Guide for Evaluation of School Psychologists

California Association of School Psychologists

CASP would like to thank the following for their contribution to this guide:

<u>The Guide for Evaluation of School Psychologists</u>

Background

School districts across the state of California have struggled to find a credible and comprehensive way to evaluate school psychologists working within their educational systems. This is not surprising considering the wide and diverse role and job responsibilities that school psychologists currently play within our schools. Duties may include: consultation and collaboration with a wide range of district staff, community and outside agencies, providers of mental health services and interventions within Special Education programs and Multi-Tiered System of Supports (MTSS); research and program evaluation; and utilization of various methods of assessment and data collection for identifying the strengths and needs of students they service, just to name a few.

Developing a performance evaluation instrument that can adequately address these varying and wide-ranging skills has been difficult for many districts. Unfortunately, too often school psychologists are evaluated using the instruments designed for reviewing teacher performance. In February of 2018, the California Association of School Psychologist (CASP) staffed an informational booth at the Association of California School Administrators (ACSA) conference. During the conference several school administrators stopped by the CASP booth and openly shared the difficulty they had in evaluating their school psychologists because of the broad nature of their roles. Many went on to suggest that CASP create a guide that would help them in the evaluation of their School Psychologist staff members.

NASP Practice Model

In an effort to address this issue, CASP has developed this school psychologist evaluation guide, which can be adopted and utilized by California school districts. In order to ensure relevance to the practice of school psychology, these guidelines are based on the 10 domains identified in the National Association of School Psychologists (NASP) [Model for Comprehensive and Integrated School Psychological Service: The NASP Practice Model 2020.](#) As stated on its [website](#) "The NASP Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model, represents NASP's official policy regarding the delivery of school psychological services." The goal of any educational evaluation system is to define and promote "best practice" that may lead to positive student outcomes. In addition, elements from the research of R. J. Marzano, such as goal setting, self-evaluation, and supporting the school psychologist's development throughout the career cycle, have been incorporated. With this goal in mind, the CASP guidelines provide a practical, flexible and discipline-specific framework that can be utilized by districts in order to achieve every educational system's ultimate target.

How to Use the Evaluation Guide

From the NASP Comprehensive Practice Model, CASP created a flexible, succinct, and practical framework that can be implemented to evaluate the varying roles and

responsibilities of a school psychologist. We recognize that it may not be feasible to meaningfully evaluate all elements within the NASP 10 Domains, so we highly recommend that school districts select a subset of the NASP 10 Domains which they feel best captures the roles of the school psychologists in their district. This is because the priorities and service delivery models will understandably vary from district to district and may evolve over time. Therefore, we expect that school districts will adapt or take areas from this guide as needed. It should be noted that most of these guidelines can be evaluated by an administrator who is highly familiar with the school psychologist's work, however some areas may require more technical or advanced knowledge of school psychological services and may require input from a qualified school psychologist in a lead position. The following elements are attached and available for school districts in developing evaluation documents:

- Evaluation Flowchart
- Blank Job Performance Evaluation Template
- Three completed case samples for the Job Performance Evaluation Template
- Blank Goal Setting Template (Adapted from the NASP Growth Plan)
- Three completed case samples for the Goal Setting Template that are related to the completed Evaluation Forms
- 10 Domain Performance Framework
- 10 Domain Performance Framework with Examples
- Psychoeducational Report Checklist for IDEA Compliance

School Psychologist Job Performance Evaluation Flowchart

The goal of School Psychologist evaluation process is fourfold:
- Provide feedback regarding the overall quality of provided psychological services.
- Identify services in need of enrichment.
- Guide professional growth.
- Encourage increased effectiveness of provided psychological services.

The provided flowchart below is a guide to this process.

1 Notice & Evaluation Process Orientation
- At the beginning of the school year, the school psychologist is notified about evaluation process, timeline, resources, and forms.
- Forms provided to the school psychologist include the *Job Performance Evaluation Form, Goals Page,* and *10 Domains Framework.*

2 Initial Collaborative Conference
- On the *Job Performance Evaluation Form,* the school pscyhologist and administrator collaboratively select the domains that are relevant to the employee's current assignment and check these areas.
- Collaboratively, the administrator and school psychologist select 3 domains to self-evaluate.

3 Self-Evaluation
- Based on the domain(s) selected, the school psychologist determines a baseline via self-reflection and data (school site data, previous work year's data, survey, etc.).
- The school psychologist drafts SMART goal(s) on *Goals Page* and completes action plan.

4 Collaborative Goals Setting Meeting
- The school psychologist and administrator meet to discuss and finalize goals for the year.
- Determine the mid-year goal monitoring meeting date.
- Determine the observation date.

5 Collaborative Goals Monitoring Meeting
- The school psychologist and administrator meet to discuss and document evidence of progress toward goals.
- Any support needed to make continued growth/progress toward goals is discussed and documented.

6 Final Conference
- Before the final conference, the school psychologist collects final evidence of progress toward each goal and submits to the administrator.
- The administrator completes the Job Performance Evaluation Form with ratings using evidence provided by the school psychologist and provides final evaluation recording the evidence.
- The administrator and school psychologist meet to discuss the final evaluation.

School Psychologist Job Performance Evaluation Template

Protocol:
- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist check-off 3 domains to self-evaluate.
- At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)
1. **Unsatisfactory**- Skill not evidenced
2. **Needs Improvement**- Skill minimally evidenced
3. **Proficient** - Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain 1: Data-based Decision-making	1	2	3
		Makes use of a problem-solving framework as the basis for all professional activities.			
		Collects and uses assessment data to understand students' needs/challenges.			
		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		Domain 2: Consultation and Collaboration			
		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
		Consults and collaborates at the individual, family, group, and systems levels.			
		Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change.			

Evidence:

		Domain 3: Academic Interventions and Instructional Supports			
		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
		Collaborates with other educators, parents, and the community to promote student success.			

Evidence:

		Domain 4: Mental and Behavioral Health Services and Interventions			
		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
		Facilitates the development and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors.			
		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

		Domain 5: School-Wide Practices to Promote Learning			
		Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

		Domain 6: Services to Promote Safe and Supportive Schools			
		Promotes recognition of risk and protective factors.			
		Participates in school crisis teams.			
		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
		Develops, promotes, and evaluates wellness and resilience programs.			

Evidence:

		Domain 7: Family, School, and Community Collaboration			
		Uses evidence-based strategies to design, implement, and evaluate effective policies and practices.			
		Promotes strategies for safe, nurturing, and dependable parenting and home interventions.			
		Helps create linkages between schools, families, and community providers, and helps coordinate services when programming.			

Evidence:

		Domain 8: Equitable Practices for Diverse Student Populations			
		Applies understanding of the influence of culture, background, and individual learning characteristics.			
		Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			
		Promotes fairness and social justice and provides culturally competent and effective practices.			

Evidence:

		Domain 9: Research and Evidence-Based Practice			
		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
		Incorporates techniques for data collection, analyses, and accountability in evaluation of services.			

Evidence:

		Domain 10: Legal, Ethical, and Professional Practice			
		Practices in ways, and engages in collaborative relationships, that are consistent with ethical, professional, and legal standards and regulations.			
		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
		Engages in lifelong learning and professional development.			
		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Suggestions to enhance professional development:

Recommendation for Continued Employment:

☐ Continuation Recommended- Meets or Exceeds Standards

☐ Continuation with Improvement(s) Recommended

☐ Continuation with Improvement(s) Required

☐ Not Recommended for Continuation

Evaluator's Printed Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

> I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Evaluatee's Printed Name:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

<u>School Psychologist Job Performance Evaluation</u>

Name: *Serena School Psychologist*	**Employment Status:** *Probationary*
Assignment Location(s): *Pre-School Assessment Center*	**Date of Initial Conference:** *September*
Date of Observation(s): *December*	**Date of Progress Conference:** *January*
Evaluator: *Allen Administrator*	**Date of Final Conference:** *June*

Protocol:
- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist check-off 3 domains to self-evaluate.
- At the final conference, the administrator will present the completed Evaluation form (See School Psychologist Job Performance Evaluation Flowchart for details).
1. Unsatisfactory- Skill not evidenced
2. Needs Improvement- Skill minimally evidenced
3. Proficient- Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain 1: Data-based Decision-making	1	2	3
✓	✓	Makes use of a problem-solving framework as the basis for all professional activities.			X
✓	✓	Collects and uses assessment data to understand students' needs/challenges.			X
✓	✓	Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			X
✓	✓	Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			X

Evidence: *Serena has been trained and effectively developed her pre-school assessment skills for students on the Autism spectrum. After reviewing reports, Serena's psychoeducational reports meet IDEA compliance.*

		Domain 2: Consultation and Collaboration			
✓		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
✓		Consults and collaborates at the individual, family, group, and systems levels.			
✓		Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change.			

Evidence:

		Domain 3: Academic Interventions and Instructional Supports			
✓		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			

✓		Collaborates with other educators, parents, and the community to promote student success.			

Evidence:

		Domain 4: Mental and Behavioral Health Services and Interventions			
		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
		Facilitates the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors.			
✓		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

		Domain 5. School-Wide Practices to Promote Learning			
		Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

		Domain 6: Services to Promote Safe and Supportive Schools			
✓		Promotes recognition of risk and protective factors.			
		Participates in school crisis teams.			
		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
		Develops, promotes, and evaluates wellness and resilience programs.			

Evidence:

		Domain 7: Family, School, and Community Collaboration			
✓		Uses evidence-based strategies to design, implement, and evaluate effective policies and practices.			
✓		Promotes strategies for safe, nurturing, and dependable parenting and home interventions.			
✓		Helps create linkages between schools, families, and community providers, and helps coordinate services when programming.			

Evidence:

		Domain 8: Equitable Practices for Diverse Student Populations			
✓	✓	Applies understanding of the influence of culture, background, and individual learning characteristics.			X

✓	✓	Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			X
✓	✓	Promotes fairness and social justice and provides culturally competent and effective practices.			X

Evidence: *Serena's knowledge in Cambodian culture is reflected in the nuances in her assessment, observed in analysis of assessment data, in report writing, in her work with parents, and in self- reported confidence.*

		Domain 9: Research and Evidence-Based Practice			
		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
		Incorporates techniques for data collection, analyses, and accountability in evaluation of services.			

Evidence:

		Domain 10: Legal, Ethical, and Professional Practice			
✓		Practices in ways, and engages in collaborative relationships, that are consistent with ethical, professional, and legal standards and regulations.			
✓		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
✓		Engages in lifelong learning and professional development.			
✓		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress: *This is Serena's second year at the Pre-School Assessment Center. She has organized and hosted a parent workshop.*

Commendations: *Parents that Serena has worked with speak very highly of her.*

Professional Growth Activities: *Serena is eager to learn and seeks further training on assessing pre-schoolers. In the future, she would like to improve the behavioral components of her assessments. Next year, Serena will attend a behavioral assessment and intervention training offered at the County Office of Education.*

Suggestions to enhance professional development: *Serena is encouraged to attend the annual CASP convention to update her skills.*

Recommendation for Continued Employment:

X	Continuation Recommended- Meets or Exceeds Standards

	Continuation with Improvement(s) Recommended

	Continuation with Improvement(s) Required

	Not Recommended for Continuation

Evaluator's Printed Name:_____   Date:_____

Evaluator's Signature:_____   Date:_____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Evaluatee's Printed Name:_____   Date:_____

Evaluatee's Signature:_____   Date:_____

Click here to see related SAMPLE School Psychologist Goal Setting Template

Sample 2   <u>School Psychologist Job Performance Evaluation</u>

Name: Sally School Psychologist	**Employment Status:** Permanent
Assignment Location(s): Comprehensive MS	**Date of Initial Conference:** September
Date of Observation(s): December	**Date of Progress Conference:** January
Evaluator: Allen Administrator	**Date of Final Conference:** June

Protocol:
- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist check-off 3 domains to self-evaluate.
- At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)
1. **Unsatisfactory**- Skill not evidenced
2. **Needs Improvement**- Skill minimally evidenced
3. **Proficient**- Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain 1: Data-based Decision-making	1	2	3
✓		Makes use of a problem-solving framework as the basis for all professional activities.			
✓		Collects and uses assessment data to understand students' needs/challenges.			
✓		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
✓		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		Domain 2: Consultation and Collaboration			
✓	✓	Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			X
✓	✓	Consults and collaborates at the individual, family, group, and systems levels.			X
✓	✓	Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change			X

Evidence: Sally brought her expertise of evidenced-base practices for behavior and effectively communicated how to implement the intervention with staff. In addition, she is able to gain buy-in with staff with her personable collaborative approach.

		Domain 3: Academic Interventions and Instructional Supports			
✓		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
✓		Collaborates with other educators, parents and the community to promote student success.			

Evidence:

		Domain 4: Mental and Behavioral Health Services and Interventions			
✓		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
✓		Facilitates the development and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors.			
✓		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

		Domain 5: School-Wide Practices to Promote Learning			
✓	✓	Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.			X
✓	✓	Promotes the development and maintenance of supportive learning environments.			X

Evidence: Sally is considered a leader at her site and respected among the staff. She has successfully implemented a CICO system. She is near finished training a staff member to coordinate the program next school year.

		Domain 6: Services to Promote Safe and Supportive Schools			
✓		Promotes recognition of risk and protective factors.			
✓		Participates in school crisis teams.			
✓		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
✓		Develops, promotes, and evaluates wellness and resilience programs.			

Evidence:

		Domain 7: Family, School, and Community Collaboration			
✓		Uses evidence-based strategies to design, implement, and evaluate effective policies and practices.			
✓		Promotes strategies for safe, nurturing, and dependable parenting and home interventions.			
✓		Helps create linkages between schools, families, and community providers, and helps coordinate services when programming.			

Evidence:

		Domain 8: Equitable Practices for Diverse Student Populations			
✓		Applies understanding of the influence of culture, background, and individual learning characteristics.			
✓		Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			
✓		Promotes fairness and social justice and provides culturally competent and effective practices.			

Evidence:

		Domain 9: Research and Evidence-Based Practice			
✓	✓	Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			X
✓	✓	Incorporates techniques for data collection, analyses, and accountability in evaluation of services.			X

Evidence: On a weekly basis Sally creates charts that graph students' progress and shares with relevant staff.

		Domain 10: Legal, Ethical, and Professional Practice			
✓		Practices in ways, and engages in collaborative relationships, that are consistent with ethical, professional, and legal standards and regulations.			
✓		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
✓		Engages in lifelong learning and professional development.			
✓		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress: Sally participated in the site's Multi-tiered System of Supports (MTSS) mapping of the site's interventions.

Commendations: Sally is the president of her local guild.

Professional Growth Activities: Sally will attend an Excel workshop to enhance her charting skills.

Suggestions to enhance professional development: Sally is encouraged to attend the annual CASP convention to update her skills.

Recommendation for Continued Employment:

| X | Continuation Recommended- Meets or Exceeds Standards |

| | Continuation with Improvement(s) Recommended |

| | Continuation with Improvement(s) Required |

| | Not Recommended for Continuation |

Evaluator's Printed Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Evaluatee's Printed Name:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

Click here to see related SAMPLE School Psychologist Goal Setting Template

School Psychologist Job Performance Evaluation

Name: John School Psychologist	**Employment Status:** Permanent
Assignment Location(s): ERMHS DIS counseling (Tier 3) provider for SPED students.	**Date of Initial Conference:** September
Date of Observation(s): December	**Date of Progress Conference:** January
Evaluator: Allen Administrator	**Date of Final Conference:** June

Protocol:
- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist check-off 3 domains to evaluate and develop goals.
- At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)

1. Unsatisfactory- Skill not evidenced
2. Needs Improvement- Skill minimally evidenced
3. Proficient- Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain 1: Data-based Decision-making	1	2	3
		Makes use of a problem-solving framework as the basis for all professional activities.			
		Collects and uses assessment data to understand students' needs/challenges.			
		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		Domain 2: Consultation and Collaboration			
✓		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
✓		Consults and collaborates at the individual, family, group, and systems levels.			
✓		Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change.			

Evidence:

		Domain 3: Academic Interventions and Instructional Supports			
✓		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
✓		Collaborates with other educators, parents, and the community to promote student success.			

Evidence:

		Domain 4: Mental and Behavioral Health Services and Interventions			
✓	✓	Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			X
✓	✓	Facilitates the development and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors.			X
✓	✓	Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			X

Evidence: John has effectively implemented trauma-based interventions.

		Domain 5: School-Wide Practices to Promote Learning			
		Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

		Domain 6: Services to Promote Safe and Supportive Schools			
✓	✓	Promotes recognition of risk and protective factors.			X
✓	✓	Participates in school crisis teams.			X
✓	✓	Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			X
		Develops, promotes, and evaluates wellness and resilience programs.			

Evidence: John effectively provided staff training on suicide prevention.

		Domain 7: Family, School, and Community Collaboration			
✓		Uses evidence-based strategies to design, implement, and evaluate effective policies and practices.			
✓	✓	Promotes strategies for safe, nurturing, and dependable parenting and home interventions.			X
✓		Helps create linkages between schools, families, and community providers, and helps coordinate services when programming.			

Evidence: John provides a tiered level of counseling and behavior support to families including providing group and individual services.

		Domain 8: Equitable Practices for Diverse Student Populations			
✓		Applies understanding of the influence of culture, background, and individual learning characteristics.			
✓		Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			
✓		Promotes fairness and social justice and provides culturally competent and effective practices.			

Evidence:

		Domain 9: Research and Evidence-Based Practice			
✓		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
✓		Incorporates techniques for data collection, analyses, and accountability in evaluation of services.			

Evidence:

		Domain 10: Legal, Ethical, and Professional Practice			
✓		Practices in ways, and engages in collaborative relationships, that are consistent with ethical, professional, and legal standards and regulations.			
✓		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
✓		Engages in lifelong learning and professional development.			
✓		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress: None at this time.

Commendations: Last school year, John earned the district's Pupil Personnel Services employee of the year.

Professional Growth Activities: *John will update his skills by attending a Law and Ethics workshop for professionals providing counseling services.*

Suggestions to enhance professional development: *John is encouraged to annually update his skills at the California Association of School Psychologist (CASP) Convention.*

Recommendation for Continued Employment:

| X | Continuation Recommended- Meets or Exceeds Standards |

| | Continuation with Improvement(s) Recommended |

| | Continuation with Improvement(s) Required |

| | Not Recommended for Continuation |

Evaluator's Printed Name:_____ Date:_____

Evaluator's Signature:_____ Date:_____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

Evaluatee's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

Click here to see related SAMPLE School Psychologist Goal Setting Template

What are the NASP domains to be evaluated?

What evidence, data, or reasons do you have for selecting these domains?

Domain and Related Goal(s)	Action Steps	Timeline	Resources Required	Check when completed
Goal 1:				
Goal 2:				
Goal 3:				

Evaluator Print Name:_____

Signature:_____ Date:_____

My signature acknowledges that we agreed to the measurable learning goals and collaborated in their development.

Employee Print Name:_____

Signature:_____ Date: _____

SAMPLE 1   <u>School Psychologist Goal Setting Template</u>

What are the NASP domains to be evaluated? *Domains 1 & 8.*

What evidence, data, or reasons do you have for selecting these domains? *This is Serena's second year at the district's Pre-School Assessment Center. She would like to improve her pre-school assessment skills for students on the Autism spectrum. Because the district has a relatively large Cambodian population, she would like to increase her cultural competence working with the families and assessing students.*

Domain and related Goal(s)	Action Steps	Timeline	Resources Required	Check when completed
Domain 1/ Goal 1: *Serena will increase her skill to assess pre-school students on the Autism spectrum.*	1. *Serena will become proficient administering the Autism Diagnostic Observation Training (ADOS-2).* 2. *Serena will seek consultation as needed in the interpretation, scoring, and presentation of the findings.*	1.*Beginning of October* 2. *Beginning of November.*	*Serena will receive training on administering the ADOS-2.*	1. Done 2. Done
Domain 2/ Goal 2: *Serena will write Psychoeducational reports that meet the legal requirements in the education code evidenced by meeting IDEA compliance.*	1. *Serena will meet with a peer mentor who will review IDEA compliance.* 2. *Serena will periodically meet with her peer mentor to review the psychoeducational reports for a total of 4 reports for the school year using the IDEA Compliance Checklist.*	1. *Beginning of November* 2. *Beginning of December*	1. *Serena will be provided time to meet with her peer mentor.* 2. *Serena will be provided the IDEA Compliance Checklist.*	1. Done 2. Done
Domain 8/ Goal 3: *Serena will gain understanding of the influence of culture, background, and individual learning characteristics for Cambodian students.*	1. *Serena will attend the district's outreach to Cambodian parents meetings this year via the Educational Opportunity for Cambodians offered by the district's Office of Equity Access.* 2. *To gain understanding of Cambodian culture, Serena will attend the Cambodian New Year's celebration event in April.* 3, *Serena will seek consultation as needed when questions arise regarding the influence of culture on educational progress and assessment process.*	1. *End of October* 2. *April* 3. *As needed*	*Serena will contact the district's Office of Equity Access to obtain the scheduled parent meetings.*	1. Done 2. Done 3. Done

Evaluator Print Name:_____
Signature:_____ Date:_____

My signature acknowledges that we agreed to the measurable learning goals and collaborated in their development.

Employee Print Name:_____
Signature:_____ Date: _____

SAMPLE 2:   <u>School Psychologist Goal Setting Template</u>

What are the NASP domains to be evaluated? Domains 2, 5 & 9.

What evidence, data, or reasons do you have for selecting these domains? The school site's suspension rates for specific subgroups have been disproportionately high, which results in a high rate of special education referrals for these subgroups. Sally will contribute to reducing the site's suspension rate.

Domain and Related Goal(s)	Action Steps	Timeline	Resources Required	Check when completed
Domain 2/ Goal 1: Sally will work with the school site's PBIS team to reduce subgroup suspensions.	1. Sally will collect, organize, and chart discipline data over the last 3 years for presentation to the PBIS team. 2. Sally will participate in the collaboration of the PBIS team discussion of behavior intervention practices. 3. Sally will monitor the plan's effectiveness, developing a chart to communicate progress with the PBIS team.	1. Beginning of October 2. Beginning of November 3. Monthly	Sally will receive training via the district's technology department on using google files.	1. Done 2. Done 3. Done
Domain 5/ Goal 2: Sally will add a tier 2 intervention.	1. Sally will establish and coordinate a Check-in/Check-out program (CICO). 2. Sally will begin to train another staffer to coordinate the program.	1. November 2. April	1. Sally will consult with the County Office of Education CICO program consultant. 2. School site office staff will duplicate training materials.	1. Done 2. Done
Domain 9/ Goal 3: Sally will research and evaluate the CICO program effectiveness.	Sally will create a data input system for student behavior logs.	End of October	None	Done

Evaluator Print Name:_____

Signature:_____ Date:_____

My signature acknowledges that we agreed to the measurable learning goals and collaborated in their development.

Employee Print Name:_____

Signature:_____ Date: _____

School Psychologist Goal Setting Template

What are the NASP domains to be evaluated? Domains 4, 6 & 7.

What evidence, data, or reasons do you have for selecting these domains? John is assigned as the ERMHS provider to SPED students with DIS counseling on their IEP at an ERMHS (tier 3) counseling level. Data shows that many students he provides counseling to have experienced trauma stressors. Students identified on school campuses with internalizing mental health issues are not easily recognized by school staff.

Domain and Related Goal(s)	Action Steps	Timeline	Resources Required	Check when completed
Domain 4/ Goal 1: John will add trauma-based counseling interventions to his counseling tool kit.	1. John will research appropriate professional development opportunities. 2. John will seek case consultation services with the district's lead school psychologist as needed.	1. November	None	1. Done 2. Done
Domain 6/ Goal 2: John will promote staff training on internalizing behavior and suicide awareness and prevention for secondary school teachers in accordance with the AB-2246 Pupil suicide prevention policies.	1. John will develop a 20-minute PowerPoint presentation for school staff. 2. John will schedule opportunities for staff presentations. 3. By the end of the school year, all secondary schools will be trained on the district's suicide prevention protocol.	1. November 2. April 3. June	1. John needs a district laptop and LCD projector for his presentations. 2. District office staff will duplicate training materials.	1. Done 2. Done 3. Done
Domain 7/ Goal 3: In collaboration with the district's MTSS team, John will provide consultation services in the development of a tiered system of parent support for all levels.	John will participate in the planning of integrating general education and special education plan for parent support.		None	Done

Evaluator Print Name:_____

Signature:_____ Date:_____

My signature acknowledges that we agreed to the measurable learning goals and collaborated in their development.

Employee Print Name:_____

Signature:_____ Date: _____

Domain 1: Data-based Decision-making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision-making include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists use a problem-solving framework as the basis for all professional activities. They collect data from multiple sources, using information and technology resources to enhance data collection and decision-making. They consider ecological factors as context for assessment and intervention in general and special education settings.	Does not use a problem-solving framework as the basis for all professional activities. Does not systematically collect data from multiple sources, nor use information and technology resources to enhance data collection and decision-making. Does not consider ecological factors as a context for assessment and intervention in general and special education settings.	Minimally uses a problem-solving framework as the basis for all professional activities. Collects minimal data from sources, inconsistently uses information and technology resources to enhance data collection and decision-making. Minimally considers ecological factors as a context for assessment and intervention in general and special education settings.	Successfully uses a problem-solving framework as the basis for all professional activities. Collects data from multiple sources, using information and technology resources to enhance data collection and decision-making. Considers ecological factors as a context for assessment and intervention in general and special education settings.	Examples (1-A)
School psychologists collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Does not collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Minimally collects and uses assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Collects and uses assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Examples (1-B)
School psychologists, as part of an interdisciplinary team, conduct comprehensive and legally defensible assessments to identify students' eligibility for special education and other education services.	Does not conduct assessments to identify students' eligibility for special education and other educational services that are comprehensive or legally defensible.	Conducts assessments to identify students' eligibility for special education and other educational services; however, the assessments are not always comprehensive or legally defensible.	Successfully conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.	Examples (1-C)

| School psychologists assist with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs. They evaluate the effectiveness of their own services. | Does not participate in the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs. Does not evaluate the effectiveness of their own services. | Minimally participates in the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs. Minimally evaluates the effectiveness of their own services. | Assists with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs. Evaluates the effectiveness of their own services. | Examples (1-D) |

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Does not use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Minimally uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Examples (2-A)
School psychologists consult and collaborate at the individual, family, group, and systems levels. They facilitate communication and collaboration and effectively communicate information among diverse school personnel, families, community professionals, and others.	Rarely consults and collaborates at the individual, family, group, and systems levels. Rarely facilitates communication and collaboration nor effectively communicates information among diverse school personnel, families, community professionals, and others.	Minimally consults and collaborates at the individual, family, group, and systems levels. Minimally facilitates communication and collaboration and does not effectively communicate information among diverse school personnel, families, community professionals, and others.	Consults and collaborates at the individual, family, group, and systems levels. Facilitates communication and collaboration as well as effectively communicates information among diverse school personnel, families, community professionals, and others.	Examples (2-B)
School psychologists function as change agents, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the	Does not apply psychological and educational principles nor use skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom,	Minimally functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom,	Successfully functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the	Examples (2-C)

individual student, classroom, building, and district, state, and federal levels.	building, and district, state, and federal levels.	building, and district, state, and federal levels.	individual student, classroom, building, and district, state, and federal levels.	

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists use all available assessment information and empirical research on learning and cognitive development to: • develop and implement evidence-based instruction strategies that are intended to improve student achievement including interventions for self-regulation and planning/ organization, etc. • promote student learning at the individual, group, and systems level by developing instructional strategies to meet the individual learning needs of children. • use information and assistive technology resources to enhance students' cognitive and academic skills. • address intervention acceptability and fidelity during development, implementation,	Does not use all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Inconsistently uses available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Uses all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Examples (3-A)

and evaluation of instructional interventions.				
School psychologists collaborate with other educators, parents, and the community, as appropriate, to: ● promote the principles of student-centered learning (setting individual learning goals, making and monitoring a plan toward the goals, etc.) and healthy lifestyles. ● ensure attainment of state and local academic benchmarks by all students. ● develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.	Does not work collaboratively with other educators, parents, and the community to promote principles of learning. Does not ensure attainment of state and local academic benchmarks; does not develop, implement, and evaluate effective academic interventions.	Inconsistently works collaboratively with other educators, parents, and the community, to promote principles of learning. Minimally ensures attainment of state and local academic benchmarks; and sometimes develops, implements, and evaluates effective academic interventions.	Collaboratively works with other educators, parents, and the community, as appropriate, to promote principles of learning; ensures attainment of state and local academic benchmarks; and develops, implements, and evaluates effective academic interventions.	Examples (3-B)

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists integrate developmentally appropriate behavioral supports and mental health services with academic and	Does not implement integrated developmentally appropriate behavioral supports and mental health services with academic	Inconsistently demonstrates integrated developmentally appropriate behavioral supports and mental health services with	Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.	Examples (4-A)

social/emotional learning goals for children. Examples may include: • individual and group counseling, • behavioral coaching, • classroom and school-wide SEL programs, • positive behavioral support, • parent education and support, • Life skills training.	and social/ emotional learning goals for children.	academic and social/ emotional learning goals for children.		
School psychologists help facilitate the development, design, and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors including self-regulation, healthy decision-making, and classroom management.	Does not participate and/ or is unaware of the development, design, and implementation of curriculum and programs at individual, group, classroom and school levels for student behaviors including self-regulation, healthy decision-making, and classroom management.	Minimally participates in the development, design, and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making, as well as overall classroom management.	Facilitates the development, design, and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making, as well as overall classroom management.	Examples (4-B)
School psychologists consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, address intervention acceptability and fidelity, and evaluate implementation and outcomes of behavioral and mental health interventions.	Does not consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, fails to address intervention acceptability and fidelity, and fails to evaluate outcomes and implementation of behavioral and mental health interventions.	Minimally considers the antecedents, functions, consequences, and potential causes of behavioral difficulties that may impede learning or socialization, sometimes addresses intervention acceptability and fidelity, and minimally evaluates outcomes and implementation of behavior and mental health interventions.	Considers the antecedents, functions, consequences, and potential causes of behavioral difficulties that may impede learning or socialization, addresses intervention acceptability and fidelity, and evaluates implementation and outcomes of behavioral and mental health interventions.	Examples (4-C)

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
Collaboration: School psychologists work collaboratively with school staff to enhance and support school-wide practices that promote student achievement by: • promoting a respectful and supportive atmosphere for decision-making and collaboration, and a commitment to quality instruction and services. • developing school improvement plans that impact the programs and services available to children, youth, and families, and the way that school psychologists deliver services. • creating and maintaining a multi-tiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals. • incorporating evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas of discipline, instructional support, staff training, coordinating with partner agency services, program evaluation, home/school partnerships, and designing and implementing universal screening programs to identify students in need of added instructional or behavioral services.	Does not work collaboratively with school staff to enhance and support school-wide practices that promote student achievement.	Inconsistently works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.	Consistently works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.	Examples (5-A)
School psychologists promote the development and maintenance of learning environments that support resilience and academic growth and promote high rates of academic engaged time. Examples of this include:	Does not promote the development and maintenance of supportive learning environments. Does not evaluate the outcomes of initiatives and does not	Inconsistently promotes the development and maintenance of supportive learning environments. Minimally evaluates the outcomes of initiatives, and inconsistently	Consistently promotes the development and maintenance of supportive learning environments, evaluates the outcomes of initiatives, and incorporates	Examples (5-B)

• evaluating outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities. • incorporating evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students between environments.	incorporate strategies to assist students when transitioning between environments.	incorporates strategies to assist students when transitioning between environments.	strategies to assist students when transitioning between environments.	

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental, and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety, and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists promote recognition of risk and protective factors that are vital to understand and address systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Does not promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and does not participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Inconsistently promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and inconsistently participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Examples (6-A)
School psychologists participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health	Does not participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, nor direct services in the context of crisis prevention, preparation, response, and recovery to	Inconsistently participates in school crisis teams, uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, or direct services in the context of crisis prevention, preparation, response, and recovery to provide	Participates in school crisis teams, uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery to	Examples (6- B)

support during and after crisis situations.	provide competent mental health support during and after crisis situations.	competent mental health support during and after crisis situations.	provide competent mental health support during and after crisis situations.	
School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Does not provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Inconsistently provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Examples (6-C)
School psychologists develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior, facilitate adjustments conducive to a healthy environment, and providing resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Does not develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Does not facilitate adjustments conducive to a healthy environment and provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Inconsistently develops, promotes, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Inconsistently facilitates adjustments conducive to a healthy environment and provides resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Develops, promotes, and evaluates wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Facilitates adjustments conducive to a healthy environment and provides resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Examples (6-D)

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists use evidence-based strategies to design,	Does not use evidence-based strategies to design, implement,	Inconsistently uses evidence-based strategies to design,	Successfully uses evidence-based strategies to design, implement,	Examples (7-A)

implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may impact family-school partnerships and interactions with community providers in providing services for families.	and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students. Does not identify diverse cultural issues that may impact family-school partnerships and interactions with community providers in providing services for families.	implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students. Inconsistently identifies diverse cultural issues that may impact family-school partnerships and interactions with community providers in providing services for families.	and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may impact family-school partnerships and interactions with community providers in providing services for families.	
School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate healthy development and educate the school community about the influence of family involvement on school achievement, while also advocating for parent involvement in school governance and policy development.	Does not promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate healthy development nor educate the school community regarding the influence of family involvement on school achievement. Does not advocate for parent involvement in school governance and policy development.	Inconsistently promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate healthy development and educate the school community regarding the influence of family involvement on school achievement. Inconsistently advocates for parent involvement in school governance and policy development.	Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate healthy development and educate the school community regarding the influence of family involvement on school achievement, while also advocating for parent involvement in school governance and policy development.	Examples (7-B)
School psychologists help create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents' involvement in school activities to address individual students' needs.	Does not help create linkages between schools, families, and community providers, nor help coordinate services when programming for children involves multiple agencies, nor advocate and support parents' involvement in school activities to address individual students' needs.	Inconsistently creates linkages between schools, families, and community providers. Inconsistently helps coordinate services when programming for children involves multiple agencies. Inconsistently advocates and supports parents' involvement in school activities to address individual students' needs.	Helps create linkages between schools, families, and community providers, helps coordinate services when programming for children involves multiple agencies, and advocates and supports parents' involvement in school activities to address individual students' needs.	Examples (7-C)

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists apply their understanding of the influence of culture, background, and individual learning characteristics in development and learning, and they work collaboratively with family/community members when addressing individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services to improve learning and mental health outcomes for all children in family, school, and community contexts.	Does not apply understanding of the influence of culture, background, and individual learning characteristics in development and learning, and does not work collaboratively with family/community members when addressing individual differences to improve outcomes for all students.	Inconsistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and inconsistently collaborates with family/community members when addressing individual differences to improve outcomes for all students.	Consistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and works collaboratively with family/community members when addressing individual differences to improve outcomes for all students.	Examples (8-A)
School psychologists use a problem-solving framework for addressing the needs of students with diverse characteristics.	Does not utilize a problem-solving framework for addressing the needs of students with diverse characteristics.	Inconsistently utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.	Consistently utilizes an effective problem-solving framework for addressing the needs of students with diverse characteristics.	Examples (8-B)
School psychologists promote fairness and social justice and provide culturally competent, effective practices in all	Does not promote fairness and social justice nor provide culturally competent, effective	Inconsistently promotes fairness and social justice and inconsistently provides culturally competent, effective practices in	Consistently promotes fairness and social justice; consistently provides culturally competent and effective practices in all	Examples (8-C)

| areas of school psychology service delivery. | practices in all areas of school psychology service delivery. | all areas of school psychology service delivery. | areas of school psychology service delivery. | |

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery. They provide assistance and incorporate various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Does not utilize research findings as a foundation for effective service delivery. Does not provide assistance or incorporate various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Minimally evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides minimal assistance and minimally incorporates various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Successfully evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides assistance and incorporates various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Examples (9-A)
School psychologists incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. They collaborate with others and provide support when needed for analyzing progress monitoring data as well as designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.	Does not incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Does not collaborate with others nor provide support when needed for analyzing progress monitoring data as well as designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.	Minimally incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Minimally collaborates with others and provides support when needed for analyzing progress monitoring data, and designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.	Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Collaborates with others and provides support when needed for analyzing progress monitoring data as well as designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.	Examples (9-B)

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School Psychologists practice and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations and use supervision and mentoring for effective practice.	Does not practice nor engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, nor use supervision and mentoring for effective practice.	Inconsistent in practicing and engaging in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and in using supervision and mentoring for effective practice.	Practices and engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and uses supervision and mentoring for effective practice.	Examples (10-A)
School psychologists assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocate for professional roles as providers of effective services that enhance the learning and mental health of all students.	Does not assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and does not advocate for professional roles as a provider of effective services that enhance the learning and mental health of all students.	Inconsistently assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education. Inconsistently advocates for professional roles as a provider of effective services that enhance the learning and mental health of all students.	Assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocates for professional roles as a provider of effective services that enhance the learning and mental health for all students.	Examples (10-B)
School psychologists engage in lifelong learning and professional development.	Does not engage in lifelong learning and professional development.	Is not consistent with engaging in lifelong learning and professional development.	Engages in lifelong learning and professional development.	Examples (10-C)
School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Does not access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Inconsistently accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the	Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Examples (10-D)

		quality of services and responsible record keeping.		

10 Domain Framework Examples

The purpose of this chart is to assist school psychologists and administrators to understand how the domain's concept may be observed in practice and along the evaluation continuum. This chart is intended to provide examples of what the practice may look like and is not intended to dictate what the school psychologist's goal should be. These examples are not exhaustive of all possibilities.

- The chart below lists the school psychologists' domain of practice (e.g., Domain 1, Domain 2, etc.).
- Each of the Domains' practices is further narrowed and defined (see orange highlighted row, e.g., 1-A, 2-A).
- Under the orange highlighted row are examples of what the practice might look like and examples along the evaluation continuum (e.g., Unsatisfactory, Needs Improvement, Proficient).

Domain 1: Data-based Decision-making and Accountability

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision-making include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
1- A. Makes use of a problem-solving framework as the basis for decision-making and accountability.	Does not use a problem-solving framework as the basis for decision-making and accountability.	Minimally uses a problem-solving framework as the basis for decision-making and accountability.	Effectively uses a problem-solving framework as the basis for decision-making and accountability.
Examples of what it looks like:			
Implement a problem-solving framework including 1. Problem identification 2. Problem analysis 3. Plan development 4. Plan implementation 5. Plan evaluation.	Does not implement a problem-solving framework.	Minimally implements the steps in a problem-solving framework.	Effectively implements a problem-solving framework with clear evidence of plan development and plan evaluation.
Systematically collects data from multiple sources, or uses information and technology resources to enhance data collection and decision-making.	Does not systematically collect data from multiple sources, does not use information and technology resources to enhance data collection and decision-making.	Collects minimal data from few relevant sources, inconsistently uses information and technology resources to enhance data collection and decision-making.	Systematically collects data from multiple sources, and effectively uses information and technology resources to enhance data collection and decision-making.
Considers ecological factors as a context for assessment and intervention in general and special education settings.	Does not consider ecological factors as a context for assessment and intervention in general and special education settings.	Minimally considers ecological factors as a context for assessment and intervention in general and special education settings.	Effectively considers ecological factors as a context for assessment and intervention in general and special education settings.

1- B. Collects and uses assessment data to understand students' needs/challenges.	Does not collect and use assessment data to understand students' strengths, needs/challenges and to select and implement evidence-based instructional, behavioral, and/or mental health services.	Minimally collects and uses assessment data to understand students' needs/challenges and to select and implement evidence-based instructional, behavioral, and mental health services.	Effectively collects and uses assessment data to understand students' needs/challenges and to select and implement evidence-based instructional, behavioral, and mental health services.
Examples of what it looks like:			
Uses data to accurately identify the student's strengths, needs, and challenges.	Does not use data to identify the student's strengths, needs, and challenges.	Minimally uses data to identify the student's strengths, needs, and challenges.	Effectively uses data to identify the student's strengths, needs, and challenges.
Selects and implements evidence-based instructional, behavioral, social, emotional, strategies and/or mental health services based on assessment.	Does not select and implement evidence-based instructional, behavioral, social, emotional, strategies and/or mental health services based on assessment.	Minimally selects and implements evidence-based instructional, behavioral, social, emotional, strategies and/or mental health services based on assessment.	Effectively selects and implements evidence-based instructional, behavioral, social, emotional, strategies and/or mental health services based on assessment.
1- C. Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.	Does not conduct assessments to identify students' eligibility for special education and other educational services that are comprehensive or legally defensible.	Conducts assessments to identify students' eligibility for special education and other educational services; however, the assessments are not always comprehensive or legally defensible.	Successfully conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.
Examples of what it looks like:			
Psychoeducational reports meet the legal requirements in the education code.	Psychoeducational reports do not meet the legal requirements in the education code.	Psychoeducational reports minimally meet the legal requirements in the education code.	Psychoeducational reports effectively meet the legal requirements in the education code.
Assessments are comprehensive in that they address the assessment question(s)/ concerns(s) using relevant data collected from the record review, interview, observation, and testing.	Assessments are not comprehensive in that they do not address the assessment question(s)/ concerns(s) using relevant data collected from the record review, interview, observation, and testing.	Minimally addressed the assessment question(s)/ concerns(s) using relevant data collected from the record review, interview, observation, and testing.	Assessments are comprehensive, effectively address the assessment question(s)/concern(s) using relevant data collected from record review, interview, observation, and testing.
All relevant eligibility/ ineligibility components of all areas of suspected disability are	Does not include all relevant eligibility/ ineligibility components of all areas of	Inconsistently includes all relevant eligibility/ ineligibility components of all	Effectively discusses all relevant eligibility/ ineligibility components of all areas of

discussed within the psychoeducational evaluation.	suspected disability within the psychoeducational evaluation.	areas of suspected disability within the psychoeducational evaluation.	suspected disability within the psychoeducational evaluation.
1- D. School psychologists assist with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.	Does not participate in the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.	Minimally participates in the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.	Assists with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.
Example of what it looks like:			
Uses information systems (e.g., LROIX, Synergy, etc.) to aggregate and/or disaggregate data and communicate the information in a user-friendly manner.	Does not use information systems (e.g., LROIX, Synergy, etc.) to aggregate and/or disaggregate data and does not communicate the information in a user-friendly manner.	Minimally uses information systems (e.g., LROIX, Synergy, etc.) to aggregate and/or disaggregate data and communicate the information in a user-friendly manner.	Effectively uses information systems (e.g., LROIX, Synergy, etc.) to aggregate and/or disaggregate data and communicates the information in a user-friendly manner.
Determines effective design method for collecting pre and post evaluation data.	Does not participate in any areas (design, implementation, and data collection) for the evaluation of school-based interventions and programs.	Minimally participates in areas of the evaluation of school-based interventions and programs.	Effectively participates in any areas (design, implementation, and data collection) for the evaluation of school-based interventions and programs.
Implements the data collection method in a timely manner and trains the teacher to use the data collection method.	Does not implement the data collection method in a timely manner nor train teacher to use the data collection method.	Minimally implements the data collection method in a timely manner and trains the teacher to use the data collection method.	Effectively implements the data collection method in a timely manner and trains the teacher to use the data collection method.
Uses data to monitor student progress and bases decisions on data.	Does not use data to monitor student progress nor base decisions on data.	Minimally uses data to monitor student progress and bases decisions on data.	Effectively uses data to monitor student progress and bases decisions on data.

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
2- A. School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Does not use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Minimally uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.
Examples of what it looks like:			
Uses a solution focused problem-solving model with a team, a clearly defined goal is created, an action plan is developed, and an effective evaluation method is used to monitor goal(s).	Does not use a solution focused problem-solving model with a team, a clearly defined goal is not created, does not develop an action plan, and an effective evaluation method is not used to monitor goal(s).	Minimally uses a solution focused problem-solving model with a team, a poorly defined goal is created, does not develop an action plan, and a minimally effective evaluation method is used to monitor goal(s).	Effectively uses a solution focused problem-solving model with a team, a clearly defined goal is created, develop an action plan, and an effective evaluation method is used to monitor goal(s).
Is aware of individual, group, family, and system strengths and how to leverage them for personal and professional effectiveness.	Is not aware of individual, group, family, and system strengths and how to leverage them for personal and professional effectiveness.	Is minimally aware of individual, group, family, and system strengths and minimally leverages them for personal and professional effectiveness.	Is aware of individual, group, family, and system strengths and effectively leverages them for personal and professional effectiveness.
Offers ideas and strategies to advance group success (e.g., in teacher, family, team meetings, etc.).	Does not offer ideas and strategies to advance group success (e.g., in teacher, family, team meetings, etc.).	Infrequently offers ideas and strategies to advance group success (e.g., in teacher, family, team meetings, etc.).	Effectively offers ideas and strategies to advance group success (e.g., in teacher, family, team meetings, etc.).
Works collaboratively with individuals and teams, as exhibited by listening to and considering other points of view, communicates empathy, uses Socratic questioning to lead the individual/team to a specific plan of action.	Does not work collaboratively with individuals and teams, as exhibited by listening to and considering other points of view, does not communicate empathy, does not use Socratic questioning to lead the individual/team to a specific plan of action.	Minimally collaborates with individuals and teams, as exhibited by listening to and considering other points of view, communicates some empathy, uses some Socratic questioning to lead the individual/team to a specific plan of action.	Effectively collaborates with individuals and teams, as exhibited by listening to and considering other points of view, communicates empathy, uses Socratic questioning to lead the individual/team to specific plan of action.

2- B. School psychologists consult and collaborate at the individual, family, group, and systems levels. They facilitate communication and collaboration and effectively communicate information among diverse school personnel, families, community professionals, and others.	Rarely consults and collaborates at the individual, family, group, and systems levels.	Minimally consults and collaborates at the individual, family, group, and systems levels.	Consults and collaborates at the individual, family, group, and systems levels.
Examples of what it looks like:			
Is approachable and pleasant with everyone.	Is not approachable and pleasant with everyone.	Minimally demonstrates approachability and pleasantness with everyone.	Effectively demonstrates approachability and pleasantness with everyone.
Facilitates communication and collaboration as well as effectively communicates information among diverse school personnel, families, community professionals, and others.	Does not facilitate communication and collaboration nor effectively communicate information among diverse school personnel, families, community professionals, and others.	Minimally facilitates communication and collaboration, minimally communicates information among diverse school personnel, families, community professionals, and others.	Facilitates communication and collaboration as well as effectively communicates information among diverse school personnel, families, community professionals, and others.
2- C. School psychologists function as change agents, applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, site, and district level.	Does not apply psychological and educational principles nor use skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	Minimally functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	Successfully functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.
Examples of what it looks like:			
Actively seeks staff, student, family, and peer support to foster success to promote necessary change at the *individual level.*	Does not initiate engagement with staff, student, family, and peer support to promote necessary change at the *Individual level.*	Minimally seeks staff, student, family, and peer support to promote necessary change at the *individual level.*	Deliberately and in a positive way seeks staff, student, family, and peer support to promote necessary change at the *individual level.*
Actively seeks staff, student, family, and peer support to foster success to promote necessary change at the *classroom level.*	Does not initiate engagement with staff, student, family, and peer support to promote necessary change at the *classroom level.*	Minimally seeks staff, student, family, and peer support to promote necessary change at the *classroom level.*	Deliberately and in a positive way seeks staff, student, family, and peer support to promote necessary change at the *classroom level.*

Actively seeks staff, student, family, and peer support to foster success to promote necessary change at the *site level*.	Does not initiate engagement with staff, student, family, and peer support to promote necessary change at the *site level*.	Minimally seeks staff, student, family, and peer support to promote necessary change at the *site level*.	Deliberately and in a positive way seeks staff, student, family, and peer support to promote necessary change at the *site level.*
Actively seeks staff, student, family, and peer support to foster success to promote necessary change at the *district level*.	Does not initiate engagement with staff, student, family, and peer support to promote necessary change at the *district level*.	Minimally seeks staff, student, family, and peer support to promote necessary change at the *district level.*	Deliberately and in a positive way seeks staff, student, family, and peer support to promote necessary change at the *district level.*

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
3- A: School psychologists use all available assessment information and empirical research on learning and cognitive development to: ● develop and implement evidence-based instructional strategies that are intended to improve student achievement including interventions for self-regulation and planning/organization, etc. ● promote student learning at the individual, group, and systems level by developing instructional strategies to meet the individual learning needs of children. ● use information and assistive technology resources to enhance students' cognitive and academic skills. ● address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.	Does not use all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Inconsistently uses available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.	Uses all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.

Examples of what it looks like:			
Uses assessment data to inform evidence-based instructional strategies that are intended to improve student performance.	Does not use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.	Inconsistently uses assessment data to inform evidence-based instructional strategies that are intended to improve student performance.	Proficiently uses assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
Promotes interventions and accommodations to help students enhance their capacity to be self-regulated, fosters their ability to set learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether those goals were achieved.	Does not promote interventions and accommodations to help students enhance their capacity to be self-regulated, does not foster their ability to set learning goals, nor design a learning process to achieve those goals, nor assess outcomes to determine whether those goals were achieved.	Inconsistently promotes interventions and accommodations to help students enhance their capacity to be self-regulated, inconsistently fosters their ability to set learning goals, inconsistently designs a learning process to achieve those goals, and sometimes assesses outcomes to determine whether those goals were achieved.	Proficiently promotes interventions and accommodations to help students enhance their capacity to be self-regulated, fostering their ability to set learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether those goals were achieved.
Incorporates all available information in developing instructional strategies to meet the individual learning needs of students.	Does not incorporate all available information in developing instructional strategies to meet the individual learning needs of students.	Inconsistently incorporates information in developing instructional strategies to meet the individual learning needs of students.	Proficiently incorporates all available information in developing instructional strategies to meet the individual learning needs of students.
3- B: School psychologists collaborate with other educators, parents, and the community, as appropriate, to: ● promote the principles of student-centered learning (setting individual learning goals, making and monitoring a plan toward the goals, etc.) and healthy lifestyles. ● ensure attainment of state and local academic benchmarks by all students. ● develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.	Does not work collaboratively with other educators, parents, and the community to promote principles of learning. Does not ensure attainment of state and local academic benchmarks; does not develop, implement, and evaluate effective academic interventions.	Inconsistently works collaboratively with other educators, parents, and the community, to promote principles of learning. Minimally ensures attainment of state and local academic benchmarks; and sometimes develops, implements, and evaluates effective academic interventions.	Collaboratively works with other educators, parents, and the community, as appropriate, to promote principles of learning; ensures attainment of state and local academic benchmarks; and develops, implements, and evaluates effective academic interventions.

Examples of what it looks like:			
Collaborates with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to the situation based on student responsiveness to interventions.	Do not collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; does not recommend changes to the situation based on student responsiveness to interventions.	Inconsistently collaborates with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; sometimes recommends changes to the situation based on student responsiveness to interventions.	Proficiently collaborates with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to the situation based on student responsiveness to interventions.
Shares information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.	Does not share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.	Inconsistently shares information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.	Proficiently shares information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
Collaborates in a manner to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.	Does not collaborate in a manner to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.	Inconsistently collaborates in a manner to somewhat maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.	Proficiently collaborates in a manner to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
4- A. School psychologists integrate developmentally appropriate behavioral	Does not implement integrated developmentally appropriate behavioral	Inconsistently demonstrates integrated developmentally appropriate behavioral	Integrates developmentally appropriate behavioral supports and mental health

supports and mental health services with academic and social/emotional learning goals for children. Examples of service may include: ● individual and group counseling, ● behavioral coaching, ● classroom and school-wide social emotional learning programs, ● positive behavioral support, ● parent education and support, ● Life skills training.	supports and mental health services with academic and social/emotional learning goals for children.	supports and mental health services with academic and social/emotional learning goals for children.	services with academic and social/emotional learning goals for children.
Examples of what it looks like:			
Uses an evidenced-based theoretical counseling model when providing services.	Does not use Cognitive Behavioral Therapy/ Dialectical Behavioral Therapy (or other models) to provide counseling services to promote social/emotional learning goals.	Minimally uses Cognitive Behavioral Therapy/ Dialectical Behavioral Therapy (or other models) to provide counseling services to promote social/emotional learning goals.	Effectively uses Cognitive Behavioral Therapy/ Dialectical Behavioral Therapy (or other models) to provide counseling services to promote social/emotional learning goals.
Develops rapport and engages students when providing services.	Does not adjust communication to build rapport and engage students when providing counseling services.	Minimally adjusts communication to build rapport and engage student when providing counseling services.	Effectively adjusts communication to build rapport and engage student when providing counseling services.
Selects social/emotional curriculum that is developmentally appropriate and/or adapts the curriculum to increase accessibility.	Does not select social/emotional curriculum that is developmentally appropriate and/nor adapt the curriculum to increase accessibility.	Inconsistently selects social/emotional curriculum that is developmentally appropriate and/or adapts the curriculum to increase accessibility.	Effectively selects social/emotional curriculum that is developmentally appropriate and/or adapts the curriculum to increase accessibility.
4- B. School psychologists facilitate the development, design, and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors including self-regulation and healthy decision-making as well as overall classroom management.	Does not participate and/or is unaware of the development, design, and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors including self-regulation and healthy decision-making as well as overall classroom management.	Minimally participates in the development, design, and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors including self-regulation and healthy decision-making as well as overall classroom management.	Facilitates the development, design, and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors including self-regulation and healthy decision-making as well as overall classroom management.

Examples of what it looks like:			
Conducts parent training on behavior supports and/or information meetings.	Does not conduct or participate in parent trainings or information meetings and/or is unaware of behavior supports.	Minimally conducts or participates in parent trainings or information meetings and/or is unaware of behavior supports.	Effectively conducts or participates in parent trainings or information meetings and is aware of behavior supports.
Models in classroom social/emotional lessons for teachers.	Does not model in classroom social/emotional lessons for teachers.	Minimally models in classroom social/emotional lessons for teachers.	Effectively models in classroom social/emotional lessons for teachers.
Consults with teachers on developing classroom management strategies and plans.	Does not consult with teachers on developing classroom management strategies and plans.	Inconsistently consults with teachers on developing classroom management strategies and plans.	Effectively consults with teachers on developing classroom management strategies and plans.
4- C. School psychologists consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, address intervention acceptability and fidelity, and evaluate implementation and outcomes of behavioral and mental health interventions.	Does not consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, fails to address intervention acceptability and fidelity, and does not evaluate implementation and outcomes of behavioral and mental health interventions.	Minimally considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, minimally addresses intervention acceptability and fidelity, and minimally evaluates implementation and outcomes of behavioral and mental health interventions.	Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, addresses intervention acceptability and fidelity, and evaluates implementation and outcomes of behavioral and mental health interventions.
Examples of what it looks like:			
Collects data to determine antecedents, consequences, and functions of behavior.	Does not collect data to determine antecedents, consequences, and functions of behavior.	Minimally collects data to determine antecedents, consequences, and functions of behavior.	Deliberately collects data to determine antecedents, consequences, and functions of behavior.
Creates a plan based on antecedents, consequences, and functions.	Does not create a plan based on antecedents, consequences, and functions.	Minimally creates a plan based on antecedents, consequences, and functions.	Accurately creates a plan based on data collected on antecedents, consequences, and functions.
Evaluates the implementation of the plan by using data charts.	Does not evaluate the implementation of the plan by using data charts.	Minimally evaluates the implementation of the plan by using data charts.	Effectively evaluates the implementation of the plan by using data charts.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
5- A. Collaboration: School psychologists work collaboratively with school staff to enhance and support school-wide practices that promote student achievement by: ● promoting a respectful and supportive atmosphere for decision-making and collaboration, and a commitment to quality instruction and services. ● developing school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which school psychologists deliver their services. ● creating and maintaining a multi-tiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals. ● incorporating evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas of discipline, instructional support, staff training, coordinating with partner agency services, program evaluation, home–school partnerships, and designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services.	Does not work collaboratively with school staff to enhance and support school-wide practices that promote student achievement.	Inconsistently works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.	Consistently works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.
Examples of what it looks like:			
Promotes a positive school climate and a student support system by participating with	Does not participate with school site improvement team.	Minimally participates with school site improvement team.	Consistently participates with school site improvement team to support creating a tiered intervention system.

school-wide improvement teams (such as PBIS, MTSS, safe and civil, etc.).			
Collects data to match student intervention.	Does not collect data to match student intervention.	Inconsistently collects data to match student intervention.	Effectively collects data to match student intervention.
Promotes evidenced based strategies/interventions to meet student needs in order to fill a gap in the intervention system.	Does not promote evidence-based strategies/interventions to meet student needs in order to fill a gap in the intervention system.	Minimally promotes evidence-based strategies/interventions to meet student needs in order to fill a gap in the intervention system.	Effectively promotes evidence-based strategies/interventions to meet student needs in order to fill a gap in the intervention system.
Conducts assessment of school leveled intervention system.	Does not conduct assessments of school leveled intervention system.	Incompletely conducts assessments of school leveled intervention system.	Effectively conducts assessments of school leveled intervention system.
5- B. School psychologists promote the development and maintenance of learning environments that support resilience and academic growth and promote high rates of academic engaged time. Examples of this include: ● evaluating outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities. ● incorporating evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment.	Does not promote the development and maintenance of supportive learning environments. Does not evaluate the outcomes of initiatives and does not incorporate strategies to assist students when transitioning between environments.	Inconsistently promotes the development and maintenance of supportive learning environments. Minimally evaluates the outcomes of initiatives, and inconsistently incorporates strategies to assist students when transitioning between environments.	Consistently promotes the development and maintenance of supportive learning environments, evaluates the outcomes of initiatives, and incorporates strategies to assist students when transitioning between environments.
Examples of what it looks like:			
Collects and analyzes outcome classroom data on Academic and/or SEL curriculum.	Does not collect or analyze outcome classroom data on academic and/or SEL curriculum.	Inconsistently collects and analyzes classroom data on academic and/or SEL curriculum.	Effectively collects and analyzes classroom data on academic and/or SEL curriculum.
Delivers evidence-based interventions such as: social skills programs, check-in/ check-out program, Peer Assisted Learning Strategy	Does not deliver evidence-based interventions.	Inconsistently delivers evidence-based interventions.	Consistently delivers evidence-based interventions.

(PALS) program, Homework Organization Planning Skills (H.O.P.S).			

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

Practice	Unsatisfactory	Developing	Effective
6- A. School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Does not promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and does not participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Inconsistently promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and inconsistently participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities.	Promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities.
Examples of what it looks like:			
Provides staff professional development that addresses risk and protective mental health factors such as child depression, trauma reactions, and youth suicide.	Does not provide or participate in staff professional development that addresses risk and protective mental health factors.	Minimally provides or participates in staff professional development that addresses risk and protective mental health factors.	Effectively provides or participates in staff professional development that addresses risk and protective mental health factors.
Provides staff professional development that addresses systemic academic problems such as, English Language Learners, achievement gap, school dropout, truancy and attendance, and/or foster youth.	Does not provide staff professional development that addresses risk and protective academic factors.	Minimally provides staff professional development that addresses risk and protective academic factors.	Effectively provides staff professional development that addresses risk and protective academic factors.
6- B. School psychologists participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation,	Does not participate in school crisis teams, nor use data-based decision-making methods, problem-solving strategies, consultation, collaboration, nor direct services in the context of	Inconsistently participates in school crisis teams, inconsistently uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, or direct	Participates in school crisis teams, uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, and directs services in the context of crisis prevention, preparation,

response, and recovery to provide competent mental health support during and after crisis situations.	crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	services in the context of crisis prevention, preparation, response, and recovery, minimally provides competent mental health support during and after crisis situations.	response, and recovery to provide competent mental health support during and after crisis situations.
Examples of what it looks like:			
Participates in the consultation and collaboration process of planning a crisis response and has knowledge of evidence strategies for crisis response.	Does not participate in planning for crisis response and does not have knowledge of evidence-based strategies for crisis response.	Minimally participates in planning for crisis response and does not have / has minimal knowledge of evidence-based strategies for crisis response.	Effectively participates in planning for crisis response and has knowledge of evidence-based strategies for crisis response.
Provides triage services to connect students to the appropriate level of crisis intervention services and resources.	Does not provide triage services to connect students to the appropriate services and resources.	Minimally provides triage services to connect students to the appropriate services and resources.	Effectively provides triage services to connect students to the appropriate services and resources.
6- C. School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Does not provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Inconsistently provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.
Examples of what it looks like:			
Provides group counseling intervention for students who have experienced a decline in academics and behaviors in response to a crisis situation.	Does not provide group counseling intervention for students who have experienced a decline in academics and behaviors.	Minimally provides group counseling intervention for students who have experienced a decline in academics and behaviors.	Effectively provides group counseling intervention for students who have experienced a decline in academics and behaviors.
Provides consultation to teachers regarding differentiating instruction and behavior expectations in response to a crisis situation.	Does not provide consultation with teachers regarding differentiating instruction and behavior expectations.	Minimally provides consultation with teachers regarding differentiating instruction and behavior expectations.	Effectively provides consultation with teachers regarding differentiating instruction and behavior expectations.
6- D. School psychologists develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior, facilitate	Does not develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic	Inconsistently develops, promotes, and evaluates wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic	Develops, promotes, and evaluates wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior.

adjustments conducive to a healthy environment, and provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	knowledge of appropriate behavior. Does not facilitate adjustments conducive to a healthy environment, nor provide resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	knowledge of appropriate behavior. Inconsistently facilitates adjustments conducive to a healthy environment and sometimes provides resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	Facilitates adjustments conducive to a healthy environment and provides resources to protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.
Examples of what it looks like:			
Provides case management services when following up on students, monitoring their progress back to pre-crisis behavior.	Does not participate in case management and monitoring progress of students.	Minimally participates in case management and monitoring progress of students.	Effectively participates in case management and monitoring progress of students.
Guides the campus wide resilience program to assist students in developing resiliency skills.	Does not lead the campus wide resilience program to assist students in developing resiliency skills.	Inconsistently leads the campus wide resilience program to assist students in developing resiliency skills.	Effectively leads the campus wide resilience program to assist students in developing resiliency skills.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
7- A. School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Does not use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students. Does not identify diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Inconsistently uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students. Inconsistently identifies diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Successfully uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.

Examples of what it looks like:			
Evaluate school-based mental health outcomes and family satisfaction with those services.	Does not collect or communicate data that measures school-based mental health outcomes and family satisfaction with those services.	Minimally collects and communicates data that measures school-based mental health outcomes and family satisfaction with those services.	Effectively collects and communicates data that measures school-based mental health outcomes and family satisfaction with those services.
Evaluate school-based mental health outcomes and family satisfaction with those services for English Language Learners.	Does not evaluate school-based mental health outcomes and family satisfaction with those services for English Language Learners.	Minimally evaluates school-based mental health outcomes and family satisfaction with those services for English Language Learners.	Effectively evaluates school-based mental health outcomes and family satisfaction with those services for English Language Learners.
Evaluate site level curriculum to ensure cultural and linguistic diversity is represented.	Does not collect or communicate data that measures cultural and linguistic diversity representation in the curriculum.	Minimally collects and communicates data that measures cultural and linguistic diversity representation in the curriculum.	Effectively collects and communicates data that measures cultural and linguistic diversity representation in the curriculum.
Uses national, state, and local policy guidelines to determine if LGBTQ policies are implemented with fidelity.	Does not use national, state, and local policy guidelines to effectively demonstrate if LGBTQ policies are implemented with fidelity.	Uses national, state, and local policy guidelines to minimally demonstrate if LGBTQ policies are implemented with fidelity.	Uses national, state, and local policy guidelines to effectively demonstrate if LGBTQ policies are implemented with fidelity.
Conducts survey of school site's families access to school academic support.	Does not conducts surveys of school site's families access to school academic support	Minimally conducts surveys of school site's families access to school academic support.	Effectively conducts surveys of school site's families access to school academic support.
7- B. School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development, and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.	Does not promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development, nor educate the school community regarding the influence of family involvement on school achievement, nor advocate for parent involvement in school governance and policy development.	Inconsistently promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development, inconsistently educates the school community regarding the influence of family involvement on school achievement, sometimes advocates for parent involvement in school governance and policy development.	Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development, and educates the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.

Examples of what it looks like:			
Provides parent training for creating a positive environment at home.	Does not provide parent training for creating a positive environment at home.	Minimally provides parent training for creating a positive environment at home.	Provides effective parent training for creating a positive environment at home.
Provides parent training on how to support students during home learning.	Does not provide parent training on how to support students during home learning.	Minimally provides parent training on how to support students during home learning.	Provides effective parent training on how to support students during home learning.
Provides professional development on how to involve parents in student learning.	Does not provide professional development on how to involve parents in student learning.	Minimally provides professional development on how to involve parents in student learning.	Provides effective professional development on how to involve parents in student learning.
7- C. School psychologists help create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities in an effort to address individual students' needs.	Does not help create linkages between schools, families, and community providers, nor help coordinate services when programming for children involves multiple agencies, nor advocate and support parents in their involvement in school activities in an effort to address individual students' needs.	Inconsistently helps create linkages between schools, families, and community providers. Inconsistently helps coordinate services when programming for children involves multiple agencies, and inconsistently advocates and supports parents in their involvement in school activities in an effort to address individual students' needs.	Helps create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities in an effort to address individual students' needs.
Examples of what it looks like:			
Promotes communication between school, home, and community service agencies to coordinate a student's individual needs.	Does not promote communication between school, home, and community service agencies to coordinate a student's individual needs.	Minimally promotes communication between school, home, and community service agencies to coordinate a student's individual needs.	Effectively promotes communication between school, home, and community service agencies to coordinate a student's individual needs.
Advocates for school, home, and community service agencies involvement to meet a site's need.	Does not advocate for school, home, and community service agencies involvement to meet a site's need.	Inconsistently advocates for school, home, and community service agencies involvement to meet a site's need.	Consistently advocates for school, home, and community service agencies involvement to meet a site's need.
Advocates for accommodations and modifications for extracurricular school-related activities for inclusive student participation.	Does not advocate for accommodations and modifications for extracurricular school-related activities for inclusive student participation.	Inconsistently advocates for accommodations and modifications for extracurricular school-related activities for inclusive student participation.	Consistently advocates for accommodations and modifications for extracurricular school-related activities for inclusive student participation.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
8- A. School psychologists apply their understanding of the influence of culture, background, and individual learning characteristics in development and learning, and they work collaboratively with family/community members when addressing individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.	Does not apply understanding of the influence of culture, background, and individual learning characteristics in development and learning, and does not work collaboratively with family/community members when addressing individual differences to improve outcomes for all students.	Inconsistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and inconsistently collaborates with family/community members when addressing individual differences to improve outcomes for all students.	Consistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and works collaboratively with family/community members when addressing individual differences to improve outcomes for all students.
Examples of what it looks like:			
During the IEP process, demonstrates respect in interpersonal relations while striving to understand the perspective of others.	Does not demonstrate respect in interpersonal relations nor strive to understand the perspective of others.	Inconsistently demonstrate respect in interpersonal relations while striving to understand the perspective of others.	Effectively demonstrate respect in interpersonal relations while striving to understand the perspective of others.
Supports school site goals in reducing overrepresentation in discipline data by creating tiered preventions/interventions program and services.	Does not support school site goals in reducing overrepresentation in discipline data by creating tiered preventions/interventions program and services.	Inconsistently support school site goals in reducing overrepresentation in discipline data by creating tiered preventions/interventions program and services.	Effectively supports school site goals in reducing overrepresentation in discipline data by creating tiered preventions/interventions program and services.
Supports systemic development of tiered prevention/interventions to support	Does not support systemic development of tiered	Inconsistently supports systemic development of tiered	Effectively supports systemic development of tiered prevention/interventions to

social/emotional and behavioral development for all students.	prevention/interventions to support social/emotional and behavioral development for all students.	prevention/interventions to support social/emotional and behavioral development for all students.	support social/emotional and behavioral development for all students.
8- B. School psychologists utilize a problem-solving framework for addressing the needs of students with diverse characteristics (e.g., English language learners, cultural or cognitive differences, etc.).	Does not utilize a problem-solving framework for addressing the needs of students with diverse characteristics.	Inconsistently utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.	Consistently utilizes an effective problem-solving framework for addressing the needs of students with diverse characteristics.
Examples of what it looks like:			
School psychologist assesses school site's tiered intervention services to determine gaps in providing social/emotional and behavioral development.	Does not assess school site's tiered intervention services to determine gaps in providing social/emotional and behavioral development.	Inconsistently assesses school site's tiered intervention services to determine gaps in providing social/emotional and behavioral development.	Effectively assesses school site's tiered intervention services to determine gaps in providing social/emotional and behavioral development.
School psychologist promotes evidence-based programs to address the academic needs of English Language Learners.	Does not promote evidence-based programs to address the academic needs of English Language Learners.	Inconsistently promotes evidence-based programs to address the academic needs of English Language Learners.	Effectively promotes evidence-based programs to address the academic needs of English Language Learners.
School psychologist implements a problem-solving approach to increase general education access for all students.	Does not implement a problem-solving approach to increase general education access for all students.	Inconsistently implements a problem-solving approach to increase general education access for all students.	Effectively implements a problem-solving approach to increase general education access for all students.
8- C. School psychologists promote fairness and social justice and provide culturally competent and effective practices in all areas of school psychology service delivery.	Does not promote fairness and social justice nor provide culturally competent and effective practices in all areas of school psychology service delivery.	Inconsistently promotes fairness and social justice and inconsistently provides culturally competent and effective practices in all areas of school psychology service delivery.	Consistently promotes fairness and social justice and consistently provides culturally competent and effective practices in all areas of school psychology service delivery.
Examples of what it looks like:			
School psychologist consults with professionals on cross-cultural challenges.	Does not consult with professionals on cross-cultural challenges.	Inconsistently consults with professionals on cross-cultural challenges.	Effectively consults with professionals on cross-cultural challenges.

| School psychologists provide in-services on implicit bias. | Does not provide in-services on implicit bias. | Inconsistently provides in-services on implicit bias. | Effectively provides in-services on implicit bias. |
| School psychologists meet with community stakeholders to gain insight into cultural strengths. | Does not meet with community stakeholders to gain insight into cultural strengths. | Inconsistently meets with community stakeholders to gain insight into cultural strengths. | Effectively meets with community stakeholders to gain insight into cultural strengths. |

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient
9- A. School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery. They provide assistance and incorporate various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Does not utilize research findings as a foundation for effective service delivery. Does not provide assistance or incorporate various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Minimally evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides minimal assistance and minimally incorporates various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.	Successfully evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides assistance and incorporates various techniques in analyzing, interpreting, and using empirical foundations at the individual, group, and/or systems level.
Examples of what it looks like:			
Conducts research for evidence-based practices/programs to improve student, group, and/or school outcomes.	Does not conduct research for evidence-based practices/programs to improve student, group, and/or school outcomes.	Minimally conducts research for evidence-based practices/programs to improve student, group, and/or school outcomes.	Effectively conducts research for evidence-based practices/programs to improve student, group, and/or school outcomes.
Utilizes implementation science techniques for program improvement to promote systemic change.	Does not utilize implementation science techniques for program improvement to promote systemic change.	Minimally utilizes implementation science techniques for program improvement to promote systemic change.	Effectively utilizes implementation science techniques for program improvement to promote systemic change.
Makes outcome data/progress monitoring data accessible and straight forward to all stakeholders.	Does not make outcome data/progress monitoring data accessible and straight forward to all stakeholders.	Presents incomplete outcome data/progress monitoring data with	Effectively makes outcome data/progress monitoring data accessible and straight forward to all stakeholders.

		minimal straight forward analysis to all stakeholders.	
9- B. School psychologists incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.	Does not incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.	Minimally incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.	Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.
Examples of what it looks like:			
Collaborates and provides expertise when needed for data collection strategies and analyzing progress monitoring.	Does not collaborate nor provide expertise when needed for data collection strategies and analyzing progress monitoring.	Minimally collaborates and provides expertise when needed for data collection strategies and analyzing progress monitoring.	Effectively collaborates and provides expertise when needed for data collection strategies and analyzing progress monitoring.
Provides expertise when designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plan.	Does not provide expertise when designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plan.	Minimally provides expertise when designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plan.	Effectively provides expertise when designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plan.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following

Practice	Unsatisfactory	Needs Improvement	Proficient
10- A. Practice and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and use supervision and mentoring for effective practice.	Does not practice nor engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, does not use supervision and mentoring for effective practice.	Inconsistent in practicing and engaging in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and in using supervision and mentoring for effective practice.	Uses effective practices and engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and uses supervision and mentoring for effective practice.

Seeks consultation with other professionals in order to effectively provide services.	Does not seek consultation with other professionals in order to effectively provide services.	Inconsistently seeks consultation with other professionals in order to effectively provide services.	Effectively seeks consultation with other professionals in order to effectively provide services.
Practices and advocates to function within the scope of practice.	Does not practice nor advocate to function within the scope of practice.	Inconsistently practices and advocates to function within the scope of practice.	Effectively practices and advocates to function within the scope of practice.
Accepts feedback non-defensively and avoids assigning blame or giving up.	Becomes defensive when given constructive feedback, assigns blame, or gives up.	At times, becomes defensive when given constructive feedback, assigns blame, or gives up.	Consistently accepts feedback, accepts responsibility, and shows perseverance.
Actively seeks feedback about performance, and carefully reflects on the feedback to improve performance.	Does not actively seek feedback about performance, nor carefully reflect on the feedback to improve performance.	Inconsistently seeks feedback about performance, and sometimes reflects on the feedback to improve performance.	Effectively seeks feedback about performance, and carefully reflects on the feedback to improve performance.
Seeks opportunities to expand scope of competence.	Does not seek opportunities to expand scope of competence.	Infrequently seeks opportunities to expand scope of competence.	Effectively participates in opportunities to expand scope of competence.
10- B. School psychologists assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocate for professional roles as providers of effective services that enhance the learning and mental health of all students.	Does not assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and does not advocate for professional roles as a provider of effective services that enhance the learning and mental health of all students.	Inconsistently assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education. Inconsistently advocates for professional roles as a provider of effective services that enhance the learning and mental health of all students.	Assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocates for professional roles as a provider of effective services that enhance the learning and mental health of all students.
Examples of what it looks like:			
Provides information on relevant legal updates for general and special education.	Does not provide information on relevant legal updates for general and special education.	Minimally provides information on relevant legal updates for general and special education.	Effectively provides information on relevant legal updates for general and special education.
Complies with legislative and regulatory timelines and guidelines.	Does not comply with legislative and regulatory timelines and guidelines.	Inconsistently complies with legislative and regulatory timelines and guidelines.	Effectively complies with legislative and regulatory timelines and guidelines.

Educates staff, parents, and students on the role of a school psychologist.	Does not educate staff, parents, and students on the role of a school psychologist.	Minimally educates staff, parents, and students on the role of a school psychologist.	Effectively educates staff, parents, and students on the role of a school psychologist.
Advocates for a role that encompasses the 10 domains and a school psychologist to student ratio that supports a continuum of services.	Does not advocates for a role that encompasses the 10 domains and a school psychologist to student ratio that supports a continuum of services.	Minimally advocates for a role that encompasses the 10 domains and a school psychologist to student ratio that supports a continuum of services.	Effectively advocates for a role that encompasses the 10 domains and a school psychologist to student ratio that supports a continuum of services.
10- C. School psychologists engage in lifelong learning and professional development.	Does not engage in lifelong learning and professional development.	School psychologist is not consistent in engaging in lifelong learning and professional development.	Engages in lifelong learning and professional development.
Examples of what it looks like:			
Attends professional development opportunities to stay current with the field.	Does not attend professional development opportunities to stay current with the field.	Minimally attends professional development opportunities to stay current with the field.	Consistently attends professional development opportunities to stay current with the field.
Is forthright with the supervisor about learning needs and support.	Is not forthright with the supervisor about learning needs and support.	Is minimally forthright with the supervisor about learning needs and support.	Is effectively forthright with the supervisor about learning needs and support.
Demonstrates knowledge of current district policies and procedures.	Does not demonstrate knowledge of current district policies and procedures.	Inconsistently demonstrates knowledge of current district policies and procedures.	Effectively demonstrates knowledge of current district policies and procedures.
10- D. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Does not access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Inconsistently accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.
Examples of what it looks like:			
Keeps records of services provided as personal notes and protects students' confidential records.	Does not keep records of services provided as personal notes norprotect students' confidential records.	Inconsistently keeps records of services provided as personal notes and sometimes protects students' confidential records.	Effectively keeps records of services provided as personal notes and protects students' confidential records.

Able to multitask while maintaining quality of work.	Is not able to multitask while maintaining quality of work.	Inconsistently multitasks while maintaining quality of work.	Effectively multitasks while maintaining quality of work.
Practices digital safeguards to keep records confidential.	Does not practice digital safeguards to keep records confidential.	Inconsistently practices digital safeguards to keep records confidential.	Effectively practices digital safeguards to keep records confidential.

Psychoeducational Report Checklist for IDEA Compliance

The Assessment Process includes:

- ☐ Proper notification to the parents, including a description of the procedures proposed to be used in the assessment.
- ☐ A variety of tools and procedures to develop information on the student.
- ☐ A review of relevant functional, developmental, and academic information on the student.
- ☐ A determination of whether the student has a disability.
- ☐ A determination of the appropriate content of the student's Individualized Education Plan (IEP), including appropriate services and goals.
- ☐ More than one measure to determine if the student has a disability, and if so, the appropriate services and goals to be included in the student's IEP.
- ☐ Technically sound assessment instruments.
- ☐ As appropriate, an assessment of the health, vision, hearing, social and emotional status, general intelligence, academic performance, communication, and motor skills of the student.

  20 United States Code (federal education statues) § 1414(b)

The Assessment Report Includes: What must be in the report?

- ☐ Whether the pupil may need special education and related services and the basis for that determination.

- ☐ Relevant behavior noted during observation of the student.

- ☐ The relationship between the behavior and the student's academic and social functioning.

- ☐ Educationally relevant health and development and medical findings, if any.

- ☐ For the student with learning disabilities, any discrepancy between ability and achievement that cannot be corrected without special education and related services.

- ☐ A determination of the effects of environmental, cultural, or economic disadvantage.

- ☐ The need for specialized services, materials, and equipment for low incidence disabled students.

  California Education Code § 56327

Assessment Instruments and Materials: What must be true about the assessment?

☐ Free from racial or cultural bias.

☐ Not discriminatory, and provided in the student's native language or communication mode, "unless it is clearly not feasible to do so."

☐ Administered in the language and form most likely to yield an accurate result (to measure actual aptitude, not to measure a communication impairment).

☐ Used for purposes for which they are deemed valid and reliable.

☐ Administered by trained and knowledgeable personnel.

☐ Administered according to the instructions provided by the producer.

☐ Able to assess the child in all areas of the suspected disability, including, if appropriate, health and development, vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status.

☐ Not using a single measure or assessment as the sole criterion for determining whether the student is a student with disabilities or to determine the appropriate educational program for the student.

☐ In the case of a child transferring LEAs during the school year, coordinated between the old and new LEA to ensure prompt completion.

☐ Tailored to address specific areas of educational need, not merely an intelligence quotient (IQ) score.

☐ Sufficiently comprehensive to identify all of the student's needs, including those not commonly linked to the student's disability category.

20 USC § 1414(b)(3); EC § 56320