PERFORMANCE FRAMEWORK: SCHOOL PSYCHOLOGISTS

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrates Knowledge of Local, State, and Federal Regulations, and of Academic and Psychological Supports Within and Beyond the School and District
- ☐ Knowledge of content and structure of discipline
- ☐ Knowledge about regulations
- ☐ State-level certification, license is maintained

1b. Demonstrating Knowledge of Child and Adolescent Development
- ☐ Knowledge of child and adolescent development, learning and psychopathology
- ☐ Knowledge of current academic and emotional functioning and special needs
- ☐ Remains current with the latest research in the field

1c. Establishing Goals for the School Psychologist Appropriate to the Setting and the Students Served
- ☐ Goals are clear and appropriate
- ☐ Collaborates with colleagues to develop goals for direct services

1d. Considering Possible Interventions and Instructional Supports Based on Student Need
- ☐ Considers possible evidence-based interventions
- ☐ Resources available to all students
- ☐ Collaboration with colleagues to develop interventions

1e. Demonstrating Knowledge of a Variety of Assessment Instruments and Identifying Measures that are Able to Evaluate Educational Needs and Eligibilities
- ☐ Knowledge of valid and reliable assessments
- ☐ Rely on multiple assessment tools
- ☐ Design formative assessments

DOMAIN 2: THE ENVIRONMENT

2a. Establishing Rapport with Students, Parents, and School Personnel
- ☐ Psychologist interactions with students
- ☐ Psychologist interactions with parents
- ☐ Psychologist interactions with staff

2b. Working Toward Establishing a Positive Culture and Climate Throughout the School
- ☐ Positive environment
- ☐ Knowledge of social/emotional and behavioral interventions
- ☐ Participation in committees, leadership teams, and problem solving teams

2c. Establishing and Maintaining Clear Procedures for the Referrals and Using Time Effectively
- ☐ Understands and adheres to building and district referral procedures
- ☐ Confidentiality
- ☐ Adherence to copyright laws
- ☐ Timeline adherence

2d Establishing Standards of Student Conduct in the Evaluation and Counseling Environment and Organizing that Environment for Optimal Results
- ☐ Standards for conduct and behavior management
- ☐ Response to crisis situations
- ☐ Collaboration with staff

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Professional Practice
- ☐ Identify and communicate personal strengths and weaknesses
- ☐ Use in professional practice improvement

4b. Maintaining Accurate Records
- ☐ Timely completion of assessment/evaluations
- ☐ Maintaining accurate and accessible records
- ☐ Attends district training
- ☐ Data management system

4c. Collaborating with Teachers, Administrators, Parents, Students, and Appropriate community Supports
- ☐ Advocacy
- ☐ Communication with school staff
- ☐ Communication with parents
- ☐ Communication with outside agencies

4d. Participating in a Professional Community
- ☐ Participation in district, school and department meeting
- ☐ Relationship with colleagues
- ☐ Contribution to professional collaboration

4e. Engaging in Professional Development
- ☐ Actively engages in professional development
- ☐ Contribution to profession
- ☐ Receptivity to feedback from colleagues and administrators

4f. Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality
- ☐ Integrity and ethical conduct
- ☐ Advocacy
- ☐ Complies with district directives
- ☐ Maintains confidentiality

DOMAIN 3: DELIVERY OF SERVICES

3a. Demonstrating the Ability to Communicate Effectively with Students at Their Developmental Level
- ☐ Communication to students purpose of, explanation of, and expectations for activities
- ☐ Communication to students regarding boundaries between School Psychologist and student
- ☐ Communication to students their educational needs, as appropriate

3b. Interpreting Data to Facilitate Effective Instructional Decision Making
- ☐ Effective data collection
- ☐ Effective decision-making and problem-solving based on data
- ☐ Effective communication of data interpretation for team members

3c. Promoting the Use of Evidence-Based Interventions and Supports Based on Student Needs
- ☐ Team consultation
- ☐ Individualized student interventions

3d. Administering and Interpreting the Appropriate Assessments in Order to Make a Thorough Evaluation of Student Educational Needs
- ☐ Follow standardization protocols
- ☐ Analyze, synthesize, and communicate assessment results for staff, parents, and students as appropriate

3e. Demonstrating Flexibility, Adaptability, and Responsiveness When Working with Staff, Students and Parents
- ☐ Variety of approaches
- ☐ Services delivery adjustment based on student response and needs

DOMAIN 1: PLANNING AND PREPARATION

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a. Demonstrating Knowledge of Local, State, and Federal Regulations, and of Academic and Psychological Supports within and beyond the School and District	**1a.** ♦ School Psychologist demonstrates little or no knowledge of local, state, and federal regulations and/or academic and psychological supports for students available through the school and district. ♦State-level certification/license is absent, revoked or expired. ♦Lacks current knowledge of federal, state and local regulations. ♦Outdated references or disproven research and practices. ♦Provides no information regarding available academic or psychological supports for students within the school and district.	**1a.** ♦School Psychologist demonstrates basic knowledge of local, state and federal regulations and or academic and psychological supports for students available through the school and district. ♦State-level certification/license is maintained and current. ♦Provides but doesn't explain regulatory information (e.g. parent rights, Child Find, timelines). ♦Provides accurate but limited information regarding available academic or psychological supports for students (e.g. one resource only) within the school and district.	**1a.** ♦ School Psychologists demonstrates thorough knowledge of local, state, and federal regulations, thorough knowledge of academic and psychological supports within the school and district, and some familiarity with resources outside the district. ♦State-level certification/license is maintained and current. ♦Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities. ♦Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities. ♦Provides comprehensive information about school and district resources. ♦Responds to parent request for community support by directing them appropriately to helpful resources.	**1a.** ♦ School Psychologist demonstrates extensive knowledge of local, state, and federal regulations and also of academic and psychological supports within the school and district and outside the district.
1b. Demonstrating Knowledge of Child and Adolescent Development, Learning and Psychopathology	**1b.** ♦ School Psychologist demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology. ♦Does not know the basic tenets of child/adolescent development, learning, and psychopathology. ♦Makes erroneous statements about child/adolescent development, learning, and psychopathology.	**1b.** ♦ School Psychologist demonstrates basic knowledge of child and adolescent development, learning, and psychopathology. ♦Knowledge is limited to that acquired during university training.	**1b.** ♦ School Psychologist demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology. ♦Remains current with the latest research in the field via DSM updates, research articles and attending conferences.	**1b.** ♦ School Psychologist demonstrates extensive knowledge of child and adolescent development, learning and psychopathology.
1c. Establishing Goals for the School Psychologist Appropriate to the Setting and the Students Served	**1c.** ♦School Psychologist has no clear goals or the goals are inappropriate for either the situation or the age of the student(s). ♦Goals are not appropriately aligned to meet the needs of the student population. ♦Lack of collaboration with school or district colleagues in order to develop goals for direct services.	**1c.** ♦ School Psychologist's goals are rudimentary and only partially suitable for the situation and the age of the student(s). ♦Goals have limited alignment for meeting the needs of the student population. ♦Collaborates with school or district colleagues in the development of goals for direct services only when required.	**1c.** ♦ School Psychologist's goals are clear and appropriate within the context of the educational setting and for the age/development level of the student(s). ♦Goals are clear and appropriate for meeting the needs of the student population. ♦Collaborates with school or district colleagues in order to develop goals for direct services.	**1c.** ♦ School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and for the age/ developmental level of the student(s).
1d. Considering Possible Interventions and Instructional Supports Based on Student Needs	**1d.** ♦ School Psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students. ♦Does not demonstrate knowledge of evidence-based interventions across all Tiers. ♦Does not collaborate with school personnel in order to identify school-wide, at-risk or special education interventions. ♦Unable to suggest or identify appropriate interventions that meet the needs of students.	**1d.** ♦ School Psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of students. ♦Demonstrates limited knowledge of evidence-based interventions across all Tiers. ♦Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions. ♦Limited suggestions for appropriate interventions to meet the needs of students.	**1d.** ♦ School Psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students. ♦Demonstrates an understanding of the supports and interventions that are available to students across all Tiers. ♦Frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions. ♦Regularly suggests or identifies appropriate interventions that meet the needs of students.	**1d.** ♦ School Psychologist thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students and are connected to building/district goals.

1e. Demonstrating Knowledge of a Variety of Assessment Instruments and Identifying Measures that are Able to Evaluate Educational Needs and Eligibilities	1e. ♦ School Psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibilities. ♦Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress.	1e. ♦ School Psychologist has limited knowledge of assessment instruments for systems, groups and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities. ♦Relies on limited data sources. ♦Suggests inappropriate instruments to evaluate educational needs, interventions, and progress.	1e. ♦ 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. ♦Relies on a breadth of data sources. ♦Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress.	1e. ♦ 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.

DOMAIN 2: ENVIRONMENT

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a. Establishing Rapport with Students, Parents, and School Personnel	**2a.** ♦ School Psychologist's interactions with students, staff and parents are negative or inappropriate. ♦Students appear uncomfortable in School Psychologist's environment. ♦Lack of respect is observed in interactions with others. ♦Students refuse to speak with School Psychologist. ♦No effort is made toward repairing relationships or building rapport.	**2a.** ♦ 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. ♦Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel. ♦Some students refuse to speak with School Psychologist. ♦Inconsistent effort is made toward supporting respectful relationships and building rapport.	**2a.** ♦ School Psychologist's interactions with students, staff and parents are positive and respectful. ♦Students appear comfortable in School Psychologist's environment. ♦Respectful interactions with all stakeholders. ♦Effort is made toward repairing relationships and building rapport. ♦Establishes visibility in the school and is approachable to all. ♦Has an "open door" policy for students, staff and parents.	**2a.** ♦ School Psychologist creates an environment that is welcoming to diverse students and families, using knowledge of individual students' background information to guide interactions. ♦Students, staff and parents seek out School Psychologist, reflecting a high degree of comfort and trust in the relationship.
2b. Working Toward Establishing a Positive Culture and Climate Throughout the School	**2b.** ♦ School Psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. ♦School Psychologist demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions. ♦Unaware of or not invested in the culture and climate of the school. ♦Does not participate in school-wide committees, leadership teams, or problem-solving teams. ♦Does not participate in and doesn't have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions.	**2b.** ♦ School Psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. ♦School Psychologist has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions. ♦Has limited knowledge or commitment to supporting the culture and climate of the school. ♦Participates when required in school-wide committees, leadership teams, or problem-solving teams. ♦Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions.	**2b.** ♦ School Psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. ♦School Psychologist demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions. ♦Aware of and actively works to enhance the culture and climate of the school. ♦Participates in school-wide committees, leadership teams, or problem-solving teams. ♦Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions.	**2b.** ♦ School Psychologist models and facilitates a culture for positive mental health throughout the school. ♦School Psychologist demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions.
2c. Establishing and Maintaining clear Procedures for Referrals and Using Time Effectively	**2c.** ♦ School Psychologist does not follow district and building referral procedures. ♦School Psychologist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines. ♦Frequently leaves confidential materials tin view of others and does not take proper measures to dispose of confidential materials. ♦Materials are lost, misplaced or unsecured. ♦Does not respect copyright laws pertaining to assessment materials. ♦Materials are lost, misplaced, or unsecured. ♦Does not respect copyright laws pertaining to assessment materials. ♦District Procedures for maintaining student files/protocols are not followed. ♦Timelines are regularly not met by School Psychologist.	**2c.** ♦ School Psychologist understands but does not consistently comply with district and building referral procedures. ♦School Psychologist's time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner. ♦Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials. ♦Materials are not easily accessible and not always secured. ♦Inconsistently adheres to copyright laws that pertain to assessment materials. ♦District procedures for maintaining student files/protocols are followed inconsistently. ♦Timelines are occasionally not met by School Psychologist.	**2c.** ♦ School Psychologist understands and consistently adheres to building and district referral procedures. ♦School Psychologist effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties. ♦Confidential materials are appropriately stored and disposed of properly (e.g. shredding). ♦Materials are readily available and secured. ♦Copyright laws pertaining to assessment instruments and protocols are respected. ♦District procedures for maintaining student files/protocols are followed. ♦Timelines are met by School Psychologist.	**2c.** ♦School Psychologist understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedure. ♦School Psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.

| **2d. Establishing Standards of Student Conduct in the Evaluation and counseling Environment and Organizing that Environment for Optimal results** | **2d.** ♦ No standards of conduct have been established, and School Psychologist disregards or fails to address negative student behavior in the evaluation/counseling environment.
♦Does not collaborate with school personnel regarding student behavior.
♦Refuses to deal with crisis situations.
♦No environmental structure or behavior management techniques that support student behavior. | **2d.** ♦Standards of conduct appear to have been established for the evaluation and counseling environment.
♦School Psychologist's attempts to monitor and correct negative student behavior in the evaluation/counseling environment are partially successful.
♦Collaborates infrequently with school personnel regarding student behavior.
♦Avoids dealing with crisis situations.
♦Uses same environmental structure or behavior management techniques regardless of student needs. | **2d.** ♦ Standards of conduct have been established for the evaluation and counseling environment.
♦School Psychologist monitors student behavior against those standards; response to students is appropriate, respectful, and consistent with school-wide expectations.
♦Collaborates with school personnel regarding student behavior.
♦Helps defuse students in crisis.
♦Flexibly structures environment and employs techniques designed to effectively manage student behavior. | **2d.** ♦ Standards of conduct have been established for the evaluation and counseling environment.
♦School Psychologist's monitoring of students is subtle and preventive, students engage in self-monitoring of behavior, and the milieu serve as a model for other school staff. |

DOMAIN 3: DELIVERY OF SERVICES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a. Demonstrating the Ability to communicate Effectively with Students at Their Developmental Level	**3a.** ♦ School Psychologist does not interact with students or engage in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s). ♦Interactions with students are disrespectful, condescending, or inappropriate to the students' developmental level. ♦Boundaries between School Psychologist and students are inappropriate. ♦No expectations for or explanations of activities are given to students.	**3a.** ♦ 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. ♦Boundaries between School Psychologist and students are unclear. ♦Uses confusing or developmentally inappropriate language when interacting with students. ♦Inconsistent expectations for or explanations of activities are given to students.	**3a**. ♦ School Psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate. ♦Boundaries between School Psychologist and students are clear and developmentally appropriate. ♦As developmentally appropriate, students are included in discussions about their education and needs. ♦Expectations for or explanations of activities are clearly communicated to students.	**3a.** ♦ 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.
3b. Interpreting Data to Facilitate Effective Instructional Decision Making	**3b.** ♦ School Psychologist does nt use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings. ♦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.	**3b.** ♦ 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. ♦Participation on the problem-solving team is inconsistent, and School Psychologist 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.	**3b.** ♦ School Psychologist clearly interprets data for team members and facilitates effective decision making in problem-solving and eligibility meetings. ♦Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns. ♦Consistently uses tools and processes to effectively collect data. ♦Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making.	**3b.** ♦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.
3c. Promoting the Use of Evidence-Based Interventions and Supports Based on Student Needs	**3c.** ♦ School Psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students. ♦Refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students. ♦Makes no recommendations or recommendations are not based on student data.	**3c.** ♦ School Psychologist passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input. ♦Provides limited, meaningful contributions to meeting in which interventions are developed for students. ♦Recommends standard interventions without attention to student data.	**3c.** ♦ School Psychologist is actively involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of students. ♦Regularly participates in meetings in which appropriate interventions are developed for students. ♦Recommends appropriate interventions based on student data.	**3c.** ♦ School Psychologist initiates consultations regarding evidence-based interventions with staff and families, contributes actively and positively during consultations, and helps to align interventions with building/district goals.
3d. Administering and Interpreting the Appropriate Assessments in Order to Make a Thorough Evaluation of Student Educational Needs	**3d.** ♦ School Psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately. ♦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.	**3d.** 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. ♦Has limited knowledge about available assessment materials or uses inappropriate assessments. ♦Follows standardized procedures for evaluation inconsistently. ♦Reports are a mixture of professional jargon and "layman's" terms and are unclear to parents and staff. ♦Evaluation results provide limited guidance in the development of interventions, eligibility or supports.	**3d.** ♦ 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. ♦Knowledgeable about available assessments and uses the appropriate instruments to answer question based upon student characteristics. ♦Follows standardized administration procedures. ♦Reports rely on the use of "layman's" terms to ease comprehension for parents and staff. ♦Evaluation results inform and guide interventions, eligibility and supports.	**3d.** ♦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.

3e. Demonstrating Flexibility, Adaptability, and Responsiveness when Working with Staff, Students and Parents	**3e.** ♦ School Psychologist avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective. ♦Knowledge of students' needs and interests does not drive recommendations. ♦Has very limited approaches within his/her repertoire to address the diverse needs of students. ♦During unexpected situations, School Psychologist does not assist.	**3e.** ♦ School Psychologist responds reluctantly to staff, student and parent input and may make minor changes in response to students' needs. ♦Knowledge of students' needs and interests does not drive recommendations; rather, School Psychologist adheres to a predetermined approach. ♦Has limited approaches within his/her repertoire to address diverse needs of students. ♦During unexpected situations, School Psychologist responds only when directed by administration.	**3e.** ♦School Psychologist makes changes as needed in response to staff, student and parent input, and demonstrates flexibility and adaptability to students' needs. ♦Knowledge of students' needs and interests drives recommendations. ♦Has a variety of approaches within his/her repertoire to address the diverse needs of students. ♦During unexpected situations, School Psychologist responds flexibly with usage of his/her time and adjustment of priorities.	**3e.** ♦School Psychologist readily and courteously responds to staff, student and parent input, and proactively anticipates students' needs. ♦School Psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to students' needs.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4a. Reflecting on Professional Practice	**4a.** ♦ School Psychologist does not reflect on practice or the reflections are inaccurate or self-serving. ♦Does not assess the effectiveness of professional practice. ♦Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved.	**4a.** ♦ School Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. ♦Inconsistently assesses the effectiveness of professional practice. ♦Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved.	**4a.** ♦ School Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; School Psychologist makes some specific suggestions as to how his/her performance might be improved. ♦Accurately assesses the effectiveness of professional practice. ♦Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved.	**4a.** ♦ School Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; School Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining Accurate Records	**4b.** ♦School Psychologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. ♦Records are inaccurate and/or unavailable. ♦Does not follow procedures for obtaining and maintaining records. ♦Does not attend trainings/in-services provided by the district about updates to district/legal mandates. ♦No data management system.	**4b.** ♦ School Psychologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. ♦Records are somewhat accurate and inconsistently accessible. ♦Inconsistently follows procedures for obtaining and maintaining records. ♦Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates. ♦Inconsistent data management system.	**4b.** ♦School Psychologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. ♦Records are accurate and accessible when needed. ♦Follows correct procedures for obtaining and maintaining records. ♦Attends trainings/in-services provided by the district about updates to district/legal mandates. ♦Utilizes an effective data management system and can readily access data.	**4b.** ♦ School Psychologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel.
4c. Collaborating with Teachers, Administrators, Parents, Students and Appropriate community supports	**4c.** ♦ School Psychologist does not respond to staff and parent request for information. ♦Little or no information regarding students or the services that are provided is available to parents, staff and/or community agencies. ♦Does not respond to communication requests made by students, parents, staff and/or community agencies. ♦Communication during meetings or consultation is ineffective or disrespectful. ♦Does not advocate for the best interest of the student.	**4c.** ♦ School Psychologist is inconsistent in responding to staff and parent requests for information. ♦Some information regarding students or the services that are provided is articulated to parents, staff, and/or community agencies. ♦Slow to respond to communication request made by students, parent, staff, and/or community agencies. ♦Communication during meetings or consultation can be ineffective. ♦Inconsistently advocates for the best interest of the student.	**4c.** ♦ School Psychologist initiates contact with teachers and administrators to confer regarding student needs, and responds promptly and appropriately to parent inquiries. ♦Information regarding students and the services that are provided is regularly articulated to parents, staff, and/or community agencies. ♦Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them. ♦Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion. ♦Communication during meetings or consultation is effective and meaningful. ♦Advocates for the best interests of the student.	**4c.** ♦ School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.
4d. Participating in a Professional Community	**4d.** ♦ School Psychologist does not consistently attend required school and required district meeting. ♦School Psychologist's relationships with colleagues are negative or unprofessional. ♦Does not participate in professional collaboration. ♦Does not attend department meetings. ♦Aversive to feedback from colleagues and administration.	**4d.** ♦ School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meetings. ♦School Psychologist's relationships with colleagues are cordial. ♦Inconsistently accepts feedback from colleagues and administration. ♦Participates in professional collaboration but does not contribute. ♦Inconsistently attends and rarely participates in department meetings.	**4d.** ♦ School Psychologist attends required school and required district meetings, is punctual, and actively participates. ♦School Psychologist maintains positive and productive relationships with colleagues. ♦Accepts feedback from colleagues and administration in order to improve practice. ♦Regularly participates in professional collaboration and makes contributions. ♦Consistently attends and participates in department meetings. ♦Provides in-services or presentations to team. ♦Participates on and contributes to building-level committees as requested.	**4d.** ♦ School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.

4e. Engaging in Professional Development	**4e.** ♦School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. ♦Does not seek opportunities for continued professional development. ♦Does not participate in any activity that might enhance knowledge or skill. ♦Purposefully resists discussing performance with supervisors or colleagues. ♦Makes no effort to participate in professional organizations.	**4e.** ♦ School Psychologist's participation in professional development activities is limited to those that are convenient or are required. ♦Rarely seeks opportunities for continued professional development. ♦Participates in professional development when required. ♦Reluctantly accepts feedback from supervisors and colleagues. ♦Rarely participates in professional organizations.	**4e.** ♦ School Psychologist seeks out opportunities for professional development based on an individual assessment of need. ♦Seeks regular opportunities for continued professional development. ♦Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. ♦Actively participates in organizations designed to contribute to the profession.	**4e.** ♦School Psychologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f. Showing Professionalism, Including Integrity, Advocacy and Maintaining Confidentiality	**4f.** School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. ♦Is dishonest. ♦Does not notice the needs of students. ♦Engages in practices that are self-serving. ♦Willfully rejects district regulations. ♦Is not aware of NASP's Principles for Professional Ethics.	**4f.** ♦ School Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violated norms of confidentiality. ♦Is consistently honest. ♦Notices the needs of students but is inconsistent in addressing them. ♦Does not notice that practices are ineffective or that they result in poor outcomes for students. ♦Complies with district regulations. ♦Inconsistently adheres to NASP's Principles for Professional Ethics.	**4f.** ♦ School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed. ♦Is consistently honest and known for having high standards of integrity. ♦Actively works to provide opportunities for student success within the psychological practice. ♦Complies with district regulations. ♦Adheres to NASP's Principles for Professional Ethics.	**4f.** ♦ School Psychologist can be counted on to uphold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students' learning needs.