

DOMAIN 1 for PSYCHOLOGIST: PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist inconsistently employs psychological instruments to evaluate students.	Psychologist consistently uses a range of psychological instrument to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent physical, social and cognitive development.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations on the typical patterns.
1c: Establishing goals for the school psychological services appropriate to the setting and the students served. •Uses student information as a basis for planning •Understands about diagnoses and their impact on learning	Psychologist has no clear goals for the remediation strategies/interventions, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the remediation strategies/interventions are rudimentary, and are partially suitable to the situation and the age of the students.	Psychologist's goals for the remediation strategies/interventions are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the remediation strategies/interventions are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district.	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and 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 resources for students is extensive, including those available through the school or district, and in the community.
1e: Planning school psychology services, integrated with the regular school program, to meet the needs of individual students, including prevention •Knowledgeable of best practices and current strategies in the respective discipline •knowledge of district philosophy, school mission, and department goals	Intervention program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist applies knowledge of best practices and current strategies in developing a plan appropriate to the setting incorporating school district philosophy, school mission and department goals.	Psychologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program including incorporation of school district philosophy, school mission and department goals.
1f: Developing a plan to evaluate the psychological services.	Psychologist has no plan to evaluate the remediation strategies/interventions, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the remediation strategies/interventions that are assigned to students.	Psychologist's plan to evaluate the remediation strategies/interventions is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

DOMAIN 2 for PSYCHOLOGIST: THE ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture of collaboration with other professionals in each building and throughout the district. (Colleagues and Administration)	Psychologist makes no attempt to establish a culture of collaboration in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture of collaboration throughout the school among students and teachers are partially successful.	Psychologist promotes a culture of collaboration in the school among students, teachers and staff.	The culture of collaboration in the school among students, teachers, and staff, while guided by the psychologist, is maintained by staff and students.
2c: Establishes and maintains clear procedures for Problem Solving Team (PST) referrals, meetings, and consultations. Practice includes ability to prioritize, meet deadlines and complete documentation.	No procedures for referrals have been utilized; when teachers want to refer a student for any support, they are not sure how to go about it. Evidence indicates poor ability to prioritize work activities and meet deadlines.	Psychologist has utilized procedures for referrals, but the details are not always clear. There is a lack of evidence for prioritization for meeting deadlines and completing documentation.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Evidence indicates ability to prioritize, meet deadlines and complete documentation	Procedures for all aspects of problem solving, referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators. Evidence indicates exemplary organizational skills around setting priorities and meeting deadlines.
2d: Establishing standards of conduct for all interactions with students	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior any interactions.	Standards of conduct appear to have been established in each school building. Psychologist's attempts to monitor and correct student negative behavior during any interactions are partially successful.	Standards of conduct have been established in each school building. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established each school building. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials in each building across the district.	Offices and testing spaces are disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in Psychologist's works spaces are stored securely, but rooms are not completely well organized, and materials are difficult to find when needed.	The Psychologist's works spaces are well organized; materials are stored in a secure location and are available when needed.	The Psychologist's works spaces are highly organized and inviting to students. Materials are stored in a secure location and are convenient when needed.

DOMAIN 3 for PSYCHOLOGIST: DELIVERY OF SERVICES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<p>3a: Responds appropriately and readily to PST referrals/cases, consults with teachers and administrators, and accurately evaluates students' needs.</p>	<p>Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.</p>	<p>Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.</p>	<p>Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.</p>	<p>Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.</p>
<p>3b: Evaluating student needs in compliance with NASP guidelines that are appropriate and available</p>	<p>Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.</p>	<p>Psychologist attempts to administer appropriate and/or available evaluation instruments to students, but does not always follow established timelines and safeguards.</p>	<p>Psychologist administers appropriate and/or available evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to.</p>	<p>Psychologist selects, from a broad repertoire, those assessments that are most appropriate and/or available to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.</p>
<p>3c: Facilitating students' determination of eligibility for special education and subsequent development of the Individual Education Plan (IEP).</p>	<p>Psychologist declines to actively participate on the evaluation team.</p>	<p>Psychologist actively participates on the evaluation team when directed to do so, preparing adequate evaluation reports and limited facilitation of the IEP process.</p>	<p>Psychologist actively participates on the evaluation team as a standard expectation; prepares detailed evaluation reports and actively participates in team development of IEP.</p>	<p>Psychologist actively participates on the evaluation team and takes initiative in assembling materials for meetings. Reports are prepared in an exemplary manner and are directly facilitates IEP goal development.</p>
<p>3d: Supporting intervention planning and monitoring as part of the District's Response to Intervention Plan.</p> <ul style="list-style-type: none"> •Demonstrates knowledge of and application of academic and behavioral interventions for using student learning •Using data to drive decisions for improving student learning •Feedback to students •Modifies practices in response to student data 	<p>Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments.</p>	<p>Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs. Practice indicates limited knowledge of academic and behavioral interventions to improve student learning. Limited facilitation of data driven decision making processes.</p>	<p>Psychologist's plans for students are suitable for them, and are aligned with identified needs. Demonstrates knowledge of and application of academic and behavioral interventions for improving student learning based on data driven decision making. Facilitates modification of practices in response to student data</p>	<p>Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Data driven decision making is fully integrated into practice with fidelity.</p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3e: Demonstrating flexibility and responsiveness	Psychologist adheres to his or her plan, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the service delivery when confronted with evidence of the need for change.	Psychologist makes revisions in the service delivery when it is needed.	Psychologist is continually seeking way to improve service delivery, and makes changes as needed in response to student, parent, or teacher input.
3f: Chairing evaluation and PST teams	Psychologist declines to assume leadership of the evaluation or PST team.	Psychologist assumes leadership of the evaluation or PST team when directed to do so, preparing adequate IEP's.	Psychologist assumes leadership of the evaluation or PST team as a standard expectation; prepares detailed IEP's.	Psychologist assumes leadership of the evaluation or PST team and takes initiative in assembling material for meetings. IEP's are prepared in an exemplary manner.

DOMAIN 4 for PSYCHOLOGIST: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	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 the counseling program 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.
4b: Communicating with PST and IEP teams so they understand the psychological findings	Psychologist fails to communicate to the PST and IEP teams the appropriate psychological findings, secure necessary permission for evaluations, or communicates in an insensitive manner.	Psychologist's communication with the PST and IEP teams is partially successful: permissions are obtained but there are occasional insensitive questions or a lack of follow through for further information by the IEP team.	Psychologist communicates with the PST and IEP teams and secures necessary permission for evaluations, and does so in a manner that supports shared communication, ongoing questions and information sharing.	Psychologist communicates with PST and IEP teams in a manner highly supportive of collaborative sharing and problem-solving regarding psychological findings. Psychologist reaches out to families of students to enhance trust between the service team and the family members.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, insecure, or illegible.	Psychologist's records are accurate and legible, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a Professional Learning Community – emphasis on the positive and supportive interactions while demonstrating leadership.	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's 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.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of 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.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	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, plays a moderate advocacy role for students, 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.