



Saskatchewan
Ministry of
Education

Student Support Services Service Delivery Model Rubrics

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Supports for Learning Unit
Student Achievement and Supports Branch

Introduction

The service delivery rubrics which follow outline the components of effective practice associated with student support services. School divisions participate in a Student Support Services Review Process or a Continuous Improvement Framework & Accountability Conference as part of the Ministry of Education's commitment to continuous improvement.

These processes involve school divisions taking the following key steps:

- selecting priority area(s) from the rubrics as focus areas for continued development;
- compiling school division data; and,
- fostering common understandings and mentoring of partners.

Other components of the processes include:

- strategic discussions between school divisions and the Ministry of Education;
- alignment of the review process with the strategic priorities of the Ministry of Education; and,
- the option of inviting partners.

The service delivery rubrics, coupled with the Student Support Services Review Process and Continuous Improvement Framework & Accountability Conferences provide direction and guidance towards an accountability framework that supports continuous improvement and ultimately leads to improved achievement for all Saskatchewan students.

Rubric A: Inclusionary Philosophy & Beliefs

Core Element	Not Evident <i>Actions that are incongruent or out-of-step with the intent of the guiding principles</i>	Emerging/ Developing <i>Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice</i>	Evident <i>Actions that are reflective of the guiding principles</i>	Exemplary <i>Actions at such a high level that they are associated with 'ideal' practice</i>
Inclusive Attitudes	School division/school personnel resist the inclusion of students with diverse and/or intensive needs; personnel believe these students are better served outside of regular education classes/schools and that their inclusion will negatively impact the education of the regular school population; personnel are unaware of the research pertaining to inclusive education	School division/school personnel believe that the school division/school has a responsibility to meet the needs of students with diverse and/or intensive needs; teachers attend professional development on inclusive education topics; some classroom teachers express frustrations with inclusion due to inadequate support/resources	School division/school personnel are well aware of the inclusive education research, including its goals, benefits, and practices; personnel understand that inclusive education is interconnected with an inclusive society; personnel are dedicated to developing positive learning communities that value student diversity	School division/school personnel: a) understand and accept inclusive philosophy, b) support the inclusion values of participation, belonging, and interaction, c) recognize the benefits of inclusion for students with and without disabilities, d) embrace the value of diversity and the importance of creating positive learning communities, e) use the inclusive philosophy to guide their decision-making, f) meet the challenges of inclusion with a problem-solving mind-set, and g) acknowledge their responsibility for the education and success of all students
Inclusive Practice	Students receive educational programming primarily in a special education classroom, a resource room, or a therapy room; special education and regular education operate as separate enterprises	Students receive educational programming primarily in a special classroom, a resource room, or therapy room; inclusive practices occur in some schools, but it is yet to be widespread within the school division; some students considered for inclusion into regular classroom setting(s) with support and relevant programming; student support services teacher and classroom teacher share information	Students receive instruction in heterogeneous groups in the regular classroom and other school settings with support and relevant programming; specialized programming outside of the regular classroom is utilized when learner outcomes are not achieved within the classroom setting and/or when this is the least restrictive environment for students; classroom teacher engages in instructional planning based on inclusionary practices and beliefs; student support services teacher works in collaboration with regular education to program and monitor student outcomes	Students are supported in a range of age-appropriate classrooms in neighborhood schools; sufficient supports exist within regular classrooms for successful achievement of appropriate outcomes for students; classroom teachers engage in instructional planning based on inclusionary practices and beliefs; school personnel take purposeful action to create a welcoming, responsive, and inclusive environment; personnel work in collaborative teams

<p>Organizational Structures that Support Inclusive Education</p>	<p>Organization structures that support inclusive education are not evident</p>	<p>School division/school personnel discuss the structures that are required to support inclusive education, but actions in this direction are not consistently monitored or implemented</p>	<p>School division/school personnel are aware of the structures required to support inclusive education and have taken action to implement such structures; personnel continually examine structures and practices with a view to eliminate barriers to inclusion</p>	<p>School division/schools purposefully develop and implement organizational structures that support inclusion, including: a) shared vision for inclusion, b) policies and procedures that are consistent with inclusive philosophy, c) collaborative work environment, d) multi-disciplinary teams, e) administrative support and leadership, f) professional supports and resources, g) emphasis on teaching and learning, h) participation in continuous school improvement, and i) educational programming based on effective practice</p>
<p>Parental/ Caregiver Engagement</p>	<p>Parent/caregivers are not involved in planning and monitoring learner outcomes; parents/ caregivers feel disconnected with their child's educational experience; there is limited communication and interaction between parents/caregivers and school personnel</p>	<p>Parents/caregivers are familiar with inter-professional team members; parent/caregiver input is sought in planning and monitoring learner outcomes; communication and interaction between parents/caregivers and school personnel occurs less frequently than school reporting periods; procedures that foster equal partnership with parents/ caregivers and the school-based team are encouraged</p>	<p>School division/school personnel show interest and willingness in developing relationships with parents/ caregivers; parents/ caregivers are involved in planning and monitoring learner outcomes; communication and interaction is parallel to school reporting periods; procedures that foster equal partnership with parents/caregivers and the school-based team are implemented; shared responsibility for supporting learner outcomes is evident</p>	<p>There are purposeful attempts by school personnel to build rapport with parents/caregivers; there is an established and effective ongoing communication system between parents/caregivers and school personnel; the school creates additional special event opportunities, beyond report card and/or PPP meetings, for parental/caregiver involvement; parents/caregivers understand and work in partnership with school personnel to collaboratively plan and provide meaningful educational experiences; there are numerous examples of shared responsibility for supporting learner outcomes</p>

Rubric B: Instructional Practices & Programming Interventions

Core Element	Not Evident <i>Actions that are incongruent or out-of-step with the intent of the guiding principles</i>	Emerging/ Developing <i>Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice</i>	Evident <i>Actions that are reflective of the guiding principles</i>	Exemplary <i>Actions at such a high level that they are associated with 'ideal' practice</i>
Planning Processes	Referral procedures not established; students referred for supports prior to assessment and/or development of individualized programming; assessment focuses on deficits and the use of norm-referenced instruments; assessment information is outdated and limited; PPP developed by student support services teacher; no consistent procedures for reviewing or updating PPP; no process or procedures outlined for transition planning	A set of school division referral procedures has been established, however, they are inconsistently followed; diagnostic and norm-referenced assessments conducted; limited informal assessment to guide ongoing programming; assessment information not directly linked to student's annual goals; classroom teacher and student support services teacher develop and review PPP; school division processes and procedures for transition outlined, however inconsistent implementation	School division referral process established and followed; diagnostic and norm-referenced assessments conducted; formal and informal up-to-date assessment data used to guide ongoing programming; assessment data directly linked to students' annual goals and programming interventions; school-division guidelines with respect to developing and reviewing PPP established and followed; school-based team involved in PPP development, review, and update; priority annual outcomes are established and aligned with the areas within the <i>Impact Assessment Profiles</i> and with the standards identified by the Ministry of Education; plans for monitoring student progress are established; consistent implementation of transition processes and guidelines	Classroom teachers recognize and acknowledge students' unresponsiveness to classroom instruction/interventions and enact referral process; implementation of school division's referral process is common practice; assessment plans are developed that include up-to-date information from a variety of informal and formal sources and across settings; assessment results are used to direct programming and are linked to student's PPP; school-based team involved in PPP development, review, and update; priority annual outcomes are established and aligned with areas within the <i>Impact Assessment Profile</i> and with the standards identified by the Ministry of Education; plans for monitoring student progress are established; dates for mid-year reviews and an annual update for PPP determined; PPP adjusted to reflect data collected regarding student's progress; plans developed to address critical factors that may affect successful transition; indicators of successful transition developed and monitored
Fostering Independence	Student provided with one-on-one adult support for entirety of school day; allocation of support focuses on responding to current level of dependency	Students provided with consistent one-on-one adult support for significant portion of school day; multi-disciplinary team, including classroom teacher, assess potential reduction in one-on-one adult support time allocation in developmentally appropriate sequence; transition planning is in progress to increase student's independence	Program planning and staffing allocations address student's need for independence; attention to developmentally appropriate levels of dependence and/or independence; program plans outline transition steps to greater independence; the role of the educational assistant is reviewed to determine if it presents a barrier to: accessing the curriculum, limiting contact with classroom teacher(s), increasing self-determination, and developing positive peer interactions; parents, classroom teachers, and educational assistants provided with information regarding the importance of fostering student independence	Student accesses staffing allocation for physical or academic support as required; regular monitoring and adjustment of student's level of adult support; student explicitly taught skills that facilitate independence and self-determination; positive interdependence with peers fostered to provide support for inclusive activities; purposeful planning and programming for independent living needs; parents/caregivers, classroom teachers, and educational assistants understand the importance of fostering student independence and work together to take purposeful actions that will maximize student independence

<p>Designing the Instructional Program</p>	<p>Student support services teachers develop and deliver the instructional program; instructional plan not necessarily connected to the regular curriculum or aligned with PPP; instructional program focuses on functional skills and remediation; there is little evidence of differentiated instructional practices within regular classroom settings; assessment confined to summative information and not used to guide instruction; instructional activities planned for students are seen as separate from those planned for the regular classroom of students</p>	<p>Student support services teachers and classroom teachers initially collaborate on instructional plan; attempts made to link instructional plan to PPP; instructional program is specially designed for the student based on necessary functional skills and student's strengths; some attempts to incorporate evidence-based strategies; classroom teachers recognize the need for differentiated instruction; students accommodated through parallel instructional activities related to activities of the regular class</p>	<p>School-based team plans and develops a program of instruction, including essential support services; instructional plan is aligned with student's learning profile and PPP; regular curricular outcomes are embedded within the instructional program plan, in addition to functional skill requirements; evidence-based strategies are used to accomplish educational outcomes; classroom teachers understand and incorporate differentiated instructional practices; classroom teachers adapt content, processes, and products; instruction, assessment, and curriculum are aligned; emphasis on self-determination, peer interaction, and the maintenance/generalization of skills; all options for support are considered within the context of: a) student needs, b) student strengths, c) instructional content, d) need for independence, and e) social acceptance</p>	<p>School-based team plans and develops a program of instruction, including essential support services; a full range of support services, including natural supports, are considered; instructional plan is aligned with student's learning profile, PPP, and their response to instruction; instructional program is designed for a range of learner needs (i.e., universal access); evidence-based strategies are used to accomplish educational outcomes; differentiated instruction is common practice and includes adaptations and modifications that reflect differing learning modalities, pacing, and complexity; instruction, assessment, curriculum, and classroom management are aligned; flexible grouping patterns are created based on student's strengths and needs, and the instructional content; emphasis on self-determination, peer interaction, and the maintenance/generalization of skills; all options for support are considered within the context of: a) student needs, b) student strengths, c) instructional content, d) need for independence, and e) social acceptance</p>
<p>Assistive Technology</p>	<p>Individual assistive technology not explored; knowledge of types, uses, advantages of assistive technology not known; no evidence of school division plan to enhance assistive technology access</p>	<p>Limited individual assistive technology considered; school division plan to enhance access to variety/applicable assistive technology in development, but limited to pilot implementation; limited or no training relative to assistive technology provided to staff</p>	<p>Assessments conducted by qualified personnel to determine appropriate assistive technology to support student's needs; school personnel implement assistive technology recommendations provided by supporting professionals; school division has developed comprehensive plan to enhance access to variety of assistive technology; requests for technology supports are individually submitted and congruent with school division plan; training relative to assistive technology provided to school personnel</p>	<p>Professionals accept assistive technology as a tool for learning and as a means to promoting inclusive values; individual assistive technology, as well as universal assistive technology, is used to provide curricular access and individualized instruction; assistive technology is routinely considered to support students' functional capabilities, to help them interact with the curriculum and the environment, and to support their achievement of educational outcomes; assessments are conducted to determine the most effective student-technology match; school division has a comprehensive plan to facilitate and enhance access to a range of low and high assistive technology used in a range of applications, including a pre-referral process; technical support is available to students and/or school personnel; professionals are trained on the implementation of assistive technology</p>

Behavioural Supports	<p>School division/school does not promote or adhere to a consistent behavioural philosophy or approach; behavioural supports linked to reactive responses and applied in an ad hoc manner; classroom teachers and student support services teachers not trained in positive behavioural supports; responses to challenging behaviours limited to consequences; no data collected regarding behavioural incidents</p>	<p>School division/school has developed behavioural guidelines, however, not consistently followed; school is attempting to develop school-wide preventive behavioural approaches, however, not consistently implementing; limited training in positive behavioural supports; student support services teacher and classroom teacher seek support from other professionals and supporting agencies for behavioural challenges</p>	<p>School division/school has developed behavioural philosophy and guidelines, that are consistently followed; school division/school promotes proactive, as well as reactive responses to challenging behaviours; school-based team participates in professional development focused on positive behavioural supports; school-based team considers a full range of behavioural supports with emphasis on those that facilitate learning; school-based team explores the function of behaviour and the subsequent events that act as reinforcement, prior to developing effective interventions; school-based team explores the pattern of behaviours; school-based team develops individualized behaviour intervention plans, such as functional behavioural assessments and safety plans, for those students who require intensive support; personnel collect individual and school data regarding behavioural incidents to determine patterns and to plan interventions accordingly</p>	<p>School division/school promotes and provides a comprehensive system of behavioural supports that include: a) preventive school-wide approaches that foster positive behaviours through effective instructional practices and classroom management strategies, b) targeted prevention for those who may be at risk of developing challenging behaviours, and c) intensive interventions, such as functional behavioural assessments, collaborative problem-solving teams, and individualized behaviour intervention plans, specifically designed for those who require intensive support; school personnel collect data to determine the effectiveness of their interventions; classroom teachers identify students at risk of developing challenging behaviours as early as possible; the school-based team is involved in developing effective behaviour intervention plans that are monitored and reviewed on a regular basis; a number of factors are considered in the development of an effective behaviour intervention plan, including the needs of the students, environmental conditions, instructional practices, and behavioural management philosophy and approaches</p>
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Rubric C: A Collaborative Culture

Core Element	Not Evident <i>Actions that are incongruent or out-of-step with the intent of the guiding principles</i>	Emerging/ Developing <i>Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice</i>	Evident <i>Actions that are reflective of the guiding principles</i>	Exemplary <i>Actions at such a high level that they are associated with 'ideal' practice</i>
Creating a Culture of Collaboration	School-based teams not in existence; classroom teachers and student support services teachers work independently to secure services and resources for students; supporting professionals and supporting human service agencies work in relative isolation from each other	Classroom teachers and student support services teachers meet informally in response to specific situations; consultation meetings with supporting professionals and supporting human service agencies occur sporadically and by invitation	School-based teams established for planning and programming purposes; school-teams include school-based administrators, classroom teachers, and student support services teachers; at times, supporting professionals, supporting human service agencies, and parents/caregivers are considered integral members of the team; school-based teams work collaboratively sharing ideas, developing plans, and problem-solving; school-based teams have established effective protocols for working together in the spirit of collaboration and for the benefit of students and their families	Collaborative school-level planning is deeply embedded as common practice; school-based teams share responsibility in developing, monitoring, and reviewing PPPs, intervention strategies, and support services; effectiveness of collaborative teams is judged by impact on student learning; personnel work together to support each other, and accept responsibility for the achievement of all students; professional development for all personnel includes explicit training in collaborative skill development; systematic planning time is scheduled for collegial collaboration purposes

Administrative Leadership	<p>School division/school administrators rely on student support services teachers to promote inclusive education; most administrators are not well versed in the rationale and principles of inclusive education; administrators devolve responsibility for students with intensive needs to student support services educators; classrooms operate as separate entities with teachers functioning as sole providers of educational services; classroom configurations reflect more homogenous groupings of ability; numbers of students in classes reflect staffing allocations rather than classroom configurations</p>	<p>School division/school administrators in the process of developing a vision for inclusive education; administrator allocates supports and resources in a pre-determined manner without full consultation with those who work with students with intensive needs; school administrator attends PPP meetings when invited; discussion occurs on inconsistent basis between teachers and school-based administrators regarding most effective balance of classroom configurations</p>	<p>School division/school administrators are well versed in rationale and principles of inclusive education; administrators communicate vision for inclusive education and promote collaborative practices; school division/school personnel are allocated supports and resources to effectively program for students; school administrators are part of school-based teams and actively participate in PPP meetings; school administrators emphasize effective instructional strategies and approaches; administrators consistently plan classroom configurations in consultation with school-based teams and with consideration for students' needs; school division administration aware and supportive of atypical configurations that support students' learning needs; the majority of student support services teachers meet qualifications according to Ministry of Education requirements</p>	<p>School division/school administrators are well versed in rationale and principles of inclusive education; school division/school administration promote a vision for inclusive education and collaborative practices; administration provides school division/school personnel with organizational structures, resources, and moral support necessary to create meaningful educational programs for all students; school-based administrators demonstrate support for interprofessional team members and supporting agencies; student support services teachers and educational assistants new to their roles are provided with additional school division and school-based administrator support during their first 1-2 years; interprofessional team members new to their roles are provided with additional school division support during their first 1-2 years; whole school improvement initiatives are aimed at improving the outcomes for all students; school administrators foster supportive, welcoming, and collaborative school cultures; administrators engage parents/ caregivers and the community as partners in educating all students; classroom configurations are balanced and heterogeneous; student support services teachers meet qualifications according to Ministry of Education requirements</p>
Support of School Personnel	<p>School division guidelines and/or role descriptions for those personnel who work with students with intensive needs are not evident; orientation to work place for new personnel not evident; minimal support mechanisms in place for school personnel who work with students with intensive needs</p>	<p>School division in development of guidelines and/or role descriptions for school personnel who work with students with intensive needs; orientation to work place for new personnel is inconsistent; personnel identify supports required to successfully perform roles, however, there is significantly limited availability and access</p>	<p>School division has developed guidelines and/or role descriptions for all school personnel; school personnel are aware of the guidelines and/or job descriptions for their colleagues; strategies to facilitate communication and collaboration among staff are developed and implemented; protocols and structures in place to support collaborative planning and problem-solving; orientation for new employees is common practice; adequate resources are available that allow school personnel to successfully perform their roles</p>	<p>School division provides clearly articulated job descriptions that outline specific roles and responsibilities for all school personnel; school personnel understand and support the roles and responsibilities of their colleagues; systematic planning time is allocated; paperwork requirements are streamlined; school personnel are provided with effective training and/or professional development pertaining to their specific roles; performance expectations are developed for each school personnel role; strategies to facilitate communication and collaboration among staff are developed and implemented; educational assistants are aware of individual and classroom needs prior to working in the classroom; classroom teachers are provided with guidance, support, and training pertaining to effective use of educational assistant support; mutual respect and positive relationships among staff are evident; school personnel work together to support each other, and accept responsibility for the success of all students; teachers have adequate access to interprofessional team members and supporting agencies to provide ideas, resources, and moral support</p>

<p>Building an Interprofessional Team</p>	<p>Supporting professionals provide services in isolation from regular classroom; each professional plans, monitors, and reviews learner outcomes based on own discipline; students and classroom teachers supported through single or one-time consultative response; supporting professionals and human service agencies work in relative isolation from each other and provide independent consultative support; process and procedures for accessing supporting professionals not evident</p>	<p>Supporting professionals support school division/ school personnel in some areas, but limited support and access due to supply/demand concerns; supporting professionals communicate independent of each other and have not developed as an interprofessional team; school division has developed processes and guidelines for accessing supporting professionals; supporting professionals consult with teachers on ad hoc and reactive basis; some joint planning, monitoring, and reviewing of learner outcomes, however, no shared responsibility and accountability exists among supporting professionals and school personnel</p>	<p>School division provides a full range of supporting professionals in areas of language development/ acquisition, emotional/ behavioural supports, physical disability accommodations, and curriculum/instructional support; supporting professionals work as an interprofessional team in concert with school-based teams to plan, monitor, and review learning outcomes, and to deliver services and supports; school division has established referral and request process for accessing interprofessional team members; interprofessional team members actively participate in inclusive classrooms; sharing of expertise with classroom teachers and student support services educators occurs and assists in cultivation of new skills and refinement of existing skills in meeting needs of students; commitment and student progress sustained with follow-up by interprofessional team members</p>	<p>Interprofessional team members and school personnel working together as collaborative teams to combine expertise and share responsibility for student success; interprofessional team members provide support in all required areas; clear role definitions and accountability parameters (including who reports to whom) is evident; team members emphasize interprofessional trust, collaborative problem-solving, and effective intra-team communication; conflicts are resolved constructively through agreed upon mechanisms and protocols; administrators and teachers have a clear process available to access interprofessional team members; a systematic approach to collection/analysis of diagnostic information exists; interprofessional team members considered an important support network for teachers, offering ideas and resources, and assisting in building teacher capacity and confidence; school division needs are consistently monitored to reflect the consultative needs of school staff; caseloads of interprofessional team members are monitored to ensure effectiveness of service to schools; team members learn new skills and complement the skills of each other</p>
<p>Effective Professional Development</p>	<p>Professional development infrequently targeted at areas pertaining to educating students with intensive needs and not part of overall plan to facilitate inclusive education; no professional development expectations for personnel who work with students with intensive needs; no school division induction process for newly hired personnel who work with students with intensive needs</p>	<p>Division-wide professional development aimed at facilitating inclusive classrooms and schools; professional development sessions planned to assist classroom teachers in meeting the needs of all students; limited professional development planned for educational assistants and interprofessional team members; school division in process of developing induction process for newly hired personnel who work with students with intensive needs</p>	<p>Professional development expectations developed for school division personnel; structures that support mentoring relationships between novice and experienced personnel evident; meaningful professional development opportunities for student support services educators, educational assistants, school administrators, interprofessional team members, and classroom teachers developed/ accessed that foster the acquisition of new skills and knowledge related to inclusive education; school-based professional development focused on evidence-based inclusive education practices; school division's induction process for newly hired personnel is developed and implemented</p>	<p>Extensive professional development focuses on topics that support inclusive education including: differentiating instruction, evidence-based approaches for instruction, co-teaching, and developing collaborative cultures; school personnel aware of school division expectations of professional development; strong professional development models are used which incorporate: a) theory and practice, b) professional reflection time, c) practices that improve student outcomes, d) extensive follow-up in classrooms/schools, e) opportunities for peer dialogue and support, and f) problem-solving training; classroom teachers' professional development focuses on building teacher capacity to teach to a diverse range of strengths and needs; educational assistants' professional development focuses on best ways to provide support within inclusive settings; structures exist to support a variety of mentoring relationships that focus on professional growth; professional development activities are embedded within personnel's daily work in schools; school division's induction process for newly hired personnel is clearly enunciated and consistently practiced</p>

<p>Engagement of Support Agencies</p>	<p>Minimal agency personnel involved in school-based efforts; no evidence of interagency coordination and/or protocols to connect interagency supports; supporting agencies work in relative isolation from each other</p>	<p>School-based and interprofessional team members consult supporting agency one-on-one in reactive emergency situations; parents/caregivers are the key conduit for information from agency groups; limited information shared between agencies and school division/school personnel; gap analysis of needs completed, but no alignment of resources; limited sharing of resources between school division and supporting agencies; agencies have separate procedures, policies, philosophies, and activities; there are some attempts to coordinate interagency supports</p>	<p>Supporting agency personnel meet with school division/school personnel on regular basis and attend PPP meetings on request; agency personnel provide programming suggestions and/or resource linkages; school-based teams retain ownership of program planning process, but incorporate suggestions and recommendations of agency personnel; agency and school-based personnel work together to complete gap analysis of needs and align resources to effectively and efficiently meet student needs; interagency coordination and case management strategies evident</p>	<p>Professionals from health, social services, youth justice, employment, and other related human service fields are, at various times, members of collaborative teams in planning and implementing programming for students, as needed; school division and supporting agency personnel share perspectives, observations, expectations, ideas, and recommendations; interventions and transition plans for students are more integrated and coherent as a result of joint efforts; protocols are mutually developed and implemented with shared leadership among agency and school-based personnel; joint planning for the identification and elimination of gaps occurs on a regular and pre-determined basis; shared case management, prioritization of cases, and interagency coordination evident</p>
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