

Rubric for Evaluating Colorado’s School Psychologists

Definition of an Effective School Psychologist

Effective School Psychologists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed School Psychologists employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

Quality Standard I: School Psychologists demonstrate mastery of and expertise in the domain for which they are responsible.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Psychologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of physical, cultural, developmental, and social influences on behavior <input type="checkbox"/> Has knowledge of mental health, behavioral, and emotional impacts on learning and life skills 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of potential influences on behavior and learning 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of physical, cultural, developmental, and social influences on behavior <input type="checkbox"/> Has knowledge of mental health, behavioral, and emotional impacts on learning and life skills 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies knowledge of student learning, development, and growth to the planning and/or development of interventions and services 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares knowledge of current research related to the potential influences on student learning, development, and growth with professional colleagues and parents
Element b: School Psychologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the barriers to learning <input type="checkbox"/> Identifies the interventions and adaptations (accommodations and modifications) that reduce barriers and increase access to the curriculum 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies barriers to learning for individual students and groups of students 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the barriers to learning, including those related to mental health issues and crises <input type="checkbox"/> Recommends the interventions and adaptations (accommodations and modifications) that reduce the student's barriers to learning and increase access to the curriculum 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are accommodated in the educational setting so they have the opportunity to access their educational environment 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gain an understanding of their own individual barriers to learning
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Element c: School Psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence-based practices and research to guide intervention planning and development 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an awareness of some evidence-based psychoeducational practices 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence-based practices and research to guide intervention planning and development 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively uses the current professional literature to inform psychoeducational practices 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses the current professional literature to make recommendations for systems level practices/decisions
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Element d: School Psychologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the relevant issues and contexts that impact family-school partnerships <input type="checkbox"/> Has knowledge of community/local resources 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School psychologists have an understanding of the linkages between schools, families, and community providers, 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the relevant issues and contexts that impact family-school partnerships <input type="checkbox"/> Has knowledge of community/local resources 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge of the relevant issues and contexts that impact family-school partnerships as the basis for problem solving related to prevention and intervention 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educates the school community regarding the influence of family involvement on school achievement and advocate for family involvement in school policy development
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Element e: School Psychologists demonstrate knowledge of and expertise in their professions.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of evidence-based strategies for crisis prevention, preparedness, response, and recovery <input type="checkbox"/> Demonstrates knowledge of effective threat assessment and suicide risk assessment and intervention procedures. 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of some of the key components of strategies for crisis planning, prevention and intervention 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of evidence-based strategies for crisis prevention, preparedness, response, and recovery <input type="checkbox"/> Demonstrates knowledge of effective threat assessment and suicide risk assessment and intervention procedures. 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention, response, and recovery activities and crisis services 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to, designs, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics 				
<p><input type="radio"/> Professional Practice is Observable during an observation of a session.</p> <p><input type="checkbox"/> Professional Practice is Not Observable during an observation of a session.</p>								
Examples of Artifacts that may be used to provide evidence of performance:		Evidence of performance provided by artifact:						
<input type="checkbox"/> Crisis Team Membership								
<input type="checkbox"/> Completed Threat Assessments								
<input type="checkbox"/> Maintained list of community resources								
<input type="checkbox"/> Training certificates								
<input type="checkbox"/> Ongoing attempts to connect with community resources								
<input type="checkbox"/> Subscriptions to professional journals. Communicate or evidence on ongoing research into appropriate strategies and interventions								
<input type="checkbox"/> Knowledge may be evident during consultation of IEP meetings as well as referenced in psychological reports								
<input type="checkbox"/>								
<input type="checkbox"/>								
<input type="checkbox"/>								
<input type="checkbox"/>								
<input type="checkbox"/>								
<input type="checkbox"/>								
		Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points

Element a: School Psychologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.						
Element b: School Psychologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.						
Element c: School Psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
Element d: School Psychologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
Element e: School Psychologists demonstrate knowledge of and expertise in their professions.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary			Overall Rating for Standard I: <div style="border: 1px solid black; background-color: #d9ead3; height: 20px; width: 100%;"></div>			
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						

Quality Standard II: School Psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element a: School Psychologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</p>				
<p>There is inadequate evidence that the School Psychologist: Fosters an educational environment in which:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diversity is acknowledged and used to further student learning. <input type="checkbox"/> The importance of student and family background is considered in developing educational/intervention plans. <input type="checkbox"/> Students build positive relationships with each other. 	<p>The School Psychologist: Fosters an educational environment that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasizes mutual respect for and understanding of all students. <input type="checkbox"/> Encourages positive relationships between and among students. <input type="checkbox"/> Is conducive for all students to learn 	<p>.. and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters an environment which values diverse perspectives. <input type="checkbox"/> Models empathy and respect for diversity. <input type="checkbox"/> Sets common goals for all students in order to build unity. 	<p>.. and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build and maintain positive relationships with peers and with adults in the school setting 	<p>.. and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicate perceptions of an improved school and/or positive and safe school climate
<p>Element b: School Psychologists demonstrate respect for diversity within the home, school, and local and global communities.</p>				

<p>There is inadequate evidence that the School Psychologist: Supports an environment in which:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student diversity is valued <input type="checkbox"/> Student and family background characteristics are considered in planning assessments and/or interventions 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses intervention approaches and materials that reflect students' backgrounds. <input type="checkbox"/> Acknowledges the value of each student's contributions to educational and intervention planning 	<p>... and</p> <p>The School Psychologist: Engages in practices that foster:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective interactions among students <input type="checkbox"/> Positive social relationships <p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically collects data from multiple sources as a foundation for decision-making and consider ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a strong sense of community 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to, designs, implements, and/or evaluates prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
<p>Element c: School Psychologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.</p>				

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of and respect for diversity in development and learning as a foundation for all aspects of service delivery <input type="checkbox"/> In collaboration with others, addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some awareness of culturally competent and effective practices in the contexts of diverse individual, family, school, and community characteristics 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of and respect for diversity in development and learning as a foundation for all aspects of service delivery <input type="checkbox"/> In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of and respect for diversity and individual differences 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feel valued as unique individuals with diverse backgrounds, interests, strengths, and needs and are engaged in school
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Element d: School Psychologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes an educational environment that is inviting to families and significant adults. 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains appropriate and respectful relationships with students, their families, and significant adults. <input type="checkbox"/> Communicates effectively with diverse audiences such as parents, teachers, and other school personnel, policy makers, community service providers and others. <input type="checkbox"/> Is sensitive to the diverse family structures. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with families and significant adults to help students meet education and intervention goals <input type="checkbox"/> Works collaboratively with all school personnel to create a safe and positive school community 	<p>... and</p> <p>Students and/or Teachers:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicate freely and openly with the school psychologist. <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate communication with school psychologists to discuss student needs <input type="checkbox"/> Willingly share information that may impact student learning 	<p>... and</p> <p>Students, Families and/or Significant Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek the school psychologist's assistance to find resources and services to support student needs <input type="checkbox"/> Partner with the school for the benefit of their students
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Element e: School Psychologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has rules to guide students to behave appropriately when providing services. <input type="checkbox"/> Holds students accountable for school and/or class rules. 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="radio"/> Structures services to minimize interruption to instructional time. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes maximum use of service provision time. <input type="radio"/> Holds students accountable for adherence to school and class rules. <input type="radio"/> Fosters the maintenance of a safe and orderly environment. 	<p>... and</p> <p>Students</p> <ul style="list-style-type: none"> <input type="radio"/> Develop awareness of expectations in the school setting <input type="radio"/> Follow school and classroom rules 	<p>... and</p> <p>Students</p> <ul style="list-style-type: none"> <input type="radio"/> Develop skills necessary to become self-regulated, self-motivated and active learners
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<ul style="list-style-type: none"> <input type="checkbox"/> Student Perception surveys 	
<ul style="list-style-type: none"> <input type="checkbox"/> Healthy Kids Colorado Survey? 	
<ul style="list-style-type: none"> <input type="checkbox"/> School Safety/ Climate Surveys 	

<input type="checkbox"/> Individual student feedback																																																													
<input type="checkbox"/> Teacher/ Staff/ Administrator notes, emails etc. that show positive relationships																																																													
<input type="checkbox"/> Participation in school wide initiatives such as : Diversity week																																																													
<input type="checkbox"/> Display posters/ signage etc. for “Safe space” and other positive programs aimed at school safety, climate and diversity																																																													
<input type="checkbox"/> Student, parent, family contact logs																																																													
<input type="checkbox"/> Teacher consultation logs																																																													
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Quality Standard III: School Psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element a: School Psychologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.</p>				
<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all legal requirements for professional practices 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of legal requirements for IEPs, 504, RtI, and/or intervention plans 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all legally required timelines for professional practices (e.g., evaluations, manifestation determinations, etc.) <input type="checkbox"/> Completes legal requirements for IEPs, 504, RtI, and/or intervention plans 	<p>... and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have educational and/or intervention plans that align with educational law and district policy including appropriate placements, accommodations, modifications, etc. 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the development of building or district policies and procedures that facilitate compliance with legal requirements
<p>Element b: School Psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.</p>				

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects and administers valid and reliable assessment tools <input type="checkbox"/> Systematically collects data from multiple sources 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows standardized procedures for administration and scoring of psychoeducational tests if applicable 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers the referral question and individual student or group characteristics or language issues when planning assessments <input type="checkbox"/> Selects and administers valid and reliable formal and/or informal assessment tools <input type="checkbox"/> Systematically collects data from multiple sources <input type="checkbox"/> Communicates assessment results to colleagues, parents, and students as appropriate 	<p>... and Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand psychoeducational assessment data and use it to inform instruction 	<p>... and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive appropriate educational or intervention plans based on analysis and interpretation of assessment data
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Element c: School Psychologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides consultation to promote effective implementation of services 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of varied models and strategies of consultation 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides consultation to promote effective implementation of services 	<p>... and The Teacher or Other Consultee:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts educational practices based on consultation to better meet student needs 	<p>... and The Teacher or Other Consultee:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generalizes or transfers knowledge gained through the consultation to other contexts/other students
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<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists in planning for and/or providing evidence-based interventions for students 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of best practices and evidence-based interventions appropriate for a variety of student needs 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans for and/or provides evidence-based interventions for students with fidelity (including individual counseling, suicide risk assessments, groups counseling, transition, behavior plans, etc.) 	<p>... and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive educational, behavioral, and/or mental health services that meet their identified needs and are frequently evaluated 	<p>... and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make progress towards educational, behavioral, and/or mental health intervention goals
<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data to monitor student, group and/or school, progress 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of progress monitoring data 	<p>... and The School Psychologist:</p> <p>Uses progress monitoring data to modify and/or make recommendations to adapt interventions</p>	<p>... and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate response to interventions or receive adapted interventions to meet their needs 	<p>... and Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in progress monitoring of their own learning and performance

Element d: School Psychologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of available assistive technology for students <input type="checkbox"/> Effectively uses building/district software and technology (e.g., IEP software, student databases, Infinite Campus) 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses building/district software and technology with assistance 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of available assistive technology for students <input type="checkbox"/> Effectively uses building/district software and technology (e.g., IEP software, student databases, Infinite Campus) 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses information and technology resources to enhance data collection and decision-making to improve student outcomes 	<p>... and Students':</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive and academic skills are enhanced by information and assistive technology resources
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Element e: School Psychologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists in the development of individualized goals for students that promote critical-thinking, self-advocacy, leadership and/or problem solving skills 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the process of developing individualized student and/or school-wide goals 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership and/or problem solving skills 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates high expectations for student growth to stakeholders including families and administrators for all students 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make progress towards goals that promote critical-thinking, self-advocacy, leadership and/or problem solving skills
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Element f: School Psychologists communicate effectively with students.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes rapport with students <input type="checkbox"/> Provides students with feedback related to behavior, performance, and/or progress, etc. as appropriate 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with students 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes rapport with students <input type="checkbox"/> Provides students with feedback related to behavior, performance, and/or progress, etc. as appropriate 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tailors communications with students to be both developmentally and culturally relevant 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate their own needs, goals, progress, and/or strengths, etc.
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Element g: School Psychologists develop and/or implement services and/or specially designed instruction unique to their professions.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes, integrates, and interprets data from multiple sources 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes, integrates and interprets data independently in some cases 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically considers data from multiple domains <input type="checkbox"/> Analyzes and synthesizes data for decision making <input type="checkbox"/> Presents data in a way that is understandable and relevant to stakeholder interest/needs 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trains and/or mentors others regarding the analysis and synthesis of data for decision making 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data to inform recommendations for systems level decisions
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Reports	
<input type="checkbox"/> IEP Team meeting participation (Particularly for eligibility determination)	
<input type="checkbox"/> Small group or classroom instruction on how to use technology to enhance progress study skills related goals for students on IEP's	
<input type="checkbox"/> Creative use of technology for problem solving with individual or small groups of students	
<input type="checkbox"/> Participation on MTSS team	
<input type="checkbox"/> Involvement on committees or recommendations for district level changes	
<input type="checkbox"/> Participation or leadership of data discussions	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Psychologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.							
Element b: School Psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.							

Element c: School Psychologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.						
Element d: School Psychologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.						
Element e: School Psychologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.						
Element f: School Psychologists communicate effectively with students.						
Element g: School Psychologists develop and/or implement services and/or specially designed instruction unique to their professions.						
0 to 5 Total Points = Not Evident 6 to 11 Total Points = Partially Proficient 12 to 17 Total Points = Proficient 18 to 23 Total Points = Accomplished 24 to 28 Total Points = Exemplary			Overall Rating for Standard III: <div style="background-color: #d9ead3; width: 100%; height: 20px; margin-top: 5px;"></div>			
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						

Quality Standard IV: School Psychologists reflect on their practice.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Psychologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>There is <u>inadequate evidence</u> that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs. <input type="checkbox"/> Collects and analyzes student data to inform service provision. 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs <input type="checkbox"/> Dialogues with colleagues to make connections between school and classroom data and research-based practices. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes student and/or system data to inform service provision. <input type="checkbox"/> Monitors and evaluates professional practices to determine what works for students. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively investigates and considers new ideas that support the students' social, emotional, psychological, and academic successes 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies and evaluates new and innovative strategies for continuous improvement of professional practice
Element b: School Psychologists link professional growth to their professional goals.				

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development <input type="checkbox"/> Understands which professional development activities will help to address professional growth needs. 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes professional development required for licensure renewal <input type="checkbox"/> Has professional growth goals <input type="checkbox"/> Learns new skills to improve professional practice <input type="checkbox"/> Understands which professional development activities will help to address professional growth needs 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice <input type="checkbox"/> Develops professional goals based on: <ul style="list-style-type: none"> - likelihood of having a positive impact on student outcomes; - alignment with content standards and school and district initiatives; - current research; or - student needs. <input type="checkbox"/> Participates in high quality professional development opportunities 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan. <input type="checkbox"/> Actively seeks out and participates in meaningful professional learning opportunities consistent with the professional growth plan <input type="checkbox"/> Applies knowledge and skills learned through professional development to practice 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks feedback from colleagues, parents and/or supervisors and incorporates it into professional goals and practices <input type="checkbox"/> Establishes continuous improvement strategies to identify and self-monitor for skill and professional growth
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Element c: School Psychologists respond to complex, dynamic environments.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates good time management and organizational skills <input type="checkbox"/> Prioritizes professional activities based on student needs 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages in a limited range of professional practices within the scope of position responsibilities 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates good time management and organizational skills <input type="checkbox"/> Prioritizes professional activities based on student needs 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility based on shifting priorities and activities 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expands role to incorporate more comprehensive responsibilities
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<p>Examples of Artifacts that may be used to provide evidence of performance:</p>	<p>Evidence of performance provided by artifact:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Professional goals linked to district goals 	
<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of frequent progress monitoring of professional goals 	
<ul style="list-style-type: none"> <input type="checkbox"/> Examples of prioritization 	

<input type="checkbox"/> Understandable/ effective organizational system	
<input type="checkbox"/> Involvement in volunteer organizations or groups (CSSP, NASP, SEAC, etc)	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Psychologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.							
Element b: School Psychologists link professional growth to their professional goals.							
Element c: School Psychologists respond to complex, dynamic environments.							

0 to 1 Total Points = Not Evident 2 to 4 Total Points = Partially Proficient 5 to 7 Total Points = Proficient 6 to 10 Total Points = Accomplished 11 to 12 Total Points = Exemplary	Overall Rating for Standard IV: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>
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Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. (Optional)

Quality Standard V: School Psychologists demonstrate collaboration, advocacy and leadership.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Psychologists collaborate with internal and external stakeholders to meet the needs of students.				

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to committees and teams <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to committees and/or teams. <input type="checkbox"/> Collaborates with school personnel <input type="checkbox"/> Facilitates communication among various stakeholders 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates and collaborates effectively with community professionals and agencies regarding student and school-related issues and identify appropriate resources, facilitate access to services and helps coordinate services as appropriate. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> works collaboratively with other school personnel to create and/or maintain a multitiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.
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Element b: School Psychologists advocate for students, families, and schools.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect school climate and student learning <input type="checkbox"/> Reaches out to students, families, and/or the community in order to understand their needs 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for individual students 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements school and/or district policies and procedures with fidelity. <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs and the diversity of the student population. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggest changes to their school experience that affect their ability to acquire a high quality education. <input type="checkbox"/> Articulate their support of practices that improve their access to learning opportunities. 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for curricular, school climate, and instructional improvements.
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Element c: School Psychologists demonstrate leadership in their educational setting(s).

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes professional growth and collaborates with colleagues, professional associations, and/or school psychology training programs to improve the profession 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of professional associations and leadership opportunities 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes professional growth and collaborates with colleagues, professional associations, and/or school psychology training programs to improve the profession (e.g., member of local, state, and/or national professional organizations) 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentors and/or supervises other professionals or trainees to facilitate their professional development 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plays an active role in professional or state-level organizations/professional associations (e.g., CSSP, NASP, state task force, mental health advisory committee, etc.)
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Element d: School Psychologists contribute knowledge and skills to educational practices and their profession.

<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to share expertise with colleagues. <input type="checkbox"/> Understands the importance of supporting colleagues. 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares expertise with colleagues 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a willingness to share best practices through modeling and/or training 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities within district 	<p>... and</p> <p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads professional growth and development activities outside of the district (e.g., teaches a course; publishes articles or presents at state and national conferences)
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Element e: School Psychologists demonstrate high ethical standards.


<p>There is inadequate evidence that the School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others <input type="checkbox"/> Adheres to standards of professional practice 	<p>The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality <input type="checkbox"/> Adheres to current legal and ethical principles and standards <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior 	<p>... and The School Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models and sets expectations for ethical behavior for staff and/or students
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance: **Evidence of performance provided by artifact:**

<input type="checkbox"/> Involvement on school and district teams	
<input type="checkbox"/> Leadership in professional development/ in-services etc.	
<input type="checkbox"/> Membership in professional organizations	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Psychologists collaborate with internal and external stakeholders to meet the needs of students.							
Element b: School Psychologists advocate for students, families and schools.							
Element c: School Psychologists demonstrate leadership in their educational setting(s).							
Element d: School Psychologists contribute knowledge and skills to educational practices and their profession.							
Element e: School Psychologists demonstrate high ethical standards.							

0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary	Overall Rating for Standard V: 
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Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. (Optional)

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