**Form K: Indian Prairie Framework for School Psychologists**

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| **Domain I for School Psychologists: Planning and Preparation** | | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1a:***  ***Demonstrates Knowledge of Legal and Theoretical Psychological Services and Current Best Practices in Education and School Psychology*** | | School Psychologist is unable to demonstrate knowledge of the history and foundations of school psychology and does not implement best practices at the school level. | School Psychologist demonstrates limited knowledge of the history and foundations of school psychology and inconsistently implements best practices at the school or district level. | School Psychologist demonstrates solid knowledge of the history and foundations of school psychology through the implementation of best practices at the school or district level. | School Psychologist consistently demonstrates extensive knowledge of the history and foundations of school psychology through the implementation of best practices at the school level, district level, and/or professional community. |
| ***Critical***  ***Attributes*** | | * *School Psychologist is unfamiliar with best practices in the field.* * *School Psychologist is unaware of state laws and NASP procedures and references outdated research and practices.* | * *School Psychologist has limited knowledge of current best practices in education and school psychology.* * *School Psychologist makes limited reference to state laws and NASP procedures and research or best practices.* | * *School Psychologist initiates personal readings that are relevant to the needs of the population.* * *School Psychologist references current best practices in the field.* * *School Psychologist cites current research in education and school psychology.* | * *School Psychologist initiates personal readings/ research in order to improve practices with the current population or needs of staff.* * *School Psychologist has achieved/maintained NCSP status.* * *School Psychologist pursues on-going graduate-level coursework or instructs at a college level.* * *School Psychologist contributes to the field of school psychology via research, publications, or presentations.* |
| ***Guiding Question: What are the key concepts and their relationship to the session to be observed and the overall plan within which it falls?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1b:***  ***Demonstrates Knowledge of Child and Adolescent Development, Learning Theory, Psychopathology, Cultural Diversity, and Special Education*** | | School Psychologist demonstrates little to no knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education. | School Psychologist demonstrates some knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education. | School Psychologist demonstrates thorough knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education. | School Psychologist demonstrates extensive knowledge of child and adolescent development, learning theory, psychopathology, cultural diversity, and special education. |
| ***Critical***  ***Attributes*** | | * *School Psychologist is insensitive or unaware of the unique characteristics of the population.* * *School Psychologist makes assumptions or designations of students/families with limited information.* * *School Psychologist grouping and placement of students to provide services is inappropriate.* | * *School Psychologist does not share this knowledge with colleagues through collaboration or trainings.* * *School Psychologist allows inappropriate assumptions or designations of students/families to occur in the school setting.* * *School Psychologist inconsistently groups students or provides services based on their needs and characteristics.* | * *School Psychologist remains current with the latest research in the field via DSM updates, research articles, attending conferences.* * *School Psychologist applies and shares the most current knowledge with staff or colleagues.* * *Students are grouped for services with consideration given to their developmental level, learning style, disabilities, and background.* | * *School Psychologist remains current with the latest research in the field regarding characteristics of students/families.* * *School Psychologist contributes to the field by conducting research or publishing articles about characteristics of students/families.* * *School Psychologist formally presents the latest research or information about student/family characteristics to staff or colleagues.* * *School Psychologist consistently gives consideration to the unique characteristics of students when they are grouped or services are provided and this is monitored throughout the school year.* |
| ***Guiding Question: How did your awareness of students’ interests/needs, prior knowledge, culture, and experiences impact your planning?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1c:***  ***Setting Goals for Psychology Services That are Appropriate For the Setting and the Diverse Needs of the Students*** | | School Psychologist has no clear goals for direct psychology services or the goals are inappropriate to the needs, developmental level, and diversity of the student(s). | School Psychologist’s goals for direct psychology services are rudimentary and are partially suitable to the needs, developmental level, and diversity of the student(s). | School Psychologist’s goals for direct psychology services are clear and appropriate to the needs, developmental level, and diversity of the student(s). | School Psychologist’s goals for direct psychology services are highly appropriate to the needs, developmental level, and diversity of the student(s). |
| ***Critical***  ***Attributes*** | | * *Goals are not appropriately aligned to meet the needs of the student population.* * *School Psychologist does not collaborate with school or district colleagues in order to develop goals for direct services.* * *IEP goals for direct social work/psychology services are generic and not observable or measureable.* * *Grouping and placement of students to provide services is inappropriate by not giving consideration to their unique needs.* | * *Goals are not always appropriately aligned to meet the needs of the student population.* * *School Psychologist inconsistently collaborates with school or district colleagues in order to develop goals for direct services.* * *IEP goals for direct social work/psychology services are sometimes specific, observable, and measurable.* * *School Psychologist inconsistently groups students based on their needs and characteristics.* | * *Goals are consistently aligned to meet the needs of the student population.* * *School Psychologist makes an effort to collaborate with school or district colleagues in order to develop goals for direct services.* * *IEP goals for direct social work/psychology services are specific to the needs of students and are observable and measurable.* * *Students are grouped with consideration given to their unique needs and characteristics.* | * *School Psychologist initiates and takes responsibility for meeting the needs of the student population through appropriately aligned goals.* * *School Psychologist conducts a needs inventory or consult with staff/ administration in order to develop school-wide goals for psychology services.* * *IEP goals for direct social work/psychology services are specific, observable, and measurable. They are tied to Social-Emotional Learning standards and include relevant, objective baseline data that are tied to objectives.* * *Consideration is consistently given to the unique needs and characteristics of students when they are grouped for direct service.* |
| ***Guiding Question: How did you develop student outcomes to meet the varying needs of your students?***  **Evidence:** | | | | |

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| ***1d:***  ***Designs Interventions and Instructional Supports Using Appropriate Resources*** | | School Psychologist’s repertoire of academic, behavioral, and social/emotional interventions/supports consists of a random collection of unrelated activities that lacks coherence, an overall structure, or does not meet the needs of the student(s). | School Psychologist designs academic, behavioral, and social/emotional interventions/supports, with disregard to evidence-based practices that may be ineffective in meeting the needs of the target student(s). | School Psychologist designs evidence-based academic, behavioral, and social/emotional interventions/supports that effectively meet the needs of the target student(s). | School Psychologist designs evidence-based academic, behavioral, and social/emotional interventions/supports that effectively meet the needs of the target student(s) and are connected to building/district goals. |
| ***Critical***  ***Attributes*** | | * *School Psychologist is ignorant of evidence-based interventions across all Tiers.* * *School Psychologist does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions.* * *School Psychologist is unable to suggest or identify appropriate interventions that meet the needs of students.* | * *School Psychologist demonstrates limited knowledge of evidence-based interventions across all Tiers.* * *School Psychologist collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions.* * *School Psychologist has limited suggestions for appropriate interventions to meet the needs of students.* | * *School Psychologist demonstrates an understanding of the supports and interventions that are available to students across all Tiers.* * *School Psychologist frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions.* * *School Psychologist regularly suggests or identifies appropriate interventions that meet the needs of students.* | * *School Psychologist demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers.* * *School Psychologist provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions.* * *School Psychologist functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials.* |
| ***Guiding Question: What supports and resources were developed and utilized? How did you determine and expand your knowledge of resources and supports?***  **Evidence:** | | | | |

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| ***1e:***  ***Demonstrates Knowledge of a Variety of Assessment Instruments and Identifies Measures That are Able to Evaluate Educational Problems and Progress*** | | School Psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that evaluate interventions and student progress effectively. | School Psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that evaluate interventions and student progress. | School Psychologist has knowledge of a variety of assessment instruments for systems, groups, and individuals and consistently identifies instruments that evaluate interventions and student progress. | School Psychologist has extensive knowledge of a variety of assessments for systems, groups, and individuals and always suggests effective instruments for the evaluation of interventions and student progress. |
| ***Critical***  ***Attributes*** | | * *School Psychologist does not participate in problem-solving planning in order to make decisions about instruments, interventions, and progress monitoring tools.* * *School Psychologist suggests inappropriate or outdated instruments to evaluate educational problems, interventions, and progress.* | * *School Psychologist inconsistently participates in problem-solving planning in order to make decisions about instruments, interventions, and progress monitoring tools.* * *School Psychologist relies on limited data sources (e.g., Review, Interview, Observe, Test) and suggests inappropriate instruments to evaluate educational problems, interventions, and progress.* | * *School Psychologist consistently participates in problem-solving planning in order to make decisions about instruments, interventions, and progress monitoring tools.* * *School Psychologist relies on a breadth of data sources (e.g., Review, Interview, Observe, Test) and accurately uses this information to suggest appropriate instruments that evaluate educational problems, interventions, and progress.* | * *School Psychologist functions within a leadership role on the problem-solving team by planning and recommending evidence-based instruments, interventions, and progress monitoring tools.* * *School Psychologist relies on a breadth of data sources (e.g., Review, Interview, Observe, Test) and accurately uses this information to make specific recommendations for effective instruments that evaluate educational problems, interventions, and progress. School Psychologist is knowledgeable with linking results to appropriate interventions.* |
| ***Guiding Question: How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future program planning?***  **Evidence:** | | | | |

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| **Domain 2 for School Psychologists: School Environment** | | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2a:***  ***Creating 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. 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. | Students, staff, and parents seek out the School Psychologist, reflecting a high degree of comfort and trust in the relationship. |
| ***Critical***  ***Attributes*** | | * *Parents and/or staff complain about treatment of their student or themselves.* * *There is a lack of respect observed in interactions with others.* * *Students refuse to speak with psychologist.* * *No effort is made towards repairing relationships or building rapport.* | * *Parents and/or staff express neutral feelings about the treatment of their student or themselves.* * *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 psychologist.* * *Inconsistent effort is made towards supporting respectful relationships and building rapport.* | * *Parents, students, and staff feel comfortable with and seek out the support of the psychologist.* * *There are respectful interactions with all stakeholders.* * *Effort is made towards repairing relationships and building rapport.* * *School Psychologist establishes visibility in the school and is approachable to all.* * *School Psychologist has an “open door” policy.* | * *Parents, students, and staff regularly seek out the support of psychologist.* * *Interactions with staff during consultation are respectful and reciprocal.* * *Efforts are made to repair relationships and reestablish rapport resulting in a workable and respectful relationship.* * *School Psychologist is sought out by building/district administration to act in a leadership role or a facilitator.* * *School Psychologist establishes visibility in the school/district and is approachable to all.* * *School Psychologist advertises an “open door” policy.* |
| ***Guiding Questions: How do you create an environment of respect and rapport? How do you ensure that interactions are respectful?***  **Evidence:** | | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | |
| ***2b:***  ***Works Towards Establishing a Positive Culture and Climate Throughout the School*** | | School Psychologist makes no attempt to establish a culture for positive mental health in the school. School Psychologist demonstrates a lack of knowledge and involvement in Tier 1 social/emotional and behavioral supports and interventions. | School Psychologist inconsistently promotes a culture for positive mental health in the school. School Psychologist has limited knowledge of and involvement in Tier 1 social/emotional and behavioral supports and interventions. | School Psychologist consistently promotes a culture for positive mental health throughout the school. School Psychologist demonstrates knowledge of and involvement in Tier 1 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 Tier 1 behavioral supports and interventions. | |
| ***Critical***  ***Attributes*** | | * *School Psychologist neither is unaware of nor invested in the culture and climate of the school.* * *School Psychologist does not participate in school-wide committees, leadership teams, or problem-solving teams.* * *School Psychologist does not participate in nor have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral supports and interventions.* | * *School Psychologist is disengaged from and has limited knowledge of the culture and climate of the school.* * *School Psychologist inconsistently participates in school-wide committees, leadership teams, or problem-solving teams.* * *School Psychologist has limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral supports and interventions.* | * *School Psychologist is aware of and actively makes attempts to enhance the culture and climate of the school.* * *School Psychologist participates in school-wide committees, leadership teams, or problem-solving teams.* * *School Psychologist is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions.* | * *School Psychologist is invested in establishing a positive culture and climate throughout the school.* * *School Psychologist assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams.* * *School Psychologist is actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions.* * *School Psychologist assists in the development and/or implementation of a needs assessment in order to determine which areas of climate and culture need support.* | |
| ***Guiding Question: How do you develop a culture of high expectations that promotes and results in high levels of student effort?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | |
| ***2c:***  ***Organizes Physical Space for Assessments, Collaboration, Interventions, Direct Service, and Storage of Materials*** | | School Psychologist disregards the need for confidentiality when organizing or storing materials. Physical environment is extremely disorganized. Copyright laws are violated. | School Psychologist occasionally disregards the need for confidentiality when organizing or storing materials. Physical environment is somewhat disorganized. Copyright laws are not always respected. | School Psychologist respects the need for confidentiality when organizing or storing materials. The physical environment is organized and all materials are easily accessible. Copyright laws are respected. | School Psychologist consistently respects the need for confidentiality and has a well-developed protocol for organizing or storing materials. The physical environment is extremely organized and all materials are easily accessible. Copyright laws are respected. | |
| ***Critical***  ***Attributes*** | | * *School Psychologist frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials.* * *Physical environment is not conducive to working with staff, students, nor parents.* * *Materials are lost, misplaced, or unsecured.* * *School Psychologist does not respect copyright laws pertaining to assessment materials (e.g., distributes photocopies of protocols).* * *District procedures for maintaining student files/ protocols are not adhered to nor transitioned to the next designee.* | * *School Psychologist occasionally leaves confidential materials in view of others and improperly disposes of confidential materials.* * *Physical environment is not always conducive to working with staff, students, or parents.* * *Materials are not easily assessable and not always secured.* * *School Psychologist inconsistently adheres to copyright laws that pertain to assessment materials.* * *District procedures for maintaining student files/ protocols are inconsistently adhered to and not transitioned to the next designee adequately.* | * + *School Psychologist does not leave confidential materials in view of others and properly disposes of confidential materials (e.g., shredding).*   + *Physical environment is conducive to working with staff, students, and parents.*   + *Materials are readily available and secured.*   + *Copyright laws pertaining to assessment instruments and protocols are respected.* * *District procedures for maintaining student files/protocols are adhered to and transitioned to the next designee in a timely manner.* | * + *School Psychologist develops specific protocols of practice to ensure that materials are kept confidential and properly disposed of.*   + *Physical environment is conducive and welcoming to working with staff, students, and parents.*   + *Materials are readily available and consistently secured.*   + *School Psychologist consistently respects copyright laws pertaining to assessment instruments and protocols.*   + *District procedures for maintaining student files/protocols are consistently adhered to and transitioned to the next designee in a timely manner.* | |
| ***Guiding Questions: How do you establish and promote routines and procedures that maximize effectiveness? How do you manage the physical space available to you?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | |
| ***2d:***  ***Manage Student Behavior Through Collaboration, Behavioral Interventions, and Direct Services*** | | School Psychologist does not participate in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist fails to collaborate with teams that develop behavioral intervention plans. Direct services with students are ineffective, poorly managed, and may exacerbate inappropriate behaviors. | School Psychologist inconsistently participates in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist struggles to collaborate with teams that develop behavioral intervention plans. Direct work with students is not always effective and poorly managed. There is no plan developed to collect data on behavioral interventions and services. | School Psychologist takes an active role in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist actively collaborates with teams that develop behavioral intervention plans. Direct work with students is effective and well-managed. Behavioral interventions and services are developed with consideration given to data collection and progress monitoring. | School Psychologist takes a leadership role in the implementation and progress monitoring of Tiered behavioral interventions. School Psychologist assumes a leadership role when supporting teams that develop behavioral intervention plans. Direct work with students is highly effective and well-managed. All behavioral interventions and services are developed with consideration given to data collection and progress monitoring. | |
| ***Critical***  ***Attributes*** | | * *School Psychologist does not participate or contribute to Problem-Solving Teams, BSP writing, behavioral supports, etc.* * *School Psychologist does not collaborate with school personnel regarding student behavior.* * *Direct services provided by the School Psychologist may escalate or provoke students.* * *The behavioral needs of students and the required interventions are not communicated with staff.* | * *School Psychologist inconsistently participates or contributes to Problem-Solving Teams, BSP writing, behavioral supports, etc.* * *School Psychologist infrequently collaborates with school personnel regarding student behavior.* * *Direct services are ineffective and do not promote behavioral change.* * *The behavioral needs of students and the required interventions are inconsistently communicated with staff.* | * *School Psychologist participates and contributes to Problem-Solving Teams, BSP writing, behavioral supports, etc.* * *School Psychologist collaborates with school personnel regarding student behavior* * *Direct services are effective and result in positive behavioral change.* * *School Psychologist is able to help defuse students in crisis.* * *School Psychologist ensures that the behavioral needs of students and the required interventions are communicated with staff.* | * *School Psychologist assumes a leadership role on Problem-Solving Teams, BSP writing, behavioral supports, etc.* * *School Psychologist is sought out by school personnel in order to address student behavioral concerns.* * *Direct services are effective and result in positive behavioral change that is supported by data.* * *School Psychologist is frequently sought out to defuse students in crisis.* * *School Psychologist initiates the communication of the behavioral needs of students and required interventions with staff.* | |
| ***Guiding Question: What student behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?***  **Evidence:** | | | | |
| **Domain 3 for School Psychologists: Delivery of Services** | | | | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | |
| ***3a:***  ***Demonstrates the Ability to Effectively Communicate With Students at Their Developmental Level*** | | School Psychologist does not interact with students or engages in inappropriate interactions. Direct services with students are extremely limited or the purposes of such services 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. | | |
| ***Critical***  ***Attributes*** | | * *No meetings with students are scheduled.* * *Interactions with students are disrespectful, condescending, or inappropriate to the students’ developmental level.* * *The boundaries between the School Psychologist and student are inappropriate.* * *Services that are provided to students are confusing or have no purpose.* | * *Services to students are inconsistent and there is limited follow through of supports (e.g., not meeting with a student after agreeing to or not acting after meeting with student).* * *Boundaries between School Psychologist and student are unclear.* * *School Psychologist uses confusing or developmentally inappropriate language when interacting with students.* * *Students participate in direct services, but are unable to explain the goals or priorities of the process.* | * *Expectations of direct services are clear to students.* * *Boundaries between School Psychologist and student are clear and developmentally appropriate.* * *Depending on developmental level, students are included in discussions about their education and needs.* * *Students actively participate in direct services and are able to explain the goals and priorities of the process.* | * *Expectations and purpose of direct services are clear to students, staff, and parents.* * *Boundaries between psychologist and student are explicit and understood by students, families, and staff.* * *Communication with students is dynamic and age-appropriate.* * *Students actively participate in direct services and are able to generalize the lesson to other settings.* * *School Psychologist uses student feedback in order to plan future activities.* | | |
| ***Guiding Question: How were the intervention targets identified, communicated to stakeholders, and how was the students’ background connected to the supports provided?***  **Evidence:** | | | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3b:***  ***Utilizes Data-Based Decision Making and Progress-Monitoring to Drive Student Instruction, Interventions, and Services*** | | School Psychologist does not use data to help make instructional decisions nor participates in the problem-solving process. School Psychologist is not knowledgeable about data collection procedures, instruments, and interpretation. | School Psychologist attempts to use data to help make instructional decisions, but does so incorrectly or inaccurately. Participation in the problem-solving process is ineffective and efforts are misguided. School Psychologist has limited knowledge of data collection procedures, instruments, and interpretation. | School Psychologist uses data to help make instructional decisions. School Psychologist demonstrates knowledge of the legal requirements of RtI, how to collect baseline and progress monitoring data, and evidence-based interventions. School Psychologist regularly participates in the problem-solving process and assists the educational team in determining whether more formalized evaluations or services are warranted. | School Psychologist consistently uses data to help make instructional decisions. School Psychologist demonstrates extensive knowledge regarding legal requirements of RtI, how to collect baseline and progress monitoring data, and evidence based interventions. The School Psychologist is a leader during the problem-solving process and advises the education team in determining whether more formalized evaluations or services are warranted. |
| ***Critical***  ***Attributes*** | | * *School Psychologist is not part of the problem-solving team nor participates in discussions about student concerns.* * *School Psychologist fails to make data-based decisions regarding instruction and interventions (i.e., makes subjective decisions).* * *School Psychologist is not collaborative with other staff.* | * *Participation on the problem-solving team is inconsistent and rarely participates in discussions about student concerns.* * *School Psychologist has limited knowledge of tools and processes to effectively collect data and monitor progress.* * *School Psychologist uses incorrect or superfluous data for instructional planning or decision making.* | * *School Psychologist regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns.* * *School Psychologist consistently uses tools and processes to effectively collect data and implements these processes.* * *School Psychologist uses accurate data sources to assist with instructional planning, progress monitoring, and decision making.* | * *School Psychologist provides leadership to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns.* * *School Psychologist effectively and consistently uses tools and processes to collect data and monitor progress.* * *School Psychologist mentors and/or guides others in the use of tools and process to collect data and monitor progress.* * *School Psychologist relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making.* |
| ***Guiding Question: How was student progress facilitated through the use of data?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3c:***  ***Implements Evidence-Based Practices and Interventions That Develop Students’ Academic, Social, and Life Skills*** | | School Psychologist is not involved in consultation about evidence-based academic, social, behavioral, and life-skill interventions nor provides any direct interventions or supports to students. | School Psychologist’s involvement in consultation about evidence-based academic, social, behavioral, and life-skill interventions is inconsistent. The provision or implementation of such interventions to students is limited. | School Psychologist is actively involved in consultation about evidence-based academic, social, behavioral, and life-skill interventions. School Psychologist regularly provides and implements these interventions for Tier 2 and Tier 3 students. | School Psychologist initiates and provides consultation about evidence-based academic, social, behavioral, and life-skill interventions. School Psychologist facilitates the implementation of interventions for Tier 2 and Tier 3 students by staff and/or outside community providers. |
| ***Critical***  ***Attributes*** | | * *School Psychologist either refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students.* * *Grouping and placement of students to provide services is inappropriate.* * *Services provided to students are inappropriate and do not address their unique needs.* * *School Psychologist does not meet the required minutes that are designated in the problem-solving plan/504/IEP for social work/psychology services.* | * *School Psychologist provides limited, meaningful contributions to meetings in which interventions are developed for students.* * *School Psychologist inconsistently groups students based on their unique needs and characteristics.* * *Services are limited or not individualized to meet unique student needs.* * *School Psychologist inconsistently meets the required minutes that are designated in the problem-solving plan/504/IEP for social work/psychology services.* | * *School Psychologist regularly participates in meetings in which appropriate interventions are developed for students.* * *Students are grouped with consideration given to their unique needs and characteristics.* * *Services provided to students are evidence-based and planned out to meet their unique needs.* * *School Psychologist consistently meets the required minutes that are designated in the problem-solving plan/504/IEP for social work/psychology services.* | * *School Psychologist provides leadership during meetings in which appropriate interventions are developed for students.* * *Consideration is consistently given to the unique needs and characteristics of students when they are grouped for direct service.* * *Services provided to students are individualized, based on thorough data collection, and monitored throughout the school year.* * *School Psychologist always meets the required minutes that are designated in the problem-solving plan/504/IEP for social work/psychology services.* |
| ***Guiding Question: How were students intellectually engaged in well-designed, scaffolded activities/tasks that promoted the goals of the intervention?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3d:***  ***Administers and Interprets the Appropriate Observations and/or Assessment Instruments in Order to Determine the Type of Specialized Services That Are Warranted*** | | School Psychologist struggles to determine when a formalized evaluation is warranted. School Psychologist is unaware of how to select and administer assessments that are appropriate to the student’s age, needs, and deficits. School Psychologist struggles to interpret evaluations and prepares inaccurate or confusing reports. School Psychologist does not contribute to the determination of 504 or IEP eligibility status. | School Psychologist has limited understanding of when a formalized evaluation is warranted. School Psychologist has limited understanding of how to select and administer assessments that are appropriate to the student’s age, needs, and deficits. School Psychologist’s interpretation of evaluations is vague and reports are not always understandable to parents and school staff. School Psychologist makes minimal contributions to the determination of 504or IEP eligibility status and the supports that are warranted. | School Psychologist understands when a formalized evaluation is warranted. School Psychologist selects and administers assessments that are appropriate to the student’s age, needs, and deficits. School Psychologist is able to interpret evaluations and prepare reports that are based on current professional guidelines and that are understandable to parents and school staff. School Psychologist contributes to the determination of 504 or IEP eligibility status and the supports that are warranted based on the evaluation results. | School Psychologist understands when a formalized evaluation is warranted and assists the team in understanding their roles. School Psychologist consistently selects and administers assessments that are appropriate to the student’s age, needs, and deficits. School Psychologist is able to interpret evaluations and prepares clear and concise reports that are based on current professional guidelines and are understandable to parents and school staff. The results of the psychological evaluation meaningfully contribute to the determination of eligibility status and supports that are warranted. |
| ***Critical***  ***Attributes*** | | * *School Psychologist does not participate in 504/IEP meetings or is unprepared for these meetings.* * *School Psychologist does not use appropriate assessment materials.* * *School Psychologist does not follow standardized procedures when evaluating.* * *Reports are full of errors, are unclear, and contain professional jargon.* * *Evaluation results do not inform or guide interventions, eligibility, or supports.* | * *School Psychologist has limited participation in 504/IEP meetings or is inconsistently prepared for meetings.* * *School Psychologist has limited knowledge about available assessment materials or uses inappropriate assessments.* * *School Psychologist follows standardized procedures for evaluation inconsistently.* * *Reports are a mixture of professional jargon and “laymen’s” terms and are unclear to parents and staff.* * *Evaluation results provide limited guidance in the development of interventions, eligibility, or supports.* | * *School Psychologist actively participates in all 504/IEP meetings and demonstrates preparedness by reviewing the file.* * *School Psychologist is knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics.* * *School Psychologist follows standardized administration procedures.* * *Reports rely on the use of “laymen’s” terms to ease comprehension for parents and staff.* * *Evaluation results inform and guide interventions, eligibility, and supports.* | * *School Psychologist assumes a facilitator or leadership role in 504/IEP meetings and demonstrates preparedness by reviewing the file.* * *School Psychologist is knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics.* * *School Psychologist is proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments).* * *School Psychologist is proficient in building rapport with students during assessment in order to obtain valid results.* * *Reports are understandable to parents and staff and include examples of student performance.* * *Results meaningfully contribute to the determination of interventions, eligibility, and supports.* |
| ***Guiding Question: How was teacher, student, and/or peer assessment used to provide feedback, monitor student needs, and guide future programming?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3e:***  ***Demonstrates Flexibility and Responsiveness During Interventions, Assessments, and Direct Services*** | | School Psychologist adheres to existing instructional or interventions methods, in spite of evidence of its inadequacy. | School Psychologist makes modest and inconsistent changes to instructional or interventional methods when confronted with evidence of the need for change. | School Psychologist makes revisions in instruction and intervention at the systems-, group-, and individual-level when it is needed, using sound data-based decision making practices. | School Psychologist is continually seeking ways to improve the instruction and intervention at the systems-, group-, and individual-level using sound data-based decision making practices, including consideration of social acceptability and makes changes as needed in response to student, parent, or teacher input. Progress monitoring and continued modification of interventions is evident. |
| ***Critical***  ***Attributes*** | | * *When improvisation becomes necessary, School Psychologist is unable to adjust the lesson.* * *School Psychologist’s knowledge of students’ needs and interests does not drive lessons.* * *School Psychologist has very limited approaches within their repertoire to address the diverse needs of students.* * *During unexpected situations (e.g., crisis response), the School Psychologist does not assist.* * *School Psychologist does not adjust interventions based on data as a result of a lack of progress monitoring.* | * *When improvisation becomes necessary, School Psychologist inconsistently makes adjustments to the lesson.* * *School Psychologist’s knowledge of students’ needs and interests does not drive lessons; rather, the psychologist adheres to a pre-determined approach.* * *School Psychologist has limited approaches within their repertoire to address diverse needs of students.* * *During unexpected situations (e.g., crisis response), the School Psychologist responds only when directed by administration.* * *School Psychologist continues with interventions at all Tiers regardless of information provided by data collected.* | * *When improvisation becomes necessary, School Psychologist makes adjustments to the lesson.* * *School Psychologist’s knowledge of students’ needs and interests drive lessons.* * *School Psychologist has different approaches within their repertoire to address the diverse needs of students.* * *During unexpected situations (e.g., crisis response), the School Psychologist responds flexibly with usage of their time and adjustment of priorities.* * *School Psychologist adjusts interventions at all Tiers based on ongoing and appropriate progress monitoring results.* | * *When improvisation becomes necessary, School Psychologist quickly makes adjustments to the lesson based on data.* * *School Psychologist’s knowledge of students’ needs and interests consistently drive lessons.* * *School Psychologist has a multitude of approaches within their repertoire to address the diverse needs of students.* * *During unexpected situations (e.g., crisis response), 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.* * *School Psychologist assumes a leadership role when adjustments to interventions are needed and ensures that this occurs at all Tiers based on ongoing and appropriate progress monitoring results.* |
| ***Guiding Question: How was the session adjusted to enhance understanding, incorporate students’ interests, and utilize a wide range of strategies?***  **Evidence:** | | | | |

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| **Domain 4 for School Psychologists: Professional Responsibilities** | | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4a:***  ***Reflects on Services and Practices*** | | School Psychologist does not reflect on practices or the reflections are inaccurate or self-serving. | School Psychologist’s reflection on practices is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | School Psychologist’s reflection on practices provides an accurate and objective description of practice, citing specific positive and negative characteristics. School Psychologist makes some specific suggestions as to how services might be improved. | School Psychologist’s reflection on practices 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. |
| ***Critical***  ***Attributes*** | | * *School Psychologist does not assess the effectiveness of services provided.* * *School Psychologist is unable to communicate personal strengths and weaknesses or ways that services can be improved.* | * *School Psychologist inconsistently assesses the effectiveness of services provided.* * *School Psychologist ineffectively communicates personal strengths and weaknesses or ways that services can be improved.* | * *School Psychologist accurately assesses the effectiveness of services provided.* * *School Psychologist is able to effectively communicate personal strengths and weaknesses, as well as ways that services can be improved.* | * *School Psychologist regularly and accurately assesses the effectiveness of services provided.* * *School Psychologist engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that services can be improved.* |
| ***Guiding Question: Upon reflection, what worked well and how might the session/services be improved for the future?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4b:***  ***Maintaining Accurate Records and Documentation*** | | School Psychologist’s records and documentation do not adhere to district and legal mandates. No efforts are made to learn about current district and legal mandates regarding record keeping. Records are not kept, referenced, or used to guide practice. | School Psychologist’s records and documentation inconsistently adhere to district and legal mandates. Minimal efforts are made to learn about current district and legal mandates regarding record keeping. Records are rarely referenced and infrequently used to guide practice. | School Psychologist’s records and documentation adhere to district and legal mandates. Efforts are made to learn about the most current district and legal mandates regarding record keeping. Records are used to guide practice and document services. | School Psychologist’s records and documentation consistently adhere to district and legal mandates. School Psychologist demonstrates knowledge of the most current district and legal mandates regarding record keeping. Records are regularly used to guide practice and document services. |
| ***Critical***  ***Attributes*** | | * *Records are inaccurate and/or unavailable.* * *School Psychologist does not follow procedures for obtaining and maintaining records such as rating scale requests, Medicaid minutes, direct service minutes, notes about parental contact, and obtaining parental consent.* * *School Psychologist does not attend trainings/in-services provided by the district about updates to district/legal mandates.* | * *Records are somewhat accurate and inconsistently accessible.* * *School Psychologist inconsistently follows procedures for obtaining and maintaining records such as rating scale requests, Medicaid minutes, direct service minutes, notes about parental contact, and obtaining parental consent.* * *School Psychologist sporadically attends trainings/in-services provided by the district about updates to district/legal mandates.* | * *Records are accurate and accessible when needed.* * *School Psychologist follows correct procedures for obtaining and maintaining records such as rating scale requests, Medicaid minutes, direct service minutes, notes about parental contact, and obtaining parental consent.* * *School Psychologist attends trainings/in-services provided by the district about updates to district/legal mandates.* | * *Records are always accurate and accessible when needed.* * *School Psychologist follows correct procedures for obtaining and maintaining records such as rating scale requests, Medicaid minutes, direct service minutes, notes about parental contact, and obtaining parental consent and consults with others about these procedures.* * *School Psychologist regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues.* |
| ***Guiding Question: What is the process for efficiently and effectively maintaining student records, and how are multiple sources of data utilized to analyze student progress?***  **Evidence:** | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | |
| ***4c:***  ***Communicates Effectively With Parents, School Staff, and Community Agencies*** | | School Psychologist does not communicate with parents, staff, and community agencies through a variety of modalities. Communication is disrespectful and incomprehensible to the target audience. Communication does not engage stakeholders or establish rapport. | School Psychologist ineffectively communicates with parents, staff, and community agencies through a variety of modalities. Communication is not consistently respectful or comprehensible to the target audience. Communication inconsistently disseminates information about student needs and may not engage stakeholders or establish rapport. | School Psychologist communicates with parents, staff, and community agencies through a variety of modalities. Communication is respectful and comprehensible to the target audience. Communication is used to obtain and disseminate information about student needs, as well as engage stakeholders and establish rapport. | School Psychologist effectively communicates with parents, staff, and community agencies through a variety of modalities. Communication is respectful and comprehensible to the target audience. Communication is used to obtain and disseminate information about student needs, as well as engage stakeholders and establish rapport. Communication is initiated by the School Psychologist and response to stakeholders is timely. | |
| ***Critical***  ***Attributes*** | | * *Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies.* * *Parents, staff, and/or community agencies are not aware of student progress.* * *School Psychologist does not respond to communication requests made by students, parents, staff, and/or community agencies.* * *Communication during meetings or consultation is ineffective or disrespectful.* * *School Psychologist does not advocate for the best interests of the student.* | * *Limited information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies.* * *Parents, staff, and/or community agencies are minimally aware of student progress.* * *School Psychologist is slow to respond to communication requests made by students, parents, staff, and/or community agencies.* * *Communication during meetings or consultation can be ineffective.* * *School Psychologist 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.* * *Parents and staff are aware of student progress.* * *School Psychologist is knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them.* * *School Psychologist 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.* * *School Psychologist advocates for the best interests of the student.* | * *Information regarding students and the services that are provided are initiated by the psychologist and well-articulated to parents, staff, and/or community agencies.* * *Parents and staff are engaged in conversations about student progress and feedback is valued.* * *School Psychologist is highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them.* * *School Psychologist initiates communication and responds to requests made by students, parents, staff, and/or community agencies within the 24 hour district mandate.* * *School Psychologist facilitates effective communication during meetings or consultation.* * *School Psychologist always advocates for the best interests of the student.* | |
| ***Guiding Question: What is the process for communicating with and engaging families in the student learning process?***  **Evidence:** | | | | |

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|  | | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4d:***  ***Grows Individually and Collectively as a Professional*** | | School Psychologist does not engage in individual development, participation in professional trainings, and collaboration with colleagues. Opportunities for learning are not attended. School Psychologist does not contribute to the collective knowledge of colleagues. | | School Psychologist participates to a limited extent in individual development, participation in professional trainings, and collaboration with colleagues. Opportunities for learning are inconsistently attended. School Psychologist rarely contributes to the collective knowledge of colleagues. | School Psychologist improves practices through individual development, participation in professional trainings, and collaboration with colleagues. Opportunities for learning are regularly attended. School Psychologist contributes to the collective knowledge of colleagues. | School Psychologist improves practices through individual development, participation in professional trainings, and collaboration with colleagues. Opportunities for learning are sought out and regularly attended. School Psychologist contributes to the collective knowledge of colleagues and the profession. |
| ***Critical***  ***Attributes*** | | * *School Psychologist does not seek opportunities for continued professional development such as professional readings, attending district in-services, or on-going dialogue with colleagues.* * *School Psychologist is aversive to feedback from colleagues and administration.* * *School Psychologist does not participate in building-level Professional Learning Communities.* * *School Psychologist does not attend department meetings.* | | * *School Psychologist rarely seeks opportunities for continued professional development such as professional readings, attending district in-services, or on-going dialogue with colleagues.* * *School Psychologist inconsistently accepts feedback from colleagues and administration.* * *School Psychologist participates in building-level Professional Learning Communities, but does not contribute.* * *School Psychologist inconsistently attends and rarely participates in department meetings.* | * *School Psychologist seeks opportunities for continued professional development such as professional readings, attending district in-services, or on-going dialogue with colleagues.* * *School Psychologist accepts feedback from colleagues and administration in order to improve practice.* * *School Psychologist regularly participates in building-level Professional Learning Communities and makes contributions.* * *School Psychologist consistently attends and participates in department meetings.* * *School Psychologist provides in-services or presentations to team.* * *School Psychologist participates on and contributes to building-level committees as requested.* | * *School Psychologist seeks opportunities for continued professional development such as professional readings, attending conferences/workshops, or on-going dialogue with colleagues in order to improve practices.* * *School Psychologist solicits feedback from colleagues and administration in order to improve practice.* * *School Psychologist assumes a leadership role in building-level Professional Learning Communities.* * *School Psychologist provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district.* * *School Psychologist participates on and contributes to district-level committees.* |
| ***Guiding Questions: How have you contributed to the professional growth of your colleagues? How have your colleagues contributed to your professional growth? How have you contributed to school, district, and/or community events?***  **Evidence:** | | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | | **Excellent** |
| ***4e:***  ***Showing Professionalism Including Engaging in Legal, Moral, Ethical, and Professional Practices*** | | School Psychologist does not display standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public. School Psychologist does not comply with school, district, and professional regulations even when directed. | School Psychologist inconsistently displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public. School Psychologist minimally complies or requires prompting to comply with school, district, and professional regulations. | School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public. School Psychologist complies with school, district, and professional regulations. | School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public and holds colleagues to the same standards and expectations. School Psychologist fully complies with school, district, and professional regulations, taking a leadership role with colleagues. | |
| ***Critical***  ***Attributes*** | | * *School Psychologist is dishonest.* * *School Psychologist does not notice the needs of students.* * *School Psychologist engages in practices that are self-serving.* * *School Psychologist willfully rejects district regulations.* * *School Psychologist is not aware of NASP’s Principles for Professional Ethics.* | * *School Psychologist is honest.* * *School Psychologist notices the needs of students, but is inconsistent in addressing them.* * *School Psychologist does not notice that practices are ineffective or that they result in poor outcomes for students.* * *School Psychologist minimally complies with district regulations or only when prompted.* * *School Psychologist inconsistently adheres to NASP’s Principles for Professional Ethics.* | * *School Psychologist is honest and known for having high standards of integrity.* * *School Psychologist actively addresses student needs.* * *School Psychologist actively works to provide opportunities for student success within the psychological practice.* * *School Psychologist complies with district regulations.* * *School Psychologist adheres to NASP’s Principles for Professional Ethics.* | * *School Psychologist is considered a leader in terms of honesty, integrity, and confidentiality.* * *School Psychologist proactively addresses student needs.* * *School Psychologist makes a concerted effort to ensure opportunities are available for student success within the psychological practice.* * *School Psychologist takes a leadership role regarding district regulations.* * *School Psychologist always adheres to NASP’s Principles for Professional Ethics.* | |
| ***Guiding Questions: How do you: a) advocate for students; b) willingly participate in team/department decision-making; c) comply fully with school and district regulations? Provide examples.***  **Evidence:** | | | | | |