**Form M: Framework for School Psychologist**

**Form M: Vermilion Association for Special Education Framework for School Psychology**

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| **Domain I for School Psychology: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1a:**  **Demonstrating knowledge of assessment.** | School psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibilities. | School psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities. | School psychologist has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibilities. | School psychologist has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibilities. |
| **1a: Critical Attributes** | -Use incorrect or inappropriate data sources  -Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress | - Relies on limited data sources  -Suggests inappropriate instruments to evaluate educational needs, interventions, and progress | - Relies on a breadth of data sources -Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress | - Relies on a breadth of data sources --Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and progress  -Selects evaluation instruments based on specific student needs |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain I for School Psychology: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1b:  Demonstrating knowledge of child and adolescent development.** | School psychologist demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology. | School psychologist demonstrates basic knowledge of child and adolescent development, learning, and psychopathology. | School psychologist demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology. | School psychologist demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology. |
| **1b: Critical Attributes** | Does not know the basic tenets of child/adolescent development, learning and psychopathology.  -Makes erroneous statements about child/adolescent development, learning, and psychopathology. | -Knowledge is limited to that acquired during university training.  -Has limited knowledge with regard to the current understanding of child/adolescent development. | -Remains current with the latest research in the field via DSM updates, research articles, attending conferences | -Remains current and shares with others the latest research that is relevant |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain I for School Psychology: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1c: Establishing goals for the professional practice of the school psychologist appropriate to the setting and the students served** | School Psychologist has no clear goals or the goals are inappropriate to either the situation or the age of the student(s). | School Psychologist’s goals are rudimentary and only partially suitable to the situation and the age of the student(s). | School Psychologist’s goals are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s). | School Psychologist’s goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and to the age/developmental level of the student(s). |
| **1c: Critical Attributes** | -Goals are not appropriately aligned to meet the needs of student population  -Lack of collaboration with school or district colleagues in order to develop goals for direct service. | -Goals have limited alignment for  meeting the needs of student population. .  -Collaborates with school or district colleagues in the development of goals only when required | -Goals are clear and appropriate for meeting the needs of student population.  -Collaborates with school or district colleagues in order to develop goals for direct services | -Goals are clear, measureable, appropriate, and highly personalized to context of the educational setting and needs of the students served.  -Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals  -Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or identification of students.  -Goals reflect multiple means of accomplishing them (i.e. specific objectives). |
| **Evidence:**  Click here to enter text. | | | | |

**Domain I for School Psychology: Planning and Preparation**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1d:  Demonstrating knowledge of local, state, and federal guidelines** | School Psychologist demonstrates little or no knowledge of local, state, and federal regulations. | School Psychologist demonstrates basic knowledge of local, state, and federal regulations. | School Psychologist demonstrates thorough knowledge of local, state, and federal regulations. | School Psychologist demonstrates extensive knowledge of local, state and federal regulations. |
| **1d: Critical Attributes** | -State level certification/license is absent, revoked or expired.  -Lacks current knowledge of federal state and local regulations  -References outdated for legal procedures and requirements. | -State level certification/license is maintained and current  -Provides but doesn’t clearly or accurately explain regulatory information. (eg., parent rights, child find, timelines, eligibility criteria)).  -Does not seek out guidance from administration when appropriate. | -State level certification/license is maintained and current  -Speaks about regulations as they apply to evaluations, child find and eligibility of students with disabilities.  --Speaks about regulations as they apply to evaluations, child find and eligibility of students with disabilities.  -Seeks guidance from administration as needed. | -State level certification/license is maintained and current.  -Has achieved or maintained NCSP status  -Enhances others’ knowledge about regulations within schools and with colleagues.  -  -Is identifiable as a leader/go-to person for providing resources and information related to legal requirements and procedures.  -Accesses information available through professional resources and published literature. . |

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| **Evidence:**  Click here to enter text. |

**Domain I for School Psychology: Planning and Preparation**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1e:**  **Considering possible interventions and instructional supports based on student needs.** | School psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students. | School psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of the student(s). | School psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that targets the specific needs of the student(s). | School psychologist thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that targets the specific needs of the student(s) and are connected to building/district goals. |
| **1e: Critical Attributes** | - Does not demonstrate knowledge of evidence-based interventions across all Tiers  - Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions  - Unable to suggest or identify appropriate interventions that meet the needs of students | - Demonstrates limited knowledge of evidence-based interventions across all Tiers  - Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions  - Limited suggestions for appropriate interventions to meet the needs of students | - Demonstrates an understanding of the supports and interventions that are available to students across all Tiers  - Frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions  - Regularly suggests or identifies appropriate interventions that meet the needs of students | - Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers  - Provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions  - Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials |

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| **Evidence:**  Click here to enter text. |

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| **Domain 2 for School Psychology: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2a:  Contributes to an Environment of Respect and Rapport** | School psychologist’s interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in the school psychologist’s environment. | School psychologist’s interactions with students, staff, and parents are a mix of positive and negative. The school psychologist’s efforts at developing rapport are inconsistent. | School psychologist’s interactions with students, staff, and parents are positive and respectful. Students appear comfortable in the school psychologist’s environment. | School Psychologist creates an environment that is welcoming to diverse students and families, using knowledge of individual students’ background information to guide interactions. Students, staff, and parents seek out the school psychologist, reflecting a high degree of comfort and trust in the relationship. |
| **2a: Critical Attributes** | - Lack of respect observed in interactions with others  - Students refuse to speak with school psychologist  - No effort made towards repairing relationships or building rapport | - Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel  - Some students refuse to speak with school psychologist  - Inconsistent effort made towards supporting respectful relationships and building rapport | - Respectful interactions with all stakeholders  - Effort made towards repairing relationships and building rapport  - Establishes visibility in the school and is approachable to all  - Has an “open door” policy for students, staff, and parents | - Parents, students, and staff regularly seek out the support of school psychologist  - Interactions with staff during consultation are respectful and reciprocal  - Efforts are made to repair relationships and reestablish rapport with all stakeholders  - School psychologist is sought out by building/district administration to act in a leadership role or a facilitator  - Establishes visibility in the school/district and is approachable to all  - Promotes an “open door” policy for students, staff, and parents |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 2 for School Psychology: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2b. Contributing to a positive culture for learning.** | School psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. Demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions | School psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. Has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions | School psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. Demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions | School psychologist models and facilitates a culture for positive mental health throughout the school. School psychologist demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions. |
| **2b: Critical Attributes** | - Unaware of or not invested in the culture and climate of the school  - Does not participate in school-wide committees, leadership teams, or problem-solving teams  - Does not participate in nor have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions | - Has limited knowledge or commitment to supporting the culture and climate of the school  - Participates when required in school-wide committees, leadership teams, or problem-solving teams  - Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions | - Aware of and actively works to enhance the culture and climate of the school  - Participates in school-wide committees, leadership teams, or problem-solving teams  - Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions | - Invested in establishing a positive culture and climate throughout the school  - Assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams  - Actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions  - Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 2 for School Psychology: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2c:  Establishing and maintaining clear procedures for referrals and using time effectively.** | School Psychologist does not follow district and building referral procedures. School Psychologist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines | School Psychologist understands but does not consistently comply with district and building referral procedures. School Psychologist’s time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | School Psychologist understands and consistently adheres to building and district referral procedures. School Psychologist effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties. | School Psychologist understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedures. School Psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. |
| **2c: Critical Attributes** | - Frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials  - Materials are lost, misplaced, or unsecured  - Does not respect copyright laws pertaining to assessment materials  - District procedures for maintaining student files/ protocols are not followed  - Timelines are regularly not met by the school psychologist | - Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials  - Materials are not easily assessable and not always secured  - Inconsistently adheres to copyright laws that pertain to assessment materials  - District procedures for maintaining student files/ protocols are followed inconsistently  - Timelines are occasionally not met by the school psychologist | - Confidential materials are appropriately stored and properly disposed (e.g., shredding)  - Materials are readily available and secured  - Copyright laws pertaining to assessment instruments and protocols are respected  - District procedures for maintaining student files/protocols are followed  - Timelines are met by the school psychologist | - Specific protocols of practice are used to ensure that materials are kept confidential and properly disposed  - Materials are readily available and consistently secured  - Consistently respects copyright laws pertaining to assessment instruments and protocols  - District procedures for maintaining student files/protocols are consistently followed  -School psychologist coordinates team efforts to meet special education timelines |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 2 for School Psychology: The Environment**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2d:  Establishing expectations of student conduct in the evaluation/intervention environment** | Does not establish and maintain standards of conduct during evaluations and interventions. | Standards of conduct do not appear to have been established or communicated.as appropriate for the evaluation or intervention environment. | Standards of conduct have been established for the evaluation/intervention. | Standards of conduct have been established for the evaluation/intervention environment. |
| **2d: Critical Attributes** | - Does not have appropriate behavioral expectations for the student(s). | - School Psychologist does not clearly and appropriately communicate expectations for student behavior. | - Psychologist monitors student behavior against established standards. The response to the student(s) is appropriate, respectful, and consistent with school-wide expectations.  - Psychologist has made appropriate attempts to modify the assessment/intervention environment to meet the specific needs of student(s). | -Psychologist monitors student behavior against established standards. The response to the student(s) is appropriate, respectful, and consistent with school-wide expectations.  - Psychologist is able to seek appropriate resources to establish methods of gathering critical information for very difficult or low incidence behaviors/needs. |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 2 for School Psychology: The Environment**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2e. Organizing assessment materials throughout the assessment process.** | The testing area is disorganized and poorly suited to the evaluation process. Materials are not stored in a secure location and are difficult to find when needed. | Working space is not completely well organized and materials are sometimes difficult to find when needed.  Test materials not stored securely. | The working area is well organized.  Materials are stored in a secure location and are available when needed. | The working area is well organized; materials are stored in a secure location; Psychologist is able to locate materials easily and transition between test items with great ease. |
| **2e:**  **Critical Attributes** | - Psychologist does not have the necessary materials ready and test session is interrupted while trying to find materials  - Student test protocols are lying around  - Psychologist is unable to access materials during meetings. | - Some materials are lying about  - Psychologist has difficulty transitioning between test items because materials cannot be located  -Psychologist is inefficient with regard to managing materials and paperwork during meetings. | - Student test protocols and test materials are placed out of sight from others.  - Psychologist can easily access test materials during testing.  -Psychologist can easily access materials/information during meetings. | - Student test protocols and test materials are locked away when not in use  - Psychologist promptly moves from one activity to another during the test session because materials are organized for the test session  - Psychologist takes a leadership role in managing the required paperwork during meetings and in complex situations (as appropriate). |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for School Psychology: Delivery of Service**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **3a:**  **Communicating with Students** | School psychologist does not interact with students or engages in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s). | School psychologist’s communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate. | School psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate. | School psychologist’s communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings. | | **3a: Critical Attributes** | - Interactions with students are disrespectful, condescending, or inappropriate to the students developmental level  - Boundaries between school psychologist and student are inappropriate  - No expectations or explanations of activities are given to students | - Boundaries between school psychologist and student are unclear  - Uses confusing or developmentally inappropriate language when interacting with students  - Inconsistent expectations or explanations of activities are given to students | - Boundaries between school psychologist and student are clear and developmentally appropriate  - As developmentally appropriate, students are included in discussions about their education and needs  - Expectations or explanations of activities are clearly communicated to students | - Boundaries between school psychologist and student are explicit and understood by students, families, and staff  - Students are involved in personalized discussions about their education and needs  - Expectations or explanations of activities are communicated in a variety of ways to students  - Practitioner uses student feedback in order to make recommendations | | **Evidence:**  Click here to enter text. | | | | |   **Domain 3 for School Psychology: Delivery of Service** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3b:**  **Interpreting data to facilitate effective instructional decision-making.** | School psychologist does not use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings. | School psychologist presents data in a way that is not clearly understood by other team members. School psychologist is a passive participant in problem-solving and eligibility meetings | School psychologist clearly interprets data for team members and facilitates effective decision-making in problem-solving and eligibility meetings | School psychologist always interprets data clearly and concisely and promotes effective decision making in a culturally responsive manner across meetings at the system, group, and individual level. |
| **3b: Critical Attributes** | - School psychologist refuses to be a part of the problem-solving team or does not participates in discussions about student concerns  - Fails to make data-based decisions regarding instruction and interventions  - Does not collaborate with other staff | - Participation on the problem-solving team is inconsistent and rarely participates in discussions about student concerns  - Has limited knowledge of tools and processes to effectively collect data and monitor progress  - Uses incorrect or superfluous data for instructional planning or decision making | - Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns  - Consistently uses tools and processes to effectively collect data  - Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making | - Provides leadership to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns  - Effectively and consistently uses tools and processes to collect data and monitor progress  - Mentors and/or guides others in the use of tools and process to collect data and monitor progress  - Relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 3 for School Psychology: Delivery of Service**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3c:**  **Promoting the use of evidence-based interventions and supports based on student needs.** | School psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students. | School psychologist passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input. | School psychologist is actively involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of the student(s). | School psychologist initiates consultations regarding evidence-based interventions with staff and families, contributes actively and positively during consultations, and helps to align interventions with building/district goals. |
| **3c: Critical Attributes** | - Refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students  - Makes no recommendations or recommendations are not based on student data  - Does not collaborate with school personnel regarding student behavior  - Refuses to deal with crisis situations | - Provides limited, meaningful contributions to meetings in which interventions are developed for students  - Recommends standard interventions without attention to student data  -Collaborates infrequently with school personnel regarding student behavior  -Avoids dealing with crisis situations | - Regularly participates in meetings in which appropriate interventions are developed for students  - Recommends appropriate interventions based on student data  - Collaborates with school personnel regarding student behavior  -Helps defuse students in crisis | - Provides leadership during meetings in which appropriate interventions are developed for students  - Recommends individual interventions that are responsive to individual student needs  -Sought out by school personnel in order to address student behavioral concerns  -Frequently sought out to defuse students in crisis |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 3 for School Psychology: Delivery of Service**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3d.**  **Administering and scoring assessments appropriate to student needs** | School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately. Tests used are unreliable and invalid. | School psychologist administers assessments but inconsistently adheres to standardization procedures. School psychologist may use some tests that are not appropriate to the student need. School psychologist’s skills in assessment are limited to a few types of disabilities. | School psychologist properly administers and scores assessments adhering to standardization procedures using instruments appropriate to the students age. School psychologist is skilled in assessing most types of disabilities. | School psychologist properly administers and scores a variety of assessments uniquely selected to address a variety of student needs and adheres to standardization procedures. School psychologist is skilled in assessing students of all types of disabilities. |
| **3d: Critical Attributes** | - Does not use appropriate assessment materials  - Does not follow standardized procedures when evaluating | - Has limited knowledge about available assessment materials or uses inappropriate assessments  - Follows standardized procedures for evaluation inconsistently | - Knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics  - Follows standardized administration procedures | - Knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics  - Proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments)  - Proficient in building rapport with students during assessment in order to obtain valid results |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 3 for School Psychology: Delivery of Service**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3e:**  **Demonstrating flexibility and responsiveness with respect to staff, students and parents.** | School psychologist avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective. | School psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students’ needs. | School psychologist makes changes as needed in response to staff, student, and parent input, and demonstrates flexibility and adaptability to students’ needs. | School psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students’ needs. School psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to student needs. |
| **3e: Critical Attributes** | - Knowledge of students’ needs and interests does not drive recommendations  - Has very limited approaches within their repertoire to address the diverse needs of students  - During unexpected situations the school psychologist does not assist | - Knowledge of students’ needs and interests does not drive recommendations; rather, the school psychologist adheres to a pre-determined approach  - Has limited approaches within their repertoire to address diverse needs of students  - During unexpected situations, the school psychologist responds only when directed by administration | - Knowledge of students’ needs and interests drive recommendations  - Has different approaches within their repertoire to address the diverse needs of students  - During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities | - Knowledge of students’ needs and interests consistently drive recommendations  - Has a multitude of approaches within their repertoire to address the diverse needs of students  - During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities and will assist other schools and/or staff within the district as needed |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 3 for School Psychology: Delivery of Service**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3f:** Writing comprehensive school psychological reports | School psychologist does not prepare reports with the data interpreted. Reports are unclear or contain multiple errors. | School psychologist does not synthesize evaluation data accurately or completely. | School psychologist interprets assessments and prepares reports that accurately synthesizes evaluation data in a manner understandable to school staff. | School psychologist interprets assessments, integrates other sources of data, and prepares reports that accurately synthesizes evaluation data and are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations and interventions. |
| **3f: Critical Attributes** | - Reports are full of errors, or are unclear.  -Reports do not include the evaluation components requested on page 2 of the consent.  - Evaluation results do not inform or guide interventions, eligibility, or supports.  -Reports result in inaccurate conclusions. | -Reports result in inaccurate conclusions.  - Evaluation results provide limited guidance in the development of interventions, eligibility, or supports..  -Reports contain some minor errors and/or have sections that are confusing or unclear. | - Evaluation results inform and guide interventions, eligibility, and supports.  -Reports include clear and appropriate conclusions and recommendations. | -Reports are understandable to parents and staff and include examples of student performance  - Results take into consideration multiple sources of data.  - Results meaningfully contribute to the determination of interventions, eligibility, and supports |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for School Psychology: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4a:  Reflecting on practice** | School Psychologist does not reflect on practice or the reflections are inaccurate or self-serving. | School Psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | School Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his or her performance might be improved. | School Psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies. |
| **4a: Critical Attributes** | - Does not assess the effectiveness of professional practice  - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | - Inconsistently assesses the effectiveness of professional practice  - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | - Accurately assesses the effectiveness of professional practice  - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | - Regularly and accurately assesses the effectiveness of professional practice  - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 4 for School Psychology: Professional Responsibilities**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4b:  Maintaining accurate records** | School Psychologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | School Psychologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | School Psychologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | School Psychologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| **4b: Critical Attributes** | - Records are inaccurate and/or unavailable  - Does not follow procedures for obtaining and maintaining records  - Does not attend trainings/in-services provided by the district about updates to district/legal mandates  -No data management system | - Records are somewhat accurate and inconsistently accessible  - Inconsistently follows procedures for obtaining and maintaining records  - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates  -Inconsistent data management system | - Records are accurate and accessible when needed  - Follows correct procedures for obtaining and maintaining records  - Attends trainings/in-services provided by the district about updates to district/legal mandates  - Utilizes an effective data management system and can readily access data | - Records are always accurate and accessible when needed  - Follows correct procedures for obtaining and maintaining records  - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues  - can produce and explain his/her data |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 4 for School Psychology: Professional Responsibilities**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4c:  Collaborating with Stakeholders** | School Psychologist does not respond to staff and parent requests for information. | School Psychologist responds to staff and parent requests for information within a reasonable timeline. | School Psychologist has regular contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries. | School Psychologist proactively initiates contact with teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. |
| **4c: Critical Attributes** | - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies  - Does not respond to communication requests made by students, parents, staff, and/or community agencies  - Communication during meetings or consultation is ineffective or disrespectful  - Does not advocate for the best interests of the student | - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies  - Slow to respond to communication requests made by students, parents, staff, and/or community agencies  - Communication during meetings or consultation can be ineffective  - Inconsistently advocates for the best interests of the student | - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies  - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them  - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion  - Communication during meetings or consultation is effective and meaningful  - Advocates for the best interests of the student | - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies  - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them  - Initiates communication and follows up with requests made by students, parents, staff, and/or community agencies  - Facilitates effective communication during meetings or consultation  - Always advocates for the best interests of the student |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 4 for School Psychology: Professional Responsibilities**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4d:  Participating in a professional community** | School Psychologist does not consistently attend required school and required district meetings. School Psychologist’s relationships with colleagues are negative or unprofessional. | School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist’s relationships with colleagues are cordial. | School Psychologist attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues. | School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| **4d: Critical Attributes** | - Aversive to feedback from colleagues and administration  - Does not participate in professional collaboration  - Does not attend department meetings | - Inconsistently accepts feedback from colleagues and administration  - Participates in professional collaboration, but does not contribute  - Inconsistently attends and rarely participates in department meetings | - Accepts feedback from colleagues and administration in order to improve practice  - Regularly participates in professional collaboration and makes contributions  - Consistently attends and participates in department meetings  - Provides in-services or presentations to team  - Participates on and contributes to building-level committees as requested | - Solicits feedback from colleagues and administration in order to improve practice  - Assumes a leadership role in professional collaboration  - Consistently attends and provides expertise to department meetings  - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district  - Participates on and contributes to district-level committees |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 4 for School Psychology: Professional Responsibilities**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4e:  Growing and developing professionally** | School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | School Psychologist’s participation in professional development activities is limited to those that are convenient or are required. | School Psychologist seeks out opportunities for professional development based on an individual assessment of need. | School Psychologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4e: Critical Attributes** | - Does not seek opportunities for continued professional development  - Does not participate in any activity that might enhance knowledge or skill.  - Purposefully resists discussing performance with supervisors or colleagues.  - Makes no effort to participate in professional organizations. | - Rarely seeks opportunities for continued professional development  - Participates in professional development when they are required.  - Reluctantly accepts feedback from supervisors and colleagues.  - Rarely participates in professional organizations. | - Seeks opportunities for continued professional development  - Seeks regular opportunities for professional development.  - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.  - Actively participates in organizations designed to contribute to the profession. | - Seeks opportunities for continued professional development  - Seeks regular opportunities for continued professional development, including initiating action research.  - Actively seeks feedback from supervisors and colleagues.  - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| **Evidence:**  Click here to enter text. | | | | |

**Domain 4 for School Psychology: Professional Responsibilities**

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4f:  Showing Professionalism** | School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | School Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | School Psychologist can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| **4f: Critical Attributes** | - Dishonest  - Does not notice the needs of students  - Engages in practices that are self-serving  - Willfully rejects district regulations  - Is not aware of NASP’s *Principles for Professional Ethics*  -Attendance is rare | - Consistently honest  - Notices the needs of students, but is inconsistent in addressing them  - Does not notice that practices are ineffective or that they result in poor outcomes for students  - Complies with district regulations  - Inconsistently adheres to NASP’s *Principles for Professional Ethics*  -Attendance is inconsistent | - Consistently honest and known for having high standards of integrity  - Actively addresses student needs  - Actively works to provide opportunities for student success within the psychological practice  - Complies with district regulations  - Adheres to NASP’s *Principles for Professional Ethics*  -Attendance is regular; Attends most assigned days of work | - Considered a leader in terms of honesty, integrity, and confidentiality  - Proactively addresses student needs  - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice  - Takes a leadership role regarding district regulations  - Always adheres to NASP’s *Principles for Professional Ethics*  -Attendance is consistent or perfect; Attends all or almost all assigned days of work |
| **Evidence:**  Click here to enter text. | | | | |