School Psychologist (WISD) *(v.2019)*

Domain 1: Planning and Preparation

1.1 Demonstrating Knowledge of Legal and Theoretical Psychological Services and Current Best Practices in Education and School Psychology

Ineffective	Minimally Effective	Effective	Highly Effective
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.
* School Psychologist references outdated research and practices.

Critical Attributes:
* 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.
* School Psychologist has a limited understanding of current research in education and school psychology

Critical Attributes:
* School Psychologist references current best practices in the field.
* School Psychologist understands and references state laws and NASP procedures.
* School Psychologist cites

personal readings and current research that are relevant to the needs of the population.

Critical Attributes:
* 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.

1.2 Demonstrating Knowledge of Child and Adolescent Development, Learning Theory, Psychopathology, Cultural Diversity, and Special Education

Ineffective	Minimally Effective	Effective	Highly Effective
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*	***Critical Attributes:*** ** School Psychologist has limited understanding of the unique characteristics of the population.*		

assumptions or designations of students/families with limited information.
* School Psychologist suggestions for placement of students in services is inappropriate.

* School Psychologist supports appropriate designations of students/families to occur in the school setting.
* School Psychologist inconsistently provides services to students based on their needs and characteristics.

Critical Attributes:
* School Psychologist has understanding of the unique characteristics of population.
* School Psychologist applies and shares the most current knowledge of students/families with staff or colleagues.
* Students are appropriately recommended for services with consideration given to their developmental level, learning style, disabilities, and background.

Critical Attributes:
* School Psychologist remains current with the latest research in the field regarding 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 services are recommended and this is monitored throughout the school year. ** School Psychologist contributes to the field by conducting research or publishing articles about characteristics of students/families.*

1.3 Establishing goals for the school psychologist appropriate to the setting and the students served

Ineffective	Minimally Effective	Effective	Highly Effective
School Psychologist has no clear goals or the goals are inappropriate to either the situation or the age of the student(s).	*School Psychologist's goals are rudimentary and only partially suitable to the situation and the age of the student(s).*	*School Psychologist's goals are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s).*	*School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and to the age/developmental level of the student(s).*
Critical Attributes: **Goals are not appropriately aligned to meet the needs of student population* **Lack of collaboration with school or district colleagues in order to develop goals for direct service.*	***Critical Attributes:*** **Goals have limited alignment for meeting the needs of student population.* **Collaborates with school or district colleagues in the development of goals only when required.* ***Critical Attributes:*** **Goals are clear and appropriate for meeting the needs of student population.* **Collaborates with school or district colleagues in order to develop goals for direct services*		

Critical Attributes:
*Goals are clear, appropriate, and highly personalized to context of the educational setting
*Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals
*Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.

1.4 Demonstrating knowledge of guiding regulations and resources

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Critical Attributes: *Fails to comply with governmental regulations *Violates practices of confidentiality *Lacks knowledge or refuses to link available resources to students/parents	**Critical Attributes:** *Minimally complies with governmental regulations *Limited knowledge base for confidentiality parameters *Limited knowledge of resources available for students/parents available through the school or district and in the community		

Critical Attributes:
*Complies fully and voluntarily with governmental regulations
*Consistently maintains confidentiality
*Frequently shares resources for students/parents available through the school or district and in the community

Critical Attributes:
*Leads others to understand and comply with school and district policies.
*Maintains the highest standards of ethical conduct, inclusive of, in documentation and interactions with all stakeholders.
*Shares extensive knowledge of existing resources for students/parents available through the school or district and in the community

1.5 Identifying appropriate interventions and instructional supports

Ineffective	*Minimally Effective*	*Effective*	*Highly Effective*
School Psychologist's repertoire of academic, behavioral, and social/emotional interventions/supports consists of a random collection of unrelated	*School Psychologist selects academic, behavioral, and social/emotional interventions/supports, with disregard to evidence-based practices that may be ineffective in meeting the needs of*	*School Psychologist selects evidence-based academic, behavioral, and social/emotional interventions/supports that effectively meet the needs of the target*	*School Psychologist selects evidence-based academic, behavioral, and social/emotional interventions/supports that effectively meet the needs of the target*

| activities that lacks coherence, an overall structure, or does not meet the needs of the student(s). | the target student(s). | student(s). | student(s) and are connected to building/district goals. |

Critical Attributes:
*School Psychologist is unaware 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 and/or identify appropriate interventions that meet the needs of students.

Critical Attributes:
*School Psychologist demonstrates basic 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.

Critical Attributes:
*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.

Critical Attributes:
*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.

1.6 Demonstrating Knowledge of a Variety of Assessment Instruments for a variety of purposes

Ineffective	Minimally Effective	Effective	Highly Effective
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,

Critical Attributes:
*School Psychologist inconsistently participates in problem-solving planning in order to make decisions about instruments, interventions, and progress monitoring tools.
*School Psychologist relies

interventions, and progress.

on limited data sources and suggests inappropriate instruments to evaluate educational problems, interventions, and progress.

Critical Attributes:
*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 and accurately uses this information to suggest appropriate instruments that evaluate educational problems, interventions, and progress.

Critical Attributes:
*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 and accurately uses this information to make specific recommendations for effective instruments that evaluate educational problems, interventions, and progress.

Domain 2: The Classroom Environment

2.1 Creating an environment of respect and rapport

Ineffective	Minimally Effective	Effective	Highly Effective
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.
*School Psychologist is often not available for students and has limited interaction with students beyond the testing environment.
*No effort is made towards building rapport with a variety of stakeholders.

Critical Attributes:
*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.
*School Psychologist has limited visibility in the school and sometimes strained relationships with students.
*Inconsistent effort is made towards supporting respectful relationships with a variety of stakeholders.

Critical Attributes:
*Parents, students, and staff feel comfortable with and seek out the support of the psychologist.
*There are respectful interactions with all stakeholders.

*School Psychologist establishes visibility in the school and is approachable to all.
*Effort is made on a consistent basis towards building and sustaining rapport with a variety of stakeholders.

Critical Attributes:
*Parents, students, and staff regularly seek out the support of psychologist.
*Interactions with staff during consultation are respectful and reciprocal.
*School Psychologist establishes visibility in the school/district and is approachable to all.
*School Psychologist promotes an open door policy for nurturing relationships with a variety of stakeholders.

2.2 Establishing a Positive Culture and Climate Throughout the School

Ineffective	Minimally Effective	Effective	Highly Effective
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:	**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 has neutral commitment for supporting a positive 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.

Critical Attributes:
*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.

Critical Attributes:
*School Psychologist is invested in actively supporting 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.

2.3 Organizing Physical Space for Assessments, Collaboration, Interventions, Direct Service, and Storage of Materials

Ineffective	*Minimally Effective*	*Effective*	*Highly Effective*
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	*Critical Attributes:* *School Psychologist occasionally leaves confidential materials in view of others and improperly disposes of confidential materials. *Physical environment has a		

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.

skeleton structure for working with staff, students, or parents.
*Materials are not easily accessible 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.

Critical Attributes:
*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.
*School Psychologist consistently respects copyright laws pertaining to assessment instruments and protocols.
*District procedures for maintaining student files/protocols are adhered to and transitioned to the next designee in a timely manner.

Critical Attributes:
*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 and supports others understanding of 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.

2.4 Managing Student Behavior

Ineffective	Minimally Effective	Effective	Highly Effective
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.	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. 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. 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. 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, FBA/BIP writing, behavioral supports, etc.
*School Psychologist does not collaborate with school personnel regarding student behavior.
*The behavioral needs of students and the required interventions are not communicated with staff.

Critical Attributes:
*School Psychologist inconsistently participates or contributes to Problem-Solving Teams, FBA/BIP writing, behavioral supports, etc.
*School Psychologist infrequently collaborates with school personnel regarding student behavior.
*The behavioral needs of students and the required interventions are inconsistently communicated with staff.

Critical Attributes:
*School Psychologist participates and contributes to Problem-Solving Teams, FBA/BIP writing, behavioral supports, etc.
*School Psychologist collaborates with school personnel regarding student behavior
The behavioral needs of students and the required interventions are communicated with staff in a timely manner.
*School Psychologist is able to help defuse students in crisis.

Critical Attributes:
*School Psychologist assumes a leadership role on Problem-Solving Teams, FBA/BIP writing, behavioral

supports, etc.
*School Psychologist is sought out by school personnel in order to address student behavioral concerns.
*School Psychologist initiates the communication of the behavioral needs of students and required interventions with staff.
*School Psychologist is frequently sought out to defuse students in crisis.

Domain 3: Instruction

3.1 Communicating with students

Ineffective	Minimally Effective	Effective	Highly Effective
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 generalized to other settings.
Critical Attributes: **No meetings with students are scheduled.* **The boundaries between the School Psychologist and student are inappropriate.* **Interactions with students are disrespectful, condescending, or inappropriate to the students developmental level.*	**Critical Attributes:** **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.

Critical Attributes:
*Services to students are consistently provided and there is follow through of supports
*Boundaries between School Psychologist and student are clear and developmentally appropriate.
*School Psychologist uses developmentally appropriate language with students and regularly includes students in discussions about their education and learning needs.

Critical Attributes:
*Services to students are consistently provided and expectations of services and supports are clearly shared with students, families, and staff.
*Boundaries between psychologist and student are explicit and understood by students, families, and staff.
*School Psychologist consistently communicates with student in personalized and age-appropriate manner about their education and learning needs.

3.2 Utilizing Data-Based Decision Making and Progress-Monitoring to Drive Student Instruction, Interventions, and Services

Ineffective	Minimally Effective	Effective	Highly Effective
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 does not know how to or uses incorrect tools and processes to collect data or monitor progress.
*School Psychologist fails to make data-based decisions regarding instruction and interventions (i.e., makes subjective decisions).

Critical Attributes:
*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.

Critical Attributes:
*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.

Critical Attributes:
*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 uses and mentors others in the use of tools and processes to collect data and monitor progress.
*School Psychologist relies on a variety of data sources to drive instructional planning, progress monitoring, and decision-making.

3.3 Using Knowledge of Evidence-Based Practices and Interventions That Develop Students' Academic, Social, and Life Skills

Ineffective	Minimally Effective	Effective	Highly Effective
School Psychologist is not involved in consultation about evidence-based academic, social, behavioral, and life-	School Psychologist's involvement in consultation about evidence-based academic, social, behavioral, and life-	School Psychologist is actively involved in consultation about evidence-based academic, social,	School Psychologist initiates and provides consultation about evidence-based academic, social, behavioral,

skill interventions nor provides any direct interventions or supports to students.

skill interventions is inconsistent. The provision or implementation of such interventions to students is limited.

behavioral, and life-skill interventions. School Psychologist regularly provides and supports these interventions for Tier 2 and Tier 3 students.

and life-skill interventions. School Psychologist facilitates the seamless 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.
*Services recommended to students are inappropriate and do not address their unique needs.

Critical Attributes:
*School Psychologist provides limited contributions to meetings in which interventions are developed for students.
*Services are limited or not individualized to meet unique student needs.

Critical Attributes:
*School Psychologist regularly participates and shares in meetings in which appropriate interventions are developed for students.
*Services provided to students are evidence-based and planned out to meet their unique needs.

Critical Attributes:
*School Psychologist provides guidance for team regarding appropriate interventions need to be developed for students.
*Services provided to students are individualized, based on thorough data collection, and monitored throughout the school year.

3.4 Administering and Interpreting Assessment data in Order to Determine the Type of Services needed

Ineffective	Minimally Effective	Effective	Highly Effective
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 504 or 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.	***Critical Attributes:*** *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.

Critical Attributes:
*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.

Critical Attributes:
*School Psychologist assumes a facilitator or leadership role in 504/IEP meetings and demonstrates preparedness by integrating knowledge of student needs into the meeting.
*School Psychologist communicates and supports teams knowledge regarding the student needs based on appropriate assessments (e.g., autism, nonverbal, executive functioning, cognitive impairments).

*School Psychologist models and supports understanding for standardized administration procedures.
*Reports are understandable to parents and staff and include examples of student performance.
*Evaluation results meaningfully contribute to the determination of interventions, eligibility, and supports.

3.5 Demonstrating flexibility and responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
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.
*School Psychologists knowledge of students needs and interests does not drive programming.
*School Psychologist has dated or ineffective approaches within their repertoire to address the diverse	**Critical Attributes:**
*When improvisation becomes necessary, School Psychologist attempts to make adjustments.
*School Psychologists knowledge of students needs and interests does not drive programming; rather, the psychologist adheres to a		

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.

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.

Critical Attributes:
*When improvisation becomes necessary, School Psychologist makes adjustments.
*School Psychologists knowledge of students needs and interests drive programming.
*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.

Critical Attributes:
*When improvisation becomes necessary, School Psychologist quickly makes applicable adjustments based on data.
*School Psychologists knowledge of students needs and interests consistently drive programming.
*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.

Domain 4: Professional Responsibilities

4.1 Reflecting on services and practices

Ineffective	Minimally Effective	Effective	Highly Effective
School Psychologist does not reflect on	School Psychologist's reflection on	School Psychologist's reflection on	School Psychologist's reflection on

practices or the reflections are inaccurate or self-serving.

practices is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.

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.

practices is highly accurate and perceptive, citing specific examples of successes and areas of improvement. 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.

Critical Attributes:
*School Psychologist inconsistently assesses the effectiveness of services provided.
*School Psychologist ineffectively communicates personal strengths and weaknesses or ways that services can be improved.

Critical Attributes:
*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.

Critical Attributes:
*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.

4.2 Maintaining Accurate Records

Ineffective	Minimally Effective	Effective	Highly Effective
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. School Psychologist does not attend training/in-services provided by the district about updates to district/legal mandates.

Critical Attributes:
*Records are usually accurate but not always accessible.
*School Psychologist inconsistently follows procedures for obtaining and maintaining records.
*School Psychologist sporadically attends training/in-services provided by the district about updates to district/legal mandates.

Critical Attributes:
*Records are accurate and accessible when needed.
*School Psychologist follows correct procedures for obtaining and maintaining records.
*School Psychologist attends training/in-services provided by the district about updates to district/legal mandates.

Critical Attributes:

*Records are always accurate and accessible when needed.
*School Psychologist follows correct procedures for obtaining and maintaining records and consults with others about these procedures.
*School Psychologist regularly attends training/in-services about updates to district/legal mandates and disseminates this information to colleagues.

4.3 Communicating Effectively With Parents, School Staff, and Community Agencies

Ineffective	Minimally Effective	Effective	Highly Effective
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
*Does not respond to communication requests made by students, parents,	**Critical Attributes:**
*Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies
*Slow to respond to		

staff, and/or community agencies.
*Communication during meetings or consultation is ineffective or disrespectful
*Does not advocate for the best interests of the student

communication requests made by students, parents, staff, and/or community agencies
*Communication during meetings or consultation can be ineffective Inconsistently advocates for the best interests of the student

Critical Attributes:
*Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies
*Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them
*Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion
*Communication during meetings or consultation is effective and meaningful
*Advocates for the best interests of the student

Critical Attributes:
*Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies
*Highly knowledgeable about

the services of community agencies and makes multiple attempts to involve and communicate student progress with them
*Initiates communication and responds to requests made by students, parents, staff, and/or community agencies
*Facilitates effective communication during meetings or consultation
*Always advocates for the best interests of the student

4.4 Participating in a Professional Community

Ineffective	Minimally Effective	Effective	Highly Effective
School Psychologist does not consistently attend required school and required district meetings. School Psychologist"s relationships with colleagues are negative or unprofessional.	School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. School Psychologist"s relationships with colleagues are cordial.	School Psychologist attends required school and required district meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues.	School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.

Critical Attributes:
*Aversive to feedback from colleagues and administration
*Does not participate in professional collaboration
*Does not attend department meetings

Critical Attributes:
*Inconsistently accepts feedback from colleagues and administration
*Participates in professional collaboration, but does not contribute
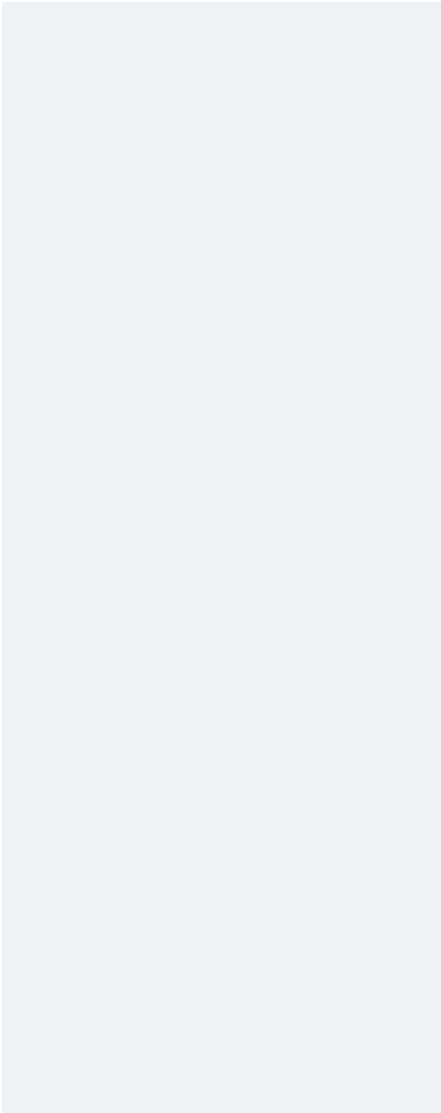*Inconsistently attends and rarely participates in department meetings

Critical Attributes:
*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

Critical Attributes:
*Solicits feedback from colleagues and administration in order to improve practice
*Assumes a leadership role in professional collaboration
*Consistently attends and provides expertise to department meetings
*Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district
*Participates on and contributes to district-level committees

4.5 Growing and Developing Professionally

Ineffective	*Minimally Effective*	*Effective*	*Highly Effective*

School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.

School Psychologist's participation in professional development activities is limited to those that are convenient or are required.

School Psychologist seeks out opportunities for professional development based on an individual assessment of need.

School Psychologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Critical Attributes:
*Does not seek opportunities for continued professional development
*Does not participate in any activity that might enhance knowledge or skill.
*Purposefully resists discussing performance with supervisors or colleagues.
Makes no effort to participate in professional organizations

Critical Attributes:
*Rarely seeks opportunities for continued professional development
*Participates in professional development when they are required.
*Reluctantly accepts feedback from supervisors and colleagues.
Rarely participates in professional organizations.

Critical Attributes:
*Seeks opportunities for continued professional development
*Seeks regular opportunities for professional development.
*Welcomes colleagues and supervisors feedback for the purposes of gaining insight.
Actively participates in organizations

designed to contribute to the profession.

Critical Attributes:
*Seeks opportunities for continued professional development
*Seeks regular opportunities for continued professional development, including initiating action research.
*Actively seeks feedback from supervisors and colleagues.
*Takes an active leadership role in professional organizations in order to contribute to the profession.

4.6 Showing Professionalism

Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**
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*

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.

Critical Attributes:
*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

Critical Attributes:
*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.

Critical Attributes:
*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.