

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</p> <p>Look For:</p> <p>-Use of appropriate, variety and current psychological instruments to address referral concerns</p>	<p>Psychologist has limited knowledge of psychological instruments and uses them inappropriately to evaluate students.</p>	<p>Psychologist uses a limited number of psychological instruments with little or no flexibility to evaluate students.</p>	<p>Psychologist regularly uses a wide variety of psychological instruments to evaluate students and appropriately chooses assessments to address the referral concern.</p>	<p>Psychologist is proactive about learning new psychological instruments and incorporates them into the wide range of instruments used to evaluate students.</p>
<p>1b: Planning for timely completion of evaluations and management of job responsibilities</p> <p>Look For:</p> <p>-Completion of evaluations within 60-day timeline, prompt attendance at necessary meetings, and the completion of other job responsibilities</p>	<p>Psychologist rarely completes evaluations within 60-day timeline and demonstrates poor time management with scheduling and responsibilities.</p>	<p>Psychologist mostly completes evaluations within 60-day timeline and demonstrates adequate time management with scheduling and responsibilities.</p>	<p>Psychologist almost always completes evaluations within 60-day timeline and demonstrates appropriate time management with scheduling and responsibilities.</p>	<p>Psychologist always completes evaluations within 60-day timeline, demonstrates appropriate time management, and is proactive in resolving scheduling conflicts and caseload management.</p>
<p>1c: Demonstrating knowledge of child and adolescent development and characteristics of various disabilities and psychopathologies</p> <p>Look For:</p> <p>- Incorporates developmental information into</p>	<p>Psychologist demonstrates little or no knowledge of typical child/adolescent development and characteristics of various disabilities and psychopathologies.</p>	<p>Psychologist demonstrates basic knowledge of child/adolescent development and characteristics of various disabilities and psychopathologies.</p>	<p>Psychologist demonstrates thorough knowledge of child/adolescent development and characteristics of various disabilities and psychopathologies.</p>	<p>Psychologist demonstrates extensive knowledge of child/adolescent development and characteristics of various disabilities and psychopathologies and knows variations on the typical patterns.</p>

<p>consultation and/or reports</p> <p>-Can compare and contrast disability areas and components of psychopathologies</p>				
<p>1d: Demonstrating knowledge of state and federal regulations</p> <p>Look For:</p> <p>- Follows/teaches correct procedures and laws pertaining to special education</p>	<p>Psychologist does not demonstrate knowledge of governmental laws, procedures, policies, and regulations in special education.</p>	<p>Psychologist displays some awareness of governmental laws, procedures, policies, and regulations in special education.</p>	<p>Psychologist displays an adequate awareness of governmental laws, procedures, policies, and regulations in special education.</p>	<p>Psychologist's knowledge of governmental laws, procedures, policies, and regulations in special education is extensive and acts as a resource in the area for their sites.</p>
<p>1e: Being involved in the development and implementation of school-based teams to meet the needs of individual students, including prevention</p> <p>Look For:</p> <p>-Participation and contribution toward SST, RTI, PBIS, etc.</p>	<p>Psychologist does not participate in the development and implementation of school-based programs/meetings.</p>	<p>Psychologist participates in the development and implementation of school-based programs/meetings only when requested.</p>	<p>Psychologist regularly participates in the development and implementation of school-based programs/meetings.</p>	<p>Psychologist initiates participation in the development and implementation of school-based programs/meetings and takes a leadership role in school-based teams.</p>

SCHOOL PSYCHOLOGISTS
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</p> <p>Look for:</p> <ul style="list-style-type: none"> -Child's affect and psychologist's responsiveness 	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing setting.	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 setting.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<p>2b: Knowledge of resources/program within and beyond the school and district</p> <p>Look for:</p> <ul style="list-style-type: none"> -Sharing knowledge of resources/program as appropriate -Problem solving with team members regarding student needs and existing resources/programs 	Psychologist is not aware of resources/programs available within the district and community.	Psychologist has some knowledge of resources/programs available within the district and community.	Psychologist has a working knowledge of resources/programs available within the district and community.	Psychologist has thorough and extensive knowledge of resources/programs available within the district and community. Is able to be creative and problem solve utilizing existing resources/programs. Psychologist stays up to date with available resources/programs.
<p>2c: Establishing clear procedures for referrals</p> <p>Look for:</p> <ul style="list-style-type: none"> - Facilitating conversation 	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Psychologist	Procedures for all aspects of referral are clear to everyone, and have been developed in consultation with teachers and

DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
around process and procedures	about it.		either facilitates this conversation directly or indirectly.	administrators.
<p>2d: Develops student plans, such as FBAs, BIPs, & intervention plans through direct service and/or consultation</p> <p>Look for:</p> <ul style="list-style-type: none"> -Teachers seeking out psychologist for consultation -Development of clear and comprehensive plans 	<p>Fails to develop student plans or creates plan that are ineffective, inappropriate, or unclear. Lack of follow up/consultation.</p>	<p>Develops basic student plans that are mostly appropriate and not always clear in guiding instruction or services. Consultation/follow up is minimal.</p>	<p>Develops clear and detailed student plans that are appropriate to the concern. Consultation is appropriate and timely.</p>	<p>Psychologist is seen as a resource in this area and is sought out to develop and/or implement student plans that may include direct services such as counseling or skill groups. Plans are comprehensive and effective. Consultation is thorough and follow up is timely.</p>
<p>2e: Organizing physical space for testing of students and storage of materials</p> <p>Look for:</p> <ul style="list-style-type: none"> -Appropriate space for 	<p>The testing setting is disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.</p>	<p>Materials in the testing setting are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.</p>	<p>The testing setting is well organized; materials are stored in a secure location and are available when needed.</p>	<p>The testing setting is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.</p>

DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
testing (i.e., quiet, set up well, good lighting)				

SCHOOL PSYCHOLOGISTS
DOMAIN 3: INSTRUCTION AND ASSESSMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>3a: Responding to referrals, consulting with teachers and administrators</p> <p>Look For:</p> <ul style="list-style-type: none"> -Clarifies referral concerns by asking questions, reviewing data, pulling in info, reviewing current and previous data. -Tailoring of evaluation to meet referral/concerns -Participates on referral teams/SST 	Psychologist never consults with colleagues to clarify concerns to direct evaluations to the questions raised in the referral.	Psychologist sometimes consults with colleagues to clarify concerns or makes partially successful attempts to direct evaluations to the questions raised in the referral.	Psychologist regularly consults with colleagues to clarify concerns to appropriately direct evaluations to the questions raised in the referral.	Psychologist frequently consults with colleagues to clarify concerns, as well as contributing own insights and tailoring evaluations to the questions raised in the referral.
<p>3b: Evaluating student needs in compliance with NASP guidelines</p> <p>Look For:</p> <ul style="list-style-type: none"> -Selecting assessments 	Psychologist does not complete evaluations when appropriate, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. Assessment report is never accurate or	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards. Assessment report is sometimes accurate or complete.	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to. Psychologist has knowledge of measurement theory to provide a thorough analysis of student capabilities.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and has extensive knowledge of measurement theory to provide a thorough analysis of student capabilities. Assessment report is always

DOMAIN 3: INSTRUCTION AND ASSESSMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>relevant to concerns</p> <ul style="list-style-type: none"> -Follows procedures and guidelines -Assessment report is accurate and complete -Data results include clear recommendations 	complete.		Assessment report is accurate and complete. Findings lead to clear recommendations for improved student performance.	accurate and complete. Findings lead to clear recommendations for improved student performance. Consults with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
<p>3c: Actively participates on eligibility or IEP team</p> <p>Look For:</p> <ul style="list-style-type: none"> -Plans sufficiently for meetings and comes prepared - Involves participants -Guides discussions toward goals 	Psychologist doesn't participate well in IEP and eligibility team meetings. Never plans sufficiently for meetings. Does not involve other participants.	Psychologist participates on the eligibility and IEP teams when directed to do so. Sometimes plans sufficiently for meetings. Psychologist sometimes makes an effort to involve all participants.	Psychologist participates on the evaluation team as a standard expectation. Plans sufficiently for meetings. Discussions are skillfully guided toward clearly articulated goals.	Psychologist actively participates and takes leadership role of the IEP or Eligibility team as appropriate. Psychologist ensures appropriate materials for meetings are available. Serves as respected mediator and facilitator.
<p>3d: Planning recommendations and accommodations to maximize students' likelihood of success</p> <p>Look for:</p> <ul style="list-style-type: none"> -Interventions are suited for student needs -Interventions take into consideration teacher curriculum needs 	Psychologist fails to plan accommodations and recommendations suitable to students, or mismatched with the findings of the assessments. Interventions never take teacher curriculum needs into consideration. Does not make effort to make teachers aware of available or appropriate interventions. Consultation occurs only	Psychologist's plans for students are sometimes suitable for them, or sporadically aligned with identified needs. Accommodations and recommendations sometimes take teacher curriculum needs into consideration. Rarely makes effort to make teachers aware of available or appropriate interventions. Consultation occurs when requested.	Psychologist's plans for students are suitable for them, and are aligned with identified needs. Accommodations and recommendations mostly take teacher curriculum needs into consideration. Consults with teachers regarding appropriate use of interventions.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Accommodations and recommendations fully reflect teacher curriculum needs. Initiates consultation regarding use of interventions.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
-Consults with teachers regarding interventions	when required.			
<p>3e: Demonstrating flexibility and responsiveness</p> <p>Look for:</p> <p>-Willing to adapt/add assessments as appropriate</p>	Psychologist adheres to his or her evaluation plan, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the evaluation plan when confronted with evidence of the need for change.	Psychologist makes revisions in the evaluation plan when it is needed.	Psychologist continually seeks to see where changes are needed and is willing to try new assessments to improve the evaluation plan, makes changes as needed in response to stakeholder input.

SCHOOL PSYCHOLOGISTS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>4a: Reflecting on practice</p> <p>Look For:</p> <ul style="list-style-type: none"> -Psych uses data to support concerns re student, caseload or site needs -Changes practice based on results from assessments, co-workers feedback and site needs -Adding or deleting use of tests, procedures, systems based on how effective they are in practice. 	<p>Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>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.</p>	<p>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 psychologist practice might be improved.</p>	<p>Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful. Psychologist draws on an extensive repertoire to suggest alternative strategies.</p>
<p>4b: Communicating with families (establishing rapport, explaining assessments with accessible language, being available to answer questions)</p> <p>Look For:</p> <ul style="list-style-type: none"> -Good eye contact -Reflective listening skill like clarification, repeating back concerns, summarizing -Uses understandable language for the families to share results from 	<p>Psychologist fails to communicate with families, uses professional jargon and doesn't notice if they understand or not, communicates in an insensitive manner or seems stiff and clinical in meetings. Doesn't offer to be available for questions.</p>	<p>Psychologist's communication with families is partially successful: interactions are adequate but there are occasional insensitivities to cultural and linguistic traditions. Is open to sometimes being available at other times.</p>	<p>Psychologist communicates with families and presents information in an understandable manner with layman's terms, and does so in a manner sensitive to cultural and linguistic traditions. Is clear in offering to be available for support/questions at other times.</p>	<p>Psychologist shares assessment information effectively and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and to be available for further concerns.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>assessments</p> <ul style="list-style-type: none"> -Takes time to include/address parental concerns in meetings -Is readily available for parents to contact with concerns/questions 				
<p>4c: Maintaining accurate records</p> <p>Look for:</p> <ul style="list-style-type: none"> -Reports are edited and complete at meetings -Materials/records stored in locked drawer/cabinet -Keeps an organized calendar and schedule of assessments in progress 	<p>Psychologist's records are in disarray; they may be missing, insecure, or illegible.</p>	<p>Psychologist's records are mostly accurate and legible, and 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 always accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional in case someone needs to assume those duties.</p>
<p>4d: Participating with professional colleagues – emphasis on the positive and supportive interactions</p> <p>Look for;</p> <ul style="list-style-type: none"> -Works effectively and collaboratively as a team member -Contributes creative solutions to problems and is involved in the group discussions 	<p>Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects. Not willing to make time to help interns.</p>	<p>Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested. Willing to help with intern if assigned by supervisor.</p>	<p>Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues. Is interested and willing to supervise interns.</p>	<p>Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues, and is willing and interested to instruct and supervise interns.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>-Assumes responsibilities when needed like support with workloads, facilitates meetings as needed, takes initiative by organizing/researching/ordering materials</p> <p>-Shares professional development information with teams</p> <p>-Supervises and instructs interns as part of their duties</p>				
<p>4e: Engaging in professional development</p> <p>Look for:</p> <p>-Attends workshops/in-services or researches specialty areas</p> <p>-Participates in TBI or other specialty group</p> <p>-Gives in-services at sites</p>	<p>Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</p>	<p>Psychologist participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Psychologist seeks out opportunities for professional development based on an individual assessment of need or area of specific interest.</p>	<p>Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues/sites.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</p> <p>Look for:</p> <ul style="list-style-type: none"> -Advocates for students and families -Uses confidential systems to communicate -Is timely and dresses appropriately 	<p>Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.</p>	<p>Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.</p>	<p>Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.</p>	<p>Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.</p>