

## SCHOOL PSYCHOLOGIST

### DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

| COMPONENT   | LEVEL OF PERFORMANCE  |  |  |   |
|---|---|--|--|---|
|   | UNSATISFACTORY  | BASIC  | PROFICIENT   | DISTINGUISHED   |
| <b>1a: Demonstrating knowledge and skills in selecting and using valid and reliable psycho-educational evaluation instruments and strategies</b>                | Psychologist demonstrates minimal knowledge and skills in selecting and using valid and reliable psycho-educational evaluation instruments and strategies.  | Psychologist demonstrates basic knowledge and skills in selecting and using valid and reliable psycho-educational evaluation instruments and strategies.   | Psychologist demonstrates thorough knowledge and skills in selecting and using valid and reliable psycho-educational evaluation instruments and strategies. Uses a variety of psycho-educational instruments and strategies to evaluate students and determine accurate educational diagnoses. | Psychologist demonstrates thorough knowledge and skills in selecting and using valid and reliable psycho-educational evaluation instruments and strategies. Uses a variety of psycho-educational instruments and strategies to evaluate students and determine accurate educational diagnoses; frequently reviews research on evaluation instruments. |
| <b>1b: Demonstrates knowledge of typical and atypical psychological and educational development in school age population</b>                                    | Psychologist demonstrates minimal knowledge of typical and atypical psychological and educational development in school age population.   | Psychologist demonstrates basic knowledge of typical and atypical psychological and educational development in school age population.  | Psychologist demonstrates thorough knowledge of typical and atypical psychological and educational development in school age population.   | Psychologist demonstrates extensive knowledge of typical and atypical psychological and educational development in school age population and has deep knowledge of the variations of typical psychological and educational patterns.  |
| <b>1c: Provides services appropriate to the school setting and the needs of individual students. Collaborates with staff, families, and other professionals</b> | Psychologist demonstrates minimal skills in providing services appropriate to the school setting and the needs of individual students. Minimal collaboration with staff, families, and other professionals. | Psychologist demonstrates basic skills in providing services appropriate to the school setting and the needs of individual students. Some collaboration with staff, families, and other professionals.             | Psychologist demonstrates thorough skills in providing services appropriate to the school setting and the needs of individual students. Excellent collaboration with staff, families, and other professionals.   | Psychologist demonstrates extensive skills in providing services appropriate to the school setting and the needs of individual students. Takes leadership role in collaborating with staff, families, and other professionals.  |
| <b>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</b>                                    | Psychologist demonstrates minimal knowledge of state and federal regulations and resources for students available through the school or district.   | Psychologist demonstrates awareness of state and federal regulations and resources for students available through the school or district, and within the community but no specific knowledge of outside resources. | Psychologist demonstrates thorough awareness of state and federal regulations and resources for students available through the school or district. Familiar with outside resources.  | Psychologist's knowledge of state and federal regulations and resources for students is extensive, including those available through the school or district, and in the community. Psychologist is highly skilled in connecting students/families with outside resources.   |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM**

| <b>COMPONENT</b>   | <b>LEVEL OF PERFORMANCE</b>   |   |  |   |
|--|---|---|--|---|
|  | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>  | <b>DISTINGUISHED</b>  |
| <b>1e: Demonstrates skill in program planning for individual students, including prevention, and ensures contextual fit of plans developed</b> | Psychologist demonstrates minimal skills in developing behavioral and/or academic programs for individual students. Psychologist has minimal familiarity with prevention strategies, and has difficulty developing plans that are tailored to the student and school needs. | Psychologist demonstrates basic skills in developing behavioral and/or academic programs for individual students. Psychologist has some familiarity with prevention strategies, and is able to develop rudimentary plans that are tailored to the student and school needs. | Psychologist demonstrates thorough skills in developing behavioral and/or academic programs for individual students. Psychologist has knowledge of prevention strategies, and is able to develop detailed plans that are tailored to the student and school needs. | Psychologist demonstrates extensive skills in developing behavioral and/or academic programs for individual students. Psychologist demonstrates deep knowledge of prevention strategies, both at a school level as well as at a student level. Demonstrates confidence and a high level of competence to develop plans that are tailored to the student and school needs. |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM**  
 Component 1f: Demonstrates Cultural Competence

| <b>ELEMENT</b>  | <b>LEVEL OF PERFORMANCE</b>   |   |  |   |
|---|---|---|--|---|
|   | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>  | <b>DISTINGUISHED</b>  |
| <b>Awareness of students' family background and cultural heritage</b>   | Psychologist displays minimal understanding of students' family and cultural background or why such knowledge is important. | Psychologist displays some understanding of students' family and cultural background, but such knowledge may be incomplete or inaccurate. | Psychologist has an understanding of students' family and cultural background and can articulate the importance of having that knowledge.                      | Psychologist has full understanding of students' family and cultural background, and collects such information from a variety of valid sources.   |
| <b>Evaluation process and strategies take students' experiences and cultural backgrounds into consideration</b> | Evaluation process and strategies do not take students' experiences and cultural backgrounds into consideration.            | The evaluation process and strategies slightly considers students' experiences and cultural backgrounds.                                  | Evaluation process and strategies seriously takes students' experiences and cultural backgrounds into consideration.   | Evaluation process and strategies seriously takes students' experiences and cultural backgrounds into consideration. Psychologist continuously reflects on the impact of cultural differences on learning.  |
| <b>Knowledge of ethnic and racial identity development</b>  | Psychologist displays minimal knowledge of ethnic and racial identity development.  | Psychologist displays partial knowledge of ethnic and racial identity development.  | Psychologist displays accurate understanding of ethnic and racial identity development, as well as exceptions to the general pattern.                          | Psychologist displays thorough understanding of ethnic and racial identity development, as well as exceptions to the general pattern. Specialist also displays knowledge of the extent to which individual students follow the pattern.                   |
| <b>Knowledge of culturally-grounded systemic issues that contribute to achievement gaps</b>                     | Psychologist lacks a basic understanding of factors that contribute to achievement gaps.                                    | Psychologist has a basic understanding of factors that contribute to achievement gaps.  | Psychologist has a substantial understanding of factors that contribute to achievement gaps and actively considers these factors during the evaluation process | Psychologist has a substantial understanding of factors that contribute to achievement gaps, actively considers these factors during the evaluation process; takes on a leadership role to increase awareness of the educational impact of these factors. |
| <b>Understanding of human diversity</b>   | Psychologist displays minimal knowledge of human diversity.   | Psychologist displays partial knowledge of human diversity.   | Psychologist displays accurate understanding of human diversity.   | Psychologist displays thorough understanding of human diversity and the complexities of cultural diversity.   |

## SCHOOL PSYCHOLOGIST

### DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

| COMPONENT   | LEVEL OF PERFORMANCE   |  |  |   |
|---|--|--|--|---|
|   | UNSATISFACTORY   | BASIC  | PROFICIENT   | DISTINGUISHED   |
| <b>2a: Establishes rapport with students and creating an environment of empathy, respect and trust.</b>                                       | Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the assessment setting.                    | Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.   | Psychologist's interactions with students are positive and respectful, and students appear comfortable in the assessment setting.  | Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.  |
| <b>2b: Adheres to procedures for referrals and is a collaborative member on referral teams.</b>   | Psychologist makes minimal attempt to adhere to any form of referral procedure. Minimal participation and collaboration on referral teams.           | Psychologist makes a good attempt to adhere to an established referral procedure and willingly participates and collaborates on referral teams.  | Psychologist leads by example and adheres to an established referral procedure; actively participates and collaborates on referral teams, requests pre-referral data and helps teams to determine appropriate follow-up steps. | Psychologist assumes leadership role on the referral team by following an established procedure; actively participates and collaborates on referral teams, provides deep insights into students' learning and consistently requests and analyzes pre-referral data.   |
| <b>2d: Manages student behavior in a pro-active manner, adheres and contributes to the culture for student behavior throughout the school</b> | Psychologist is not pro-active in managing student behavior, and makes minimal contribution to maintaining an environment of civility in the school. | Psychologist makes effort to be pro-active and establish standards of conduct for students during assessment sessions. Efforts are partially successful. Psychologist attempts, with limited success, to contribute to the level of civility in the school as a whole. | Psychologist is pro-active and has established clear standards of conduct for students during assessment sessions. Makes a significant contribution to the environment of civility in the school.                              | Psychologist is pro-active and has established clear standards of conduct for students during assessment session, and insists on maintaining them in a positive manner. Psychologist takes a leadership role in maintaining an environment of civility in the school. |
| <b>2e: Provides a positive and organized setting for student evaluations</b>  | The assessment environment is in disarray and poorly suited to student evaluations. Materials are disorganized and poorly maintained.                | Psychologist's attempts to create an inviting and well-organized physical environment are partially successful.  | The assessment environment is inviting, and conducive to the planned activities. Materials are well organized and maintained.  | The assessment environment is inviting, highly organized and conducive to the planned activities.   |

## SCHOOL PSYCHOLOGIST

### DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

#### Component 2f: Demonstrates Cultural Competence

| ELEMENT  | LEVEL OF PERFORMANCE   |   |   |  |
|--|--|---|---|--|
|  | UNSATISFACTORY   | BASIC   | PROFICIENT  | DISTINGUISHED  |
| <b>Embraces a culture of diversity</b>   | Psychologist lacks basic understanding of the diversity of students in the school.                                     | Psychologist has a basic understanding of the diversity of students in the school.                      | Psychologist has advanced understanding of the diversity of students in the school.   | Psychologist has advanced understanding of the diversity of students in the school and actively promotes this understanding with students and staff.   |
| <b>Establishes an inclusive evaluation environment</b>                           | Evaluation environment does not reflect an understanding of students' cultural diversity.                              | Evaluation environment somewhat reflects an understanding of students' cultural diversity.              | Evaluation environment and reflects an understanding of students' cultural diversity.   | Evaluation environment is welcoming and reflects a deep understanding of students' cultural diversity.   |
| <b>Aware of, and responsive to interactions to optimize a culture of respect</b> | Psychologist is unaware of interactions.   | Psychologist is sometimes aware of interactions with limited impact on optimizing a culture of respect. | Psychologist is aware of and responsive to interactions to optimize a culture of respect.   | Psychologist is consistently aware of interactions, maintains a building-wide culture of respect and actively seeks student and staff involvement to optimize a culture of respect.              |
| <b>Equitably addresses student behavior for all students</b>                     | Psychologist targets and addresses the academic and social learning/behaviors of a few students or groups of students. | Psychologist targets and addresses the academic and social learning/behaviors of most students.         | Psychologist equitably addresses the academic and social learning and behaviors of all students and occasionally uses data to self-monitor. | Psychologist equitably addresses the behaviors of all students and regularly uses data to self-monitor models for other building staff how to use behavior data to monitor potential inequities. |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 3: ASSESSMENT AND CONSULTATION**

| <b>COMPONENT</b>   | <b>LEVEL OF PERFORMANCE</b>   |  |  |   |
|--|---|--|--|---|
|  | <b>UNSATISFACTORY</b>   | <b>BASIC</b>   | <b>PROFICIENT</b>  | <b>DISTINGUISHED</b>  |
| <b>3a: Continuously consults with colleagues and tailors evaluations to referral questions</b>                           | Psychologist makes minimal attempts to consult with colleagues or match the evaluation instruments and strategies to the referral questions.  | Psychologist consults on a sporadic basis with colleagues; attempts to match evaluation instruments and strategies to the referral questions are partially successful. | Psychologist consults frequently with colleagues and tailors evaluations to the questions raised in the referral.  | Psychologist consults frequently with colleagues; contributes own insights and tailors evaluations to the questions raised in the referral and is creative and flexible in adjusting strategies to address the referral questions.  |
| <b>3b: Evaluates student needs in compliance with NASP guidelines</b>  | Psychologist is resistant to administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. May use instruments that are not research-based or have not been proven to be valid and reliable. | Psychologist administers appropriate evaluations, selects valid and reliable instruments but does not always follow established timelines and safeguards.              | Psychologist administers appropriate (valid and reliable) evaluation instruments and ensures that all standards, procedures and safeguards are faithfully adhered to.                    | Psychologist selects, from a broad repertoire, those assessments that are most appropriate (and valid and reliable) to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with standards, procedural time lines and safeguards. |
| <b>3c: Assumes leadership role on eligibility teams</b>  | Psychologist declines to assume leadership role of the psycho-educational evaluation team.  | Psychologist assumes leadership role of the psycho-educational evaluation team when directed to do so, and prepares adequate eligibility documentation.                | Psychologist assumes leadership role of the psycho-educational evaluation team as a standard expectation, and prepares detailed eligibility documentation compliant with IDEA standards. | Psychologist assumes leadership role of the psycho-educational evaluation team; prepares exemplary eligibility documentation, fully compliant with IDEA standards.  |
| <b>3d: Plans interventions to maximize students' likelihood of success</b>   | Psychologist resists developing behavior or academic intervention plans.  | Psychologist occasionally contributes to the development of behavior and academic intervention plans.  | Psychologist takes initiative to develop behavior and academic interventions based on data; tailors the interventions to student needs.  | Psychologist takes a leadership role in developing data-based behavior and academic intervention plans; has comprehensive knowledge and understanding of data and function based support.   |
| <b>3e: Maintains contact with physicians, community mental health service providers, and other community agencies as</b> | Psychologist declines to maintain contact with physicians and community agencies.   | Psychologist maintains occasional contact with physicians and community agencies.  | Psychologist maintains ongoing contact with physicians and community agencies.   | Psychologist maintains ongoing contact with physicians and community agencies and actively initiates and facilitates referrals when needed and appropriate.   |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 3: ASSESSMENT AND CONSULTATION**

| <b>COMPONENT</b>                                       | <b>LEVEL OF PERFORMANCE</b>  |  |  |   |
|--|--|--|--|---|
|  | <b>UNSATISFACTORY</b>  | <b>BASIC</b>   | <b>PROFICIENT</b>  | <b>DISTINGUISHED</b>  |
| <b>necessary</b>                                       |  |  |  |   |
| <b>3f: Demonstrates flexibility and responsiveness</b> | Psychologist adheres to his or her plan, in spite of evidence of its inadequacy. Not flexible when working with staff and/or families. Lack of responsiveness. | Psychologist makes modest changes in the evaluation plan when confronted with evidence of the need for change. Somewhat flexible when working with staff and/or families. Some responsiveness. | Psychologist makes revisions in the evaluation plan when evidence and data indicate a need to do so. Very flexible when working with staff and/or families and very responsive to student, staff and families. | Psychologist is continually seeking way to improve the evaluation process, and makes changes as needed in response to student, parent, or teacher input. High degree of flexibility and responsiveness. |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 3: INSTRUCTION & ASSESSMENT**  
 Component 3g: Demonstrates Cultural Competence

| <b>ELEMENT</b>   | <b>LEVEL OF PERFORMANCE</b>   |   |   |  |
|--|---|---|---|--|
|  | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>   | <b>DISTINGUISHED</b>   |
| <b>Awareness and knowledge of mitigation of cultural bias in counseling program</b>              | Psychologist demonstrates little awareness of the potential for cultural bias in psycho-educational evaluation process.                       | Psychologist demonstrates basic awareness of the potential for cultural bias in psycho-educational evaluation process.      | Psychologist demonstrates awareness of the potential for cultural bias in psycho-educational evaluation process and adjusts the evaluation process to incorporate cultural differences. | Psychologist demonstrates advanced awareness of the potential for cultural bias in the evaluation process and varies the process and strategies to address student diversity.                                  |
| <b>Engages students and takes into account cultural background of students</b>                   | Psychologist does not utilize evaluation instruments and strategies that are sensitive to students' cultural backgrounds.                     | Psychologist mostly utilizes evaluation instruments and strategies that are sensitive to students' cultural backgrounds.    | Psychologist utilizes evaluation instruments and strategies that are sensitive to students' cultural backgrounds and encourages student engagement.                                     | Psychologist utilizes evaluation instruments and strategies that are sensitive to students' cultural backgrounds and seeks ways to engage students.  |
| <b>Adjusts plans and demonstrates flexibility related to the cultural background of students</b> | Psychologist adheres to psycho-educational evaluation processes that are not sensitive to, or engaging for students from diverse backgrounds. | Psychologist generally adjusts evaluation activities to be sensitive to, or engaging for students from diverse backgrounds. | Psychologist adjusts evaluations to be sensitive to, and engaging for students from diverse backgrounds.  | Psychologist adjusts evaluations to be sensitive to, and engaging for students from diverse backgrounds, and may involve other professionals in choosing and/or adapting evaluation instruments or techniques. |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS**

| <b>COMPONENT</b>   | <b>LEVEL OF PERFORMANCE</b>   |   |   |  |
|--|---|---|---|--|
|  | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>   | <b>DISTINGUISHED</b>   |
| <b>4a: Reflects on practice</b>  | Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.   | Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how school psychologist services might be improved. | Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies. |
| <b>4b: Maintains accurate and timely records. Reports are written in a manner understandable to other professionals.</b> | Psychologist's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.   | Psychologist's reports, records and documentation are generally accurate, but are occasionally late.  | Psychologist's reports, records and documentation are accurate, well organized and are submitted in a timely manner.  | Psychologist's approach to record keeping is highly systematic and efficient, and serves as a model for colleagues across other schools. Reports are written to be understandable to another qualified professional.               |
| <b>4c: Communicates with families and staff in a manner highly sensitive to cultural and linguistic influences.</b>      | Psychologist has little communication with families, or communicates in an inefficient and/or insensitive manner.   | Psychologist's communication with families is partially successful; there may be occasional insensitivities to cultural and linguistic traditions.                            | Psychologist provides thorough and accurate information to families about their children and does so in a manner sensitive to cultural and linguistic traditions.   | Psychologist provides thorough and accurate information to families about their children and does so in a manner sensitive to cultural and linguistic traditions. Psychologist reaches out to families to enhance trust.           |
| <b>4d: Contributes positively to the school and district community</b>   | Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.           | Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.               | Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.   | Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.  |
| <b>4e: Engages in professional development</b>   | Psychologist does not participate in professional development activities, even when such activities are clearly needed for the development of school psychology skills. | Psychologist participation in professional development activities is limited to those that are convenient or are required.  | Psychologist seeks out opportunities for professional development based on an individual assessment of need.  | Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.  |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS**

| <b>COMPONENT</b>  | <b>LEVEL OF PERFORMANCE</b>   |   |  |  |
|---|---|---|--|--|
|   | <b>UNSATISFACTORY</b>   | <b>BASIC</b>  | <b>PROFICIENT</b>  | <b>DISTINGUISHED</b>   |
| <b>4f: Demonstrates professionalism, including integrity, advocacy, and confidentiality</b> | Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality. | Psychologist is honest in interactions with colleagues, students, and the public, and does not violate confidentiality. | Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. | Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues. |

**SCHOOL PSYCHOLOGIST**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS**  
 Component 4g: Demonstrates Cultural Competence

| <b>ELEMENT</b>  | <b>LEVEL OF PERFORMANCE</b>   |  |  |  |
|---|---|--|--|--|
|   | <b>UNSATISFACTORY</b>   | <b>BASIC</b>   | <b>PROFICIENT</b>  | <b>DISTINGUISHED</b>   |
| <b>Participates in professional growth activities related to diverse needs</b>                        | Psychologist does not engage professional development related to meeting the needs of diverse students and/or families. | Psychologist occasionally participates in professional development related to meeting the needs of diverse students and/or families to a limited extent. | Psychologist seeks out relevant opportunities for professional development related to meeting the needs of diverse students and/or families. | Psychologist seeks out opportunities for professional development related to meeting the needs of diverse students and/or families, applies them in the evaluation setting and shares with colleagues. |
| <b>Facilitates appropriate communication with students and families with diverse linguistic needs</b> | Psychologist provides information in formats or language inaccessible by students and families.                         | Psychologist provides some information in formats or language accessible by students and families.   | Psychologist regularly communicates in formats and language accessible by students and families.   | Psychologist frequently communicates in formats and language accessible by students and families and seeks out various methods of communicating with families.   |
| <b>Promotes district harassment and bullying policies and initiatives</b>                             | Psychologist does not promote district harassment and bullying policies and initiatives.                                | Psychologist generally promotes district harassment and bullying policies and initiatives.   | Psychologist fully promotes district harassment and bullying policies and initiatives.   | Psychologist acts as a role model, leader, and/or helps develop harassment and bullying policies and initiatives .   |

