proficient	Distinguished	
u	1	2	3	4	
Overall Component Determinatio	Communication about the mental health services is unclear, confusing, or nonexistent, and it hinders student progress toward goal attainment.	Communication about the mental health services is mostly clear and accurate, it partially supports goal attainment.	Communication about the mental health services is accurate and clear to students and staff; it supports active engagement and learning experiences in pursuit of student goals.	Communication about the mental health services is detailed and relevant to students' goals, inviting students and staff to think critically and contribute to learning; it encourages curiosity and supports student autonomy.	

3b Using	3b Using Questioning and Discussion Techniques							
	Unsatisfactory	Basic	Proficient	Distinguished				
ion it	1	2	3	4				
Overall Componen Determinati	Questioning and discussion, while providing services, are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the mental health provider, are used to support student learning and engagement.	Questioning and discussion, framed or led by the mental health provider and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop and generalize skills learned through services provided.				

3c Facili	3c Facilitating School-Based Special Education Team						
	Unsatisfactory	Basic	Proficient	Distinguished			
ut	1	2	3	4			
Overall Componer Determination	Mental Health Provider fails to assume leadership of the Special Education team.	Mental Health Provider only assumes leadership of the Special Education team when directed to do so.	Mental Health Provider assumes leadership of the Special Education team; encourages collaboration, communicates with all team members regularly, and establishes and ensure that processes and procedures are in place.	The Special Education team operates under a shared leadership model, and feels empowered to take ownership of team responsibilities.			

3d Administering and Interpreting Assessments						
	Unsatisfactory	Basic	Proficient	Distinguished		
t on	1	2	3	4		
Overall Component Determinati	Mental Health Provider does not have a clear understanding of appropriate assessments needed or the ability to interpret an assessment.	Mental Health Provider has some understanding of appropriate assessments, but only interprets results with support.	Mental Health Provider selects and administers appropriate formal evaluations and interprets and communicates results accurately and with validity.	Mental Health Providers are skilled in administering a variety of assessments and have the ability to participate in an inter-disciplinary integration of results to holistically support student needs.		

3e Responding Flexibly to Student Needs						
	Unsatisfactory	Basic	Proficient	Distinguished		
u	1	2	3	4		
Overall Component Determination	Mental Health Provider makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	Mental Health Provider makes some adjustments to learning experiences and is responsive to student needs with partial success.	Mental Health Provider adjustments and responsiveness leads to deeper understanding for students and staff.	Based on self-monitoring and reflection, students advocate for their own needs, leading to adjustments and revisions that spark new learning opportunities.		

# Domain 4: Principled Practice (School Psych and Social Worker)

4a Engag	4a Engaging in Reflective Practice						
	Unsatisfactory	Basic	Proficient	Distinguished			
ıt	1	2	3	4			
ne on	Mental Health Provider does not	Mental Health Provider reflects	Mental Health Provider regularly	Mental Health Provider reflections			
po eti	reflect on their practice and does	somewhat on the effectiveness of	reflects on the implementation and	are both specific and perceptive, not			
<u>E</u> <u>E</u>	not identify areas for improvement.	their practice and is able to identify	impact of the services, providing	only citing evidence for the			
		some areas for improvement.	concrete and specific examples of	reflections, but also applying			
E E			challenges and successes. The	professional judgement to			
era			provider identifies areas for	determine why goals were or were			
			improvement.	not met. Identified areas of			
				improvement are acted upon.			

4b Docui	4b Documenting and Maintaining Accurate Records						
	Unsatisfactory	Basic	Proficient	Distinguished			
<b>u</b>	1	2	3	4			
Overall Component Determinatio	Mental Health Provider does not document student progress and keeps minimal, or no record of services provided.	Mental Health Provider keeps some documentation of student progress; however, documentation is not always timely, accurate, and/or appropriate and related to student goals.	Mental Health Provider keeps detailed documentation of student progress is timely, accurate, and appropriate and related to student goals.	Mental Health Provider documents and celebrates students' progress toward their goals and shares reports that are timely, accurate, comprehensive, and specifically developed for the intended audience.			

4c Engag	4c Engaging Families and Communities						
	Unsatisfactory	Basic	Proficient	Distinguished			
ent	1	2	3	4			
ono ior	Mental Health Provider does not	Mental Health Provider makes	Mental Health Provider engages	School staff shares responsibility in			
lat lat	engage students' families, or the	some effort to engage families and	students' families and communities	engaging students' families and			
on uin	community, engages them	communities and does so in a	in a respectful and culturally	communities, demonstrates a clear			
	infrequently, or does so	respectful manner.	responsive manner, and actively	value from the role they play in			
all	disrespectfully.		works to leverage community	student learning and is focused on			
rera Det			connections to support student	forging partnerships that further			
6			needs.	the academic and personal success			
				of each and every student.			

4d Contributing to School Community and Culture						
1	Unsatisfactory	Basic	Proficient	Distinguished		
eni	1	2	3	4		
Overall Compon Determination	Mental Health Provider is not an active member of the school or district community and/or contributes negatively to the culture.	Mental Health Provider selectively engages with school and district communities, typically when asked, and make modest contributions to the culture.	Mental Health Provider actively supports, contributes, and participates in school and district communities and contributes positively to the culture.	Mental Health Provider seeks opportunities and makes significant contributions to school and district communities and consistently models and promotes a positive culture.		

4e Growing and Developing Professionally						
t t	Unsatisfactory	Basic	Proficient	Distinguished		
en u	1	2	3	4		
Overall Compon Determination	Mental Health Provider does not participate in professional learning.	Mental Health Provider participates only in professional learning that is required by the district or state and does not share any professional learning with colleagues.	Mental Health Provider seeks and engages in professional learning and schedules opportunities to share professional learning with colleagues.	Mental Health Provider exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.		

4f Acting in Service of Students							
	Unsatisfactory	Basic	Proficient	Distinguished			
ent	1	2	3	4			
npone, ation	Mental Health Provider acts	Mental Health Provider acts	Mental Health Provider models high	Mental Health Provider is a leader			
mpc	unethically and does not	ethically and attempts to make	standards of ethical practice and	in the school in defining and			
Com	understand the needs of students or	deliberate decisions in the best	wise decision making on behalf of	upholding high standards of ethical			
	make decisions in their best	interest of students, families, and	students, families, and colleagues.	practice and modeling wise			
erall Dete	interest.	colleagues.		decision-making that hones the			
er? Det				inherent worth and dignity of each			
0				and every student and prioritizes			
				their needs.			