

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating - knowledge of content related to best practice.</i>	Psychologist displays no understanding of best practice in school psychology work.	Psychologist content knowledge represents some understanding but does not extend to connections with other disciplines. There is only minimal effort to improve content knowledge.	Psychologist demonstrates basic understanding of best practice and its prerequisite relationships and connections to other disciplines.	Psychologist knowledge of the best practice shows solid evidence of a continuing search for improved practice. Educator's practice reflects current knowledge.
<i>1b: Demonstrating knowledge of adolescent development as it relates to the school setting</i>	Psychologist demonstrates no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates limited 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 and knows variations of the typical patterns.
<i>1c: Demonstrating knowledge of state and federal regulations.</i>	Psychologist demonstrates no knowledge of state regulations or of resources for students available through the school or district.	Psychologist displays limited awareness of state regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays some awareness of state regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of state regulations and of resources for students is thorough, including those available through the school or district and in the community.
<i>1d: Plans to meet the needs of general and special education students.</i>	Psychologist has no knowledge of continuum of services. Psychologist works only on referrals to special education.	Psychologist developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals.	Psychologist has developed a basic plan that includes the important aspects of work in the setting.	Psychologist's plan is coherent and preventive and serves to support students individually, within the broader educational program.
<i>1e: Providing and/ or recommending services to meet the needs of individual students and to support them within the broader educational program.</i>	Psychologist recommendations consist of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist recommendations are limited and don't fit with the broader goals.	Psychologist have developed basic recommendations that address student's needs.	Psychologist recommendations are easily understood and serve to support students' needs individually.
<i>1d. Demonstrating knowledge of resources within and beyond the school and district.</i>	Psychologist demonstrates little or no knowledge of resources for the students available through the school or district.	Psychologist displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist demonstrates knowledge of resources for students available through the school or district, and familiarity with resources external to the school.	Psychologist demonstrates extensive knowledge of resources for students including those available through the school, district, and community and actively shares that knowledge with other colleagues, teachers, administrators, parents, students, and the community at large.

Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing rapport with students	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: Contributes to a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Follows clear procedures for referrals established by the Student Support Team.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Demonstrates flexibility and responsiveness to meet the needs of students and their families.	Psychologist does not respond to student and family inquires and is not available for consultation and guidance.	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using adequate avenues.	Psychologist is readily and easily accessible. Family is kept consistently informed.	Psychologist encourages communication with parents and students on a regular basis. The psychologist often provides guidance and insight while using a multitude of communication devices.

Domain 3: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3d: Demonstrating responsiveness in the referral process	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
3e: Communicating results during eligibility meetings and in written reports.	The psychologist has consistent difficulty with communication information to staff or parents. Communication does not comply with standards of professionalism.	The psychologist generally communicates information adequately with only occasional difficulty in communication observed.	The psychologist's communication methods are consistently effective. Staff and parents perceive the educator's communications as reliable and understandable and delivered in a professional manner.	The psychologist's communication methods are exceptional. Staff and parents find that the educator's methods consistently lead to a high level of understanding of procedural and student issues. The psychologist's methods of communication are considered to be highly professional.

Domain 4: 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: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are 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.
4c: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4d: Participating in a professional community	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.
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's 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	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 to advocate for students, taking a leadership role with colleagues.
4g: Support for the Total School Program	Teacher avoids becoming involved in school events or school and district projects.	Teacher participates in school events and school and district projects only when specifically asked.	Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.