

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

Domain 1: Planning and Preparation (Mental Health Provider)

<i>1a Applying Knowledge</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>1b Knowing and Valuing Students</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The Mental Health Provider plans and practices demonstrate minimal understanding of developmental characteristics, skills, and needs of each individual student.	The Mental Health Provider plans and practices demonstrate partial understanding of developmental characteristics, skills, and needs of each individual student.	The Mental Health Provider plans and practices demonstrate solid understanding of developmental characteristics, skills, and needs of each individual student and enables therapist to build upon student assets.

<i>1c Setting Clear and Appropriate Goals to Support Student Needs</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

1d Identifies and Uses Resources Effectively

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

1e Planning and Designing Practices to Support Student Success

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

1f Selecting and Interpreting Assessments

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The Mental Health Provider has little to no knowledge of scope of assessments.	The Mental Health Provider demonstrates limited knowledge of scope of assessments and ability to interpret and apply results accurately.	The Mental Health Provider selects appropriate assessments to evaluate the student and interpret results accurately to determine necessary supports and services.

Domain 2: Learning Environment (Mental Health Providers)

<i>2a Cultivating Respectful and Affirming Environments</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>2b Fostering a Culture for Positive Mental Health</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>2c Referral Processes and Procedures</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		There is no evidence of processes and procedures to guide referrals to the mental health provider.	The Mental Health Provider has developed a partial set of processes and procedures to guide mental health referrals but has not effectively communicated these to all stakeholders.	Referral processes and procedures are well defined. All stakeholders know and understand what to do to refer a student to the mental health provider.

<i>2d Supporting Positive Student Behavior</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		The little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the mental health provider and occasionally taught explicitly.	The Mental Health Provider promotes and appropriately addresses behavior by modeling, redirecting, and encouraging reflection.

<i>2e Organizing Physical Space</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

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

<i>3a Communication About Purpose of Services</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>3b Using Questioning and Discussion Techniques</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>3c Facilitating School-Based Special Education Team</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

3d Administering and Interpreting Assessments

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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)

<i>4a Engaging in Reflective Practice</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		Mental Health Provider does not reflect on their practice and does not identify areas for improvement.	Mental Health Provider reflects somewhat on the effectiveness of their practice and is able to identify some areas for improvement.	Mental Health Provider regularly reflects on the implementation and impact of the services, providing concrete and specific examples of challenges and successes. The provider identifies areas for improvement.

<i>4b Documenting and Maintaining Accurate Records</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>4c Engaging Families and Communities</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		Mental Health Provider does not engage students' families, or the community, engages them infrequently, or does so disrespectfully.	Mental Health Provider makes some effort to engage families and communities and does so in a respectful manner.	Mental Health Provider engages students' families and communities in a respectful and culturally responsive manner, and actively works to leverage community connections to support student needs.

4d Contributing to School Community and Culture

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	Mental Health Provider acts unethically and does not understand the needs of students or make decisions in their best interest.	Mental Health Provider acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	Mental Health Provider models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	Mental Health Provider is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that hones the inherent worth and dignity of each and every student and prioritizes their needs.