

School Psychologist

Component	Domain I: Planning and Preparation			
	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities.	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.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist is not proficient with a variety psychological instruments.</i> • <i>Psychologist does not demonstrate desire to expand knowledge of testing instruments.</i> • <i>Use incorrect or inappropriate data sources</i> • <i>Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress</i> 	<ul style="list-style-type: none"> • <i>Psychologist is proficient in 5 or fewer psychological instruments.</i> • <i>Psychologist does not vary instruments used based on individual student.</i> 	<ul style="list-style-type: none"> • <i>Psychologist provides clear explanations of professional knowledge.</i> • <i>Psychologist answers questions accurately and provides feedback that furthers understanding</i> • <i>Psychologist will demonstrate knowledge of and ability to administer at least 5-8 psychological instruments.</i> • <i>Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and</i> 	<ul style="list-style-type: none"> • <i>Psychologist's plans reflect recent developments in content-related pedagogy or best practice.</i> • <i>Psychologist uses psychological instruments that are appropriate to student development, referral question, and in conjunction with existing data.</i> • <i>Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and</i>

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			<i>progress</i>	<i>progress</i>
Evidence:	Reports, Professional Development records, Log of assessments given			
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist does not understand child development characteristics and has unrealistic expectations for students.</i> • <i>Psychologist does not try to ascertain varied ability levels among students.</i> • <i>Psychologist is not aware of student interests or cultural heritages.</i> • <i>Psychologist takes no responsibility to learn about students' medical or learning disabilities.</i> 	<ul style="list-style-type: none"> • <i>Psychologist cites developmental theory but does not seek to integrate it into practice.</i> • <i>Psychologist is aware of the different ability levels but doesn't differentiate practice.</i> • <i>Psychologist recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> • <i>Psychologist is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> • <i>Psychologist knows, for groups of students, their levels of cognitive development.</i> • <i>Psychologist is aware of the different cultural groups.</i> • <i>Psychologist is well informed about students' cultural heritage and incorporates this knowledge in practice.</i> • <i>Psychologist is competent with child psychopathology.</i> 	<ul style="list-style-type: none"> • <i>Psychologist uses ongoing methods to assess students' skill levels and designs.</i> • <i>Psychologist uses knowledge of child psychopathology to guide treatment decisions and to expand understanding of team members.</i>
Evidence:	Professional Development, Reports, Performance in meetings and staff collaboration			
1c: Planning and establishing appropriate goals	Psychologist has no clear goals for the psychology program, or they are	Psychologist's goals for the psychology program are rudimentary and are partially	Psychologist's goals for the treatment program are clear and appropriate to the	Psychologist's goals for the treatment program are highly appropriate to the situation

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for the psychology department to meet the needs of colleagues and the organization.	inappropriate to either the situation. Psychologist	suitable to the situation and the age of the students.	situation in the school and to the age of the students.	in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important contributions to department.</i> • <i>Outcomes are not clear or are stated as activities.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important contributions to department.</i> • <i>Outcomes are suitable for most students.</i> 	<ul style="list-style-type: none"> • <i>Program outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to "big ideas" of the department.</i> • <i>Psychologist contributes to meaningful goal setting.</i> 	<ul style="list-style-type: none"> • <i>Psychologist connects outcomes to previous and future learning.</i> • <i>Psychologist contributes to progress towards to goal.</i> • <i>Psychologist engages in progress monitoring towards the goal.</i>
Evidence	Participation in department meetings, Communication with colleagues, Adherence to relevant policies set by RCCSEC and/or department.			
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist uses only district-provided materials, even when more variety would assist some students/staff/parents.</i> • <i>Psychologist does not seek out resources available to expand his/her own skill.</i> 	<ul style="list-style-type: none"> • <i>Psychologist locates materials and resources for students that are available through the school but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Materials are at varied levels.</i> • <i>Psychologist facilitates use of Internet resources.</i> • <i>Psychologist provides lists of resources.</i> • <i>Psychologist is knowledgeable of assistive technology and plans for how</i> 	<ul style="list-style-type: none"> • <i>Materials are matched to student skill level.</i> • <i>Psychologist maintains a log of resources for student/parent/teacher reference.</i> • <i>Psychologist is fluent in state and federal regulations and</i>

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	<ul style="list-style-type: none"> • <i>Although aware of some student/staff/parent needs, Psychologist does not inquire about possible resources.</i> 		<p><i>to incorporate AT into their practice.</i></p> <ul style="list-style-type: none"> • <i>Psychologist is knowledgeable in state and federal regulations.</i> 	<p><i>provides guidance to school staff.</i></p>
Evidence	Reports, Participation in Meetings, Consultation Logs			
1e: Considering possible interventions and instructional supports based on student needs.	Psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students.	Psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns support to the specific needs of the student(s).	Psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of the student(s).	Psychologist thoroughly considers 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.
Critical Attributes	<ul style="list-style-type: none"> • <i>Does not demonstrate knowledge of evidence-based interventions across all Tiers</i> • <i>Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions</i> • <i>Unable to suggest or identify appropriate interventions that meet the needs of students</i> 	<ul style="list-style-type: none"> • <i>Demonstrates limited knowledge of evidence-based interventions across all Tiers</i> • <i>-Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions</i> • <i>Limited suggestions for appropriate interventions to meet the needs of students</i> 	<ul style="list-style-type: none"> • <i>Demonstrates an understanding of the supports and interventions that are available to students across all Tiers</i> • <i>Frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions</i> • <i>Regularly suggests or identifies appropriate interventions that meet the needs of students</i> 	<ul style="list-style-type: none"> • <i>-Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers</i> • <i>-Provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions</i> • <i>Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials</i>
Evidence				

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<p>1f: Establishing goals for the school psychologist appropriate to the setting and the students served</p>	<p>School Psychologist has no clear goals or the goals are inappropriate to either the situation.</p>	<p>School Psychologist's goals are rudimentary and only partially suitable to the situation.</p>	<p>School Psychologist's goals are clear and appropriate within the context of the educational setting.</p>	<p>School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Goals are not appropriately aligned to meet the needs of student population</i> • <i>Lack of collaboration with school or district colleagues in order to develop goals for direct service.</i> 	<ul style="list-style-type: none"> • <i>Goals have limited alignment for meeting the needs of student population. .</i> • <i>Collaborates with school or district colleagues in the development of goals only when required</i> 	<ul style="list-style-type: none"> • <i>Goals are clear and appropriate for meeting the needs of student population.</i> • <i>Collaborates with school or district colleagues in order to develop goals for direct services</i> 	<ul style="list-style-type: none"> • <i>Goals are clear, appropriate, and highly personalized to context of the educational setting</i> • <i>Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals</i> • <i>Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.</i>
<p>Evidence</p>				

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Domain 2 for School Psychologists: The Environment				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Student behavior reflects a high degree of comfort and trust in the relationship. Psychologist is responsive to district need in times of crisis and is willing to adjust schedule to meet immediate student needs.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist is disrespectful towards students or insensitive to others' ages, cultural backgrounds, and developmental levels.</i> • <i>Participants' body language indicates feelings of hurt, discomfort, or insecurity.</i> • <i>Psychologist displays no familiarity with, or caring about, individuals.</i> • <i>Psychologist disregards disrespectful interactions among others.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between Psychologist and students, or students, is uneven, with occasional disrespect or insensitivity.</i> • <i>Psychologist attempts to foster a respectful environment with uneven results.</i> • <i>Psychologist attempts to make connections, but the reactions of others indicate that these attempts are not entirely successful.</i> • <i>Psychologist considers others' scheduling and classroom management needs.</i> 	<ul style="list-style-type: none"> • <i>Psychologist makes general connections with individuals.</i> • <i>Student/teachers/parents exhibit respect for Psychologist.</i> • <i>Student/staff interactions are friendly and demonstrate general warmth, caring, and respect.</i> 	<ul style="list-style-type: none"> • <i>Psychologist respects and encourages all efforts.</i> • <i>Psychologist demonstrates genuine caring and respect for all individuals.</i>
Evidence	Administrator feedback, Observation			
2b:	School psychologist	School psychologist	School psychologist consistently	School psychologist models and

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<p>Working towards establishing a positive culture and climate throughout the school</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Unaware of or not invested in the culture and climate of the school</i> • <i>Does not participate in school-wide committees, leadership teams, or problem-solving teams</i> • <i>Does not participate in nor have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions</i> 	<ul style="list-style-type: none"> • <i>Has limited knowledge or commitment to supporting the culture and climate of the school</i> • <i>Participates when required in school-wide committees, leadership teams, or problem-solving teams</i> • <i>Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions</i> 	<ul style="list-style-type: none"> • <i>Aware of and actively works to enhance the culture and climate of the school</i> • <i>Participates in school-wide committees, leadership teams, or problem-solving teams</i> • <i>Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions</i> 	<ul style="list-style-type: none"> • <i>Invested in establishing a positive culture and climate throughout the school</i> • <i>Assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams</i> • <i>Actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions</i> • <i>Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support</i>
<p>2c: Establishing and maintaining clear procedures</p>	<p>No procedures for referrals have been established; when teachers want to refer</p>	<p>Psychologist has worked with district to established procedures for referrals, but the</p>	<p>Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone and/or the</p>	<p>Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation</p>

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	a student for special services, they are not sure how to go about it and/or the psychologist is unresponsive to teacher requests.	details are not always clear.	psychologist is working with the district to establish and refine the referral process.	with teachers and administrators. The psychologist is responsive to parent referrals.
Critical Attributes	<ul style="list-style-type: none"> Supplies/materials are handled inefficiently, frequently resulting in a loss of productive time. <p>Psychologist does not develop a schedule that considers district needs; is ineffective in solving scheduling difficulties which require guidance to solve.</p>	<ul style="list-style-type: none"> Routines for handling materials and supplies function moderately well. At times, schedule may be adjusted because supplies or materials are not present. 	<ul style="list-style-type: none"> Routines for distribution and collection of materials and supplies work efficiently. Psychologist develops a schedule for therapy/consultation/assessment that meets district needs. Changes are handled smoothly a majority of the time. 	<ul style="list-style-type: none"> Routines for handling materials and supplies are seamless. Psychologist maintains effective access to materials. <p>Psychologist develops and maintains a schedule for service delivery that optimizes critical time periods.</p>
Evidence	Documents related to referral process, Administrator feedback			
2d: Establishing standards of conduct in the testing environment	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing environment. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing environment. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing environment. Psychologists monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

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Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist does not engage students productively a majority of the time.</i> • <i>Psychologist does not monitor student behavior.</i> • <i>Psychologist is unaware of how student behavior affects testing performance.</i> 	<ul style="list-style-type: none"> • <i>Psychologist does not vary techniques for engaging students. At times, techniques may be inappropriate to developmental or cultural needs.</i> • <i>Psychologist attempts to maintain order in the school setting, referring to classroom rules, but with uneven success.</i> • <i>Psychologist attempts to keep track of student behavior, but with no apparent system and no communication.</i> • <i>Psychologist's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Psychologist uses various techniques to insure that students are productively engaged.</i> • <i>Psychologist frequently monitors student behavior.</i> • <i>Psychologist's response to student misbehavior is effective.</i> • <i>Psychologist will apprise themselves of the Behavior Intervention Plan when appropriate.</i> • <i>Psychologist sets clear expectations for student behavior in the testing environment.</i> 	<ul style="list-style-type: none"> • <i>Psychologist demonstrates a variety of techniques to engage students productively.</i> • <i>Student behavior is entirely appropriate; any student misbehavior is expertly handled.</i> • <i>Psychologist silently and subtly monitors student behavior.</i> • <i>Psychologist uses an extensive repertoire of techniques to be preventative.</i> • <i>Psychologist is aware of how student behavior may impact performance on assessment.</i>
Evidence	Document examples in pre-observation paperwork, Possible observation by administrator			
2e: Organizing physical space for testing of students and storage of materials	The testing area is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing area are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing area is well organized; materials are stored in a secure location and are available when needed.	The testing area is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe and accessible to most student.</i> 	<ul style="list-style-type: none"> • <i>Work space is safe and accessible to all students.</i> 	<ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i>

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	<i>safety with no attempt by the Psychologist to modify the environment.</i>	<ul style="list-style-type: none"> • <i>The physical environment is not an impediment to testing but does not enhance it.</i> • 		
Evidence	Observation, Administrator feedback (need to consider that aspects of this are outside of our control)			

Domain 3 for School Psychologists: Delivery of Service				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Critical Attributes	<ul style="list-style-type: none"> • <i>Little or no information regarding the referral status is available.</i> • <i>Families/teachers are unaware of referral timeline. .</i> • <i>Psychologist's spoken language is inaudible, poorly annunciated.</i> • <i>Written language is illegible. Spoken or written language may contain many grammar, syntax, and/or spelling errors.</i> 	<ul style="list-style-type: none"> • <i>Psychologist provides infrequent or incomplete information about the referral status.</i> • <i>Psychologist maintains required records but does little else to inform families and teachers about referral status.</i> • <i>Psychologist's spoken language is audible and clearly annunciated. Written language is legible. Both are used correctly. Vocabulary may be</i> 	<ul style="list-style-type: none"> • <i>Psychologist regularly makes information about the referral status available.</i> • <i>Psychologist's spoken and written language is clear and correct. Vocabulary is appropriate to the audience.</i> • <i>Psychologist's explanation of content is clear and invites participation and thinking.</i> 	<ul style="list-style-type: none"> • <i>When developmentally appropriate, psychologist communications with student regarding referral.</i> • <i>Psychologist points out possible areas for misunderstanding.</i> • <i>Psychologist's spoken and written language is correct and expressive with well-chosen vocabulary</i>

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		<i>inappropriate to audience and/or is not well explained.</i>	<ul style="list-style-type: none"> • <i>Psychologist describes specific strategies others might use, inviting others' interpretation in the context of what they're learning.</i> 	<p><i>that enriches the communication.</i></p> <ul style="list-style-type: none"> • <i>Psychologist regularly makes information about the referral status available and provides information about student performance.</i>
Evidence	Psychologist should be able to cite examples of contributing insights (through record reviews, observation, consultation) to address referral questions. Contact logs, emails.			
3b: Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs.	School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	School psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School psychologist either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
Critical Attributes	School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	School psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School psychologist either does not synthesize evaluation data accurately or prepares	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork

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		paperwork that is not understandable to school staff.	that accurately synthesizes evaluation data in a manner understandable to school staff.	that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
Evidence				
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate paperwork.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed paperwork.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
Critical Attributes	<ul style="list-style-type: none"> Psychologist does not assume leadership of referral team. 	<ul style="list-style-type: none"> Psychologist assuming basic leadership responsibilities when requested by another team member. 	<ul style="list-style-type: none"> Psychologist serves as leader at meetings. Psychologist prepares accurate paperwork. 	<ul style="list-style-type: none"> Psychologist works with team to determine who would serve as best leader. Psychologist offers guidance to other team members regarding accurate paperwork completion.
Evidence	Observation during meetings, Administrator feedback, Emails			
3d: Planning interventions to maximize students' likelihood of success *Need to review after pilot year.	Psychologist declines to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate

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				many related elements.
Critical Attributes	<ul style="list-style-type: none"> • <i>Recommendations are boring and/or not well aligned to the goals.</i> • <i>Student groups do not support learning.</i> • <i>Intervention plans are not structured or sequenced and are unrealistic in their expectations.</i> 	<ul style="list-style-type: none"> • <i>Intervention recommendations are suitable, but there is limited variety.</i> • <i>Instructional groups are random, or they only partially support objectives.</i> • <i>Intervention structure is uneven or may be unrealistic about time expectations.</i> 	<ul style="list-style-type: none"> • <i>Intervention recommendations are matched to outcomes.</i> • <i>Student groups are organized thoughtfully to maximize learning and build on student strengths.</i> 	<ul style="list-style-type: none"> • <i>Psychologist provides a variety of appropriately challenging intervention recommendations.</i> • <i>Intervention plans differentiate for individual student needs.</i>
Evidence	Recommendations portion of reports, Meeting Logs, Intervention Plans, Data Team Meeting Notes, RtI Data			
3e: 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.
Critical Attributes	<ul style="list-style-type: none"> • School psychologist refuses to be a part of the problem-solving team or does not participate in discussions about student concerns • Fails to make data-based decisions regarding instruction and interventions • Does not collaborate with other staff 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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			planning, progress monitoring, and decision making	<ul style="list-style-type: none"> • 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
3f: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes when confronted with evidence of the need for change.	Psychologist makes revisions when it is needed.	Psychologist is continually seeking ways to improve and makes changes as needed in response to student, parent, or teacher input.
Critical Attributes	<ul style="list-style-type: none"> • Psychologist is rigid and unwilling to modify practice to meet the needs of the district or student. 	<ul style="list-style-type: none"> • <i>Psychologist indicates a desire to modify practice to meet the needs of district or student but does so infrequently or when directed by district.</i> 	<ul style="list-style-type: none"> • <i>In reflecting on practice, Psychologist cites multiple approaches undertaken.</i> • <i>Psychologist demonstrates understanding that there are multiple approaches to a problem.</i> • <i>Psychologist modifies practice, as appropriate, to meet student and district needs.</i> 	<ul style="list-style-type: none"> • Psychologist is responsive and flexible without compromising quality of practice. • <i>Psychologist conveys to and encourages others that there are more approaches.</i>
Evidence	Psychologist self-reflection, Examples of collaborative staff interactions, Administrative Feedback			

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Domain 4 for School Psychologists: Professional Responsibilities				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist draws incorrect conclusions about their practice.</i> • <i>Psychologist makes no suggestions for improvement.</i> 	<ul style="list-style-type: none"> • <i>Psychologist has a general sense of whether or not practices were effective.</i> • <i>Psychologist offers general modifications for future practice.</i> 	<ul style="list-style-type: none"> • <i>Psychologist accurately assesses the effectiveness of practice.</i> • <i>Psychologist identifies specific ways in which a practice might be improved.</i> 	<ul style="list-style-type: none"> • <i>Psychologist's assessment of practice includes specific indicators of effectiveness.</i> • <i>Psychologist's suggestions for improvement draw on an extensive repertoire of skills.</i>
Evidence	Self-reflection, documented on pre-observation form			
4b: Collaborating with teachers, administrators, parents, students, and appropriate community supports.	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 initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries.	School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies</i> • <i>Does not respond to communication requests made by students, parents, staff, and/or community agencies</i> • <i>Communication during meetings or consultation is ineffective or disrespectful</i> • <i>Does not advocate for the best interests of the student</i> 	<ul style="list-style-type: none"> • <i>Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies</i> • <i>Slow to respond to communication requests made by students, parents, staff, and/or community agencies</i> • <i>Communication during meetings or consultation can be ineffective</i> • <i>Inconsistently advocates for the best interests of the student</i> 	<ul style="list-style-type: none"> • <i>Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies</i> • <i>Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them</i> • <i>Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion</i> - <i>Communication during meetings or consultation is effective and meaningful</i> - <i>Advocates for the best interests of the student</i> 	<ul style="list-style-type: none"> • <i>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</i> • <i>Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them</i> • <i>Initiates communication and responds to requests made by students, parents, staff, and/or community agencies</i> - <i>Facilitates effective communication during meetings or consultation</i> - <i>Always advocates for the best interests of the student</i>
<p>4c: Maintaining accurate records</p>	<p>Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.</p>	<p>Psychologist's records are accurate and legible and are stored in a secure location.</p>	<p>Psychologist's records are accurate and legible, well organized, and stored in a secure location.</p>	<p>Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>There is no system for</i> 	<ul style="list-style-type: none"> • <i>Psychologist has a process</i> 	<ul style="list-style-type: none"> • <i>Psychologist's process</i> 	<ul style="list-style-type: none"> • <i>All records are</i>

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	<p><i>either instructional or non-instructional records.</i></p> <ul style="list-style-type: none"> • <i>Record-keeping systems are in disarray and provide incorrect or confusing information.</i> 	<p><i>for recording work completion. However, it may be out of date or the Psychologist may require frequent reminders.</i></p>	<p><i>for recording non-instructional information is both efficient and effective.</i></p>	<p><i>completed on time and accurately.</i></p>
Evidence	Medicaid Billing, Personal Logs, Student File System			
4d: Participating in a professional community	<p>School Psychologist does not consistently attend required school and required Cooperative meetings. School Psychologist's relationships with colleagues are negative or unprofessional.</p>	<p>School Psychologist inconsistently attends Cooperative required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial.</p>	<p>School Psychologist attends required school and required Cooperative meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues.</p>	<p>School Psychologist makes a substantial contribution to school and Cooperative meetings, participates on district-level committees, and assumes a leadership role with colleagues.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Aversive to feedback from colleagues and administration</i> • <i>Does not participate in professional collaboration</i> • <i>Does not attend department meetings</i> 	<ul style="list-style-type: none"> • <i>Inconsistently accepts feedback from colleagues and administration</i> • <i>Participates in professional collaboration, but does not contribute</i> • <i>Inconsistently attends and rarely participates in department meetings</i> 	<ul style="list-style-type: none"> • <i>Accepts feedback from colleagues and administration in order to improve practice</i> • <i>Regularly participates in professional collaboration and makes contributions</i> • <i>Consistently attends and participates in department meetings</i> • <i>Provides in-services or presentations to team</i> • <i>Participates on and contributes to Rtl committees as requested.</i> 	<ul style="list-style-type: none"> • <i>Solicits feedback from colleagues and administration in order to improve practice</i> • <i>Assumes a leadership role in professional collaboration</i> • <i>Consistently attends and provides expertise to department meetings</i> • <i>Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district</i> • <i>Participates on and</i>

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				<i>contributes to RtI committees.</i>
Evidence				
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist is not involved in any activity that might enhance knowledge or skill.</i> • <i>Psychologist purposefully resists discussing performance with supervisors or colleagues.</i> • <i>Psychologist ignores invitations to join professional organizations or attend conferences.</i> 	<ul style="list-style-type: none"> • <i>Psychologist participates in professional activities when they are required or provided by the district.</i> • <i>Psychologist reluctantly accepts feedback from supervisors and colleagues.</i> • <i>Psychologist contributes in a limited fashion to professional organizations.</i> 	<ul style="list-style-type: none"> • <i>Psychologist seeks regular opportunities for continued professional development.</i> • <i>Psychologist welcomes colleagues and supervisors for the purposes of gaining insight from their feedback.</i> • <i>Psychologist actively participates in organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of "proficient":</i></p> <ul style="list-style-type: none"> • <i>Psychologist seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>Psychologist actively seeks feedback from supervisors and colleagues.</i>
Evidence	Documentation of conferences attended, Attempts made to share information with colleagues			
4f: Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role

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			for students when needed.	with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • <i>Psychologist is dishonest.</i> • <i>Psychologist does not notice the needs of students/teachers/parents.</i> • <i>Psychologist engages in practices that are self-serving.</i> <p><i>Psychologist willfully rejects district regulations.</i></p>	<ul style="list-style-type: none"> • <i>Psychologist is honest.</i> • <i>Psychologist notices the needs of students/teachers/parents but is inconsistent in addressing them.</i> • <i>Psychologist makes decisions professionally but on a limited basis. Both quantity and quality are limited.</i> <p><i>Psychologist complies with district regulations.</i></p>	<ul style="list-style-type: none"> • <i>Psychologist is honest and known for having high standards of integrity.</i> • <i>Psychologist actively advocates for student/parent/staff needs.</i> • <i>Psychologist willingly participates in team and departmental decision making.</i> • <i>Psychologist complies completely with district regulations.</i> 	<ul style="list-style-type: none"> • <i>Psychologist is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Psychologist is highly proactive in serving students/teachers/parents.</i> • <i>Psychologist takes a leadership role in team and departmental decision making.</i>
Evidence	Administrative Feedback, Self-Reflection			

**Consider use of Professional Development Logs or Professional Contribution Logs (page 180) could be turned in with Pre-Obs forms.