

Standards of Effective School Psychology

80% Elements of Effective School Psychology

20% Professional Responsibilities

Elements of Effective School Psychology

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
School Psychology Foundational Knowledge		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of individual differences, abilities, disabilities, evidence-based practices, and non-biased assessment tools • Demonstrates minimal knowledge of the application of research-based interventions and assessment findings on the impact of a student's ability to access the general education curriculum • Demonstrates minimal knowledge of cognitive and developmental processes that impact learning • Demonstrates minimal knowledge of community resources related to cognitive development and external assessments 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of individual differences, abilities, disabilities, evidence-based practices, and non-biased assessment tools • Demonstrates basic knowledge of the application of research-based interventions and assessment findings on the impact of a student's ability to access the general education curriculum • Demonstrates basic knowledge of cognitive and developmental processes that impact learning • Demonstrates basic knowledge of community resources related to cognitive development and external assessments 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of individual differences, abilities, disabilities, evidence-based practices, and non-biased assessment tools • Demonstrates solid knowledge of the application of research-based interventions and assessment findings on the impact of a student's ability to access the general education curriculum • Demonstrates solid knowledge of cognitive and developmental processes that impact learning • Demonstrates solid knowledge of community resources related to cognitive development and external assessments 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Shares school psychology knowledge with other staff to impact practices of others • Published in School Psychology practices • Presenter or leader for professional organization
Comprehensive Evaluations		<ul style="list-style-type: none"> • Rarely selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Rarely uses informal measures, structured observation, time sampling, rating scales, interviews, etc. for collecting relevant data • Rarely solicits information from general education and SPED teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility determination • Evaluation process is minimally culturally and linguistically sensitive and/or is biased • Rarely interprets and synthesizes data to effectively convey the results to the team 	<ul style="list-style-type: none"> • Sometimes selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Sometimes uses informal measures, structured observation, time sampling, rating scales, interviews, etc. for collecting relevant data • Sometimes solicits information from general education and SPED teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility determination • Evaluation process is culturally sensitive and unbiased some of the time • Sometimes interprets and synthesizes data to effectively convey the results to the team 	<ul style="list-style-type: none"> • Consistently selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Consistently uses informal measures, structured observation, time sampling, rating scales, interviews, etc. for collecting relevant data • Regularly solicits information from general education and SPED teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility determination • Evaluation process is culturally sensitive and unbiased all of the time • Consistently interprets and synthesizes data to effectively convey the results to the team 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Tracks disaggregated school level data to see emerging trends and facilitates discussion about changes in practices if needed • Shows leadership in addressing trends in evaluation that are contributing to overidentification of students with disabilities
Behavior Monitoring and Response During Evaluations		<ul style="list-style-type: none"> • Student behavior is not monitored • Unaware of what students are doing • Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity 	<ul style="list-style-type: none"> • Sometimes intervenes to redirect student behavior • May miss behaviors of some students • Attempts to respond to misbehavior but with uneven results 	<ul style="list-style-type: none"> • Alert to student behavior at all times • Monitoring is preventative and consistent • Response to misbehavior is appropriate and results in the desired behavior • Response is sensitive to students' individual needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Monitoring is subtle and preventative • Response to misbehavior is highly effective

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Evaluation and Intervention Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the evaluation and/or intervention process Has limited understanding of cultural norms about child development 	<ul style="list-style-type: none"> Displays some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves through the evaluation and/or intervention process Has some understanding of cultural norms about child development 	<ul style="list-style-type: none"> Displays solid understanding of diverse student populations Shows an understanding of all learners, and attempts to adapt interventions to make them accessible for all Students are able to show up as their authentic selves through the evaluation and/or intervention process Shows solid understanding of cultural norms about child development 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Realness is present – students question and inquire about the purpose of evaluation and/or interventions Displays continuing search for best practice pertaining to diverse learners
Engaging Students		<ul style="list-style-type: none"> Rarely uses a variety of strategies to engage students to participate in the evaluation process to get meaningful results Rarely demonstrates a pattern of flexibility in the use of intervention recommendations to increase the student's level of engagement Rarely takes overt action to re-engage students and/or increase student engagement during the evaluation process 	<ul style="list-style-type: none"> Sometimes uses a variety of strategies to engage students to participate in the evaluation process to get meaningful results Sometimes demonstrates a pattern of flexibility in the use of intervention recommendations to increase the student's level of engagement Sometimes takes overt action to re-engage students and/or increase student engagement during the evaluation process 	<ul style="list-style-type: none"> Uses a variety of strategies to engage students to participate in the evaluation process to get meaningful results Consistently demonstrates a pattern of flexibility in the use of intervention recommendations to increase the student's level of engagement Routinely takes overt action to re-engage students and/or increase student engagement during the evaluation process 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> Maximally engages all referred students in the evaluation process to get meaningful results
Provides Culturally Effective Intervention Recommendations		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices in intervention (academic, behavioral, and/or social-emotional) recommendations based on identified needs Rarely accounts for students' cultural differences in interventions 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices in intervention (academic, behavioral, and/or social-emotional) recommendations based on identified needs Sometimes accounts for students' cultural differences in interventions; inconsistently embeds cultural characteristics of students within interventions 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices in intervention (academic, behavioral, and/or social-emotional) recommendations based on identified needs Regularly accounts for students' cultural differences in interventions; consistently embeds cultural characteristics of students within interventions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating interventions Provides student choices based on each student's individual experiences when appropriate for intervention suggestions
Intervention Fidelity Implementation		<ul style="list-style-type: none"> Rarely collaborates with classroom teachers and support staff to build capacity to implement interventions in their identified school(s) Does not have a system to monitor fidelity of interventions for a targeted population and/or identified need based on school data 	<ul style="list-style-type: none"> Sometimes collaborates with classroom teachers and support staff to build capacity to implement interventions in their identified school(s) Creates, but inconsistently implements, a schedule to monitor fidelity of interventions for a targeted population and/or identified need based on school data 	<ul style="list-style-type: none"> Routinely collaborates with classroom teachers and support staff to build capacity to implement interventions in their identified school(s) Creates and consistently implements a schedule to monitor fidelity of interventions for a targeted population and/or identified need based on school data 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in training others in intervention strategies and implementing research-based interventions
Relationships Between School Psychologist and Students		<ul style="list-style-type: none"> School psychologist interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for school psychologist 	<ul style="list-style-type: none"> School psychologist -student interactions are generally appropriate Students exhibit only minimal respect for school psychologist 	<ul style="list-style-type: none"> School psychologist-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and school psychologist seeks input/advice on what are appropriate cultural norms for students outside of the school psychologist's culture Students exhibit respect for school psychologist 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Creates an environment where students build relationships with the school psychologist not just the school psychologist building relationships with students

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Engaging Families		<ul style="list-style-type: none"> Rarely engages families in the evaluation process Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families <p>Does not create a welcoming environment for families</p>	<ul style="list-style-type: none"> Sometimes engages families in the evaluation process Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> Routinely engages families in the evaluation process Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school
Use of Student Data		<ul style="list-style-type: none"> Rarely assists teams in identified schools in developing data collection systems for interventions or progress monitoring Rarely monitors data on student progress to support teams in implementing interventions Rarely uses data to recommend changes in interventions to assist the student to be successful Students rarely participate in tracking data related to goals when appropriate 	<ul style="list-style-type: none"> Sometimes assists teams in identified schools in developing data collection systems for interventions or progress monitoring Sometimes monitors data on student progress to support teams in implementing interventions Sometimes uses data to recommend changes in interventions to assist the student to be successful Students sometime participate in tracking data related to goals when appropriate 	<ul style="list-style-type: none"> Regularly assists teams in identified schools in developing data collection systems for interventions or progress monitoring Regularly monitors data on student progress to support teams in implementing interventions Routinely uses data to recommend changes in interventions to assist the student to be successful Students actively participate in tracking data related to goals when appropriate 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in assisting others to collect and analyze student data
Function of Technology Used in Services		<ul style="list-style-type: none"> Rarely uses available technology to collect and analyze student data Uses online testing protocol systems to enter and analyze data, but often times inaccurately 	<ul style="list-style-type: none"> Sometimes uses available technology to collect and analyze student data Regularly uses online testing protocol systems to enter and analyze data, but sometimes inaccurately 	<ul style="list-style-type: none"> Regularly uses available technology to collect and analyze student data Regularly and accurately uses online testing protocol systems to enter and analyze data 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification related to interventions and progress monitoring Works with teachers and support staff to increase their usage of technology to assist in interventions and progress monitoring
Organization of Materials and Space		<ul style="list-style-type: none"> Evaluation space is cluttered and materials are in disarray Evaluation space arrangement does not support safety and ease of evaluation needs Inconsistently has needed evaluation instruments (formal and informal) 	<ul style="list-style-type: none"> Evaluation space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to meet evaluation needs with limited effectiveness 	<ul style="list-style-type: none"> Evaluation space is neat, clean, and uncluttered; materials are readily available Evaluation space is safe and the furniture and/or space arrangement is a resource for evaluation activities Consistently has needed evaluation instruments (formal and informal) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Evaluation space is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning
Communication Skills		<ul style="list-style-type: none"> Communicates ineffectively with team members, families, and/or administration to coordinate evaluation services Communicates ineffectively and/or not appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Minimally communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Sometimes communicates through multiple means (e.g. oral, written, visual) with team members, families, and/or administration to coordinate evaluation services Sometimes communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Sometimes communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates effectively through multiple means (e.g. oral, written, visual) with team members, families, and/or administration to coordinate evaluation services Consistently communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Routinely and effectively communicates with interpreters in a timely manner in order to present clear information to families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in modeling effective communication strategies to team members, families, and community partners in all work settings Provides professional development to team members on effective techniques to work with interpreters

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Student Assistance Team		<ul style="list-style-type: none"> Rarely participates as a member of the SAT in one or more schools Rarely collaborates to build the capacity to use a systematic problem solving process by the SAT team Rarely contributes to, analyzes, and/or presents data to the SAT and administration Rarely poses reflective questions to the SAT to analyze data and identify needs Rarely supports the SAT in identifying research-based intervention 	<ul style="list-style-type: none"> Sometimes participates as a member of the SAT in one or more schools Sometimes collaborates to build the capacity to use a systematic problem solving process by the SAT team Sometimes contributes to, analyzes, and/or presents data to the SAT and administration Sometimes poses reflective questions to the SAT to analyze data and identify needs Sometimes supports the SAT in identifying research-based interventions 	<ul style="list-style-type: none"> Actively participates as a member of the SAT in one or more schools Regularly collaborates to build the capacity to use a systematic problem solving process by the SAT team Regularly contributes to, analyzes, and/or presents data to the SAT and administration Regularly poses reflective questions to the SAT to analyze data and identify needs Consistently supports the SAT in identifying research-based interventions 	Meets Proficient AND: <ul style="list-style-type: none"> Is a resource to other school psychologists about the SAT process

Professional Responsibilities

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Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	Meets Proficient AND: <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications in services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	Meets Proficient AND: <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback

Professional Responsibilities

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Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues in reflective practice methods to improve practices
Communication with Families		<ul style="list-style-type: none"> Difficult for families to contact or does not respond when contacted Reports, as part of the evaluation process, mostly on student challenges, not on successes 	<ul style="list-style-type: none"> Information is available to families, but ways of being contacted are not communicated through multiple methods Reports, as part of the evaluation process, on student successes and challenges 	<ul style="list-style-type: none"> Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports, as part of the evaluation process, on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home Engages student in communication with family
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events
School Psychologist Standards		<ul style="list-style-type: none"> Displays minimal professional judgment regarding confidentiality Inconsistently follows standards of ethical practice as it relates to National Association of School Psychologists standards of practice and state rules/regulations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in most situations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in all situations Consistently follows standards of ethical practice as it relates to National Association of School Psychologists standards of practice and state rules/regulations 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Promotes standards of ethical practice when working with colleagues Interrupts confidentiality breaches when necessary
Record Keeping		<ul style="list-style-type: none"> Rarely maintains an effective system for information on student evaluations Rarely maintains accurate and up-to-date student documentation (i.e. parent contact log, evaluation reports, etc.) Rarely supports teams to assure the uploading of external reports and parent signature pages Rarely maintains accurate and timely time and effort documentation 	<ul style="list-style-type: none"> Sometimes maintains an effective system for information on student evaluations Sometimes maintains accurate and up-to-date student documentation (i.e. parent contact log, evaluation reports, etc.) Sometimes supports teams to assure the uploading of external reports and parent signature pages Sometimes maintains accurate and timely time and effort documentation 	<ul style="list-style-type: none"> Maintains fully effective system for information on student evaluations Maintains accurate and up-to-date student documentation (i.e. parent contact log, evaluation reports, etc.) Regularly supports teams to assure the uploading of external reports and parent signature pages Maintains accurate and timely time and effort documentation 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in using online due process systems

Professional Responsibilities

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Due Process		<ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs) Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs, and progress notes 	<ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs) 	<ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive, and synthesized (present level, needs) Due Process procedures are consistently followed Due dates are met for evaluations, IEPs, and progress notes 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: