

Revised July 2019

Derry Area School District

Differentiated Non-Teaching Professional Supervision Model School Psychologist

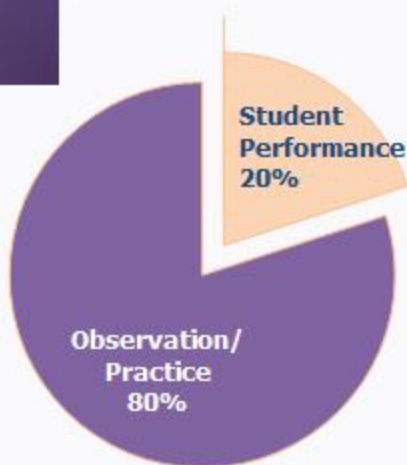


Non Teaching Professional Employee Effectiveness System in Act 82 of 2012

Observation and Practice

Planning and Preparation
Educational Environment
Delivery of Service
Professional Development

Student Performance/School Performance Profile
(SPP)



Instructional Certifications Who Don't Provide Direct Instruction Legislative Alignment

Domain	Alignment with Legislative Categories	Component
Domain 1: Planning and Preparation	<ul style="list-style-type: none"> • Planning and Preparation 	1a: Demonstrating Knowledge of Content and Pedagogy
	<ul style="list-style-type: none"> • Planning and Preparation 	1b: Demonstrating Knowledge of Students
	<ul style="list-style-type: none"> • Planning and Preparation 	1c: Setting Instructional Outcomes
	<ul style="list-style-type: none"> • Planning and Preparation 	1d: Demonstrating Knowledge of Resources
	<ul style="list-style-type: none"> • Planning and Preparation 	1e: Designing Coherent Instruction
	<ul style="list-style-type: none"> • Planning and Preparation 	1f: Designing Student Assessments
Domain 2: The Classroom Environment	<ul style="list-style-type: none"> • Educational Environment 	2a: Creating an Environment of Respect
	<ul style="list-style-type: none"> • Educational Environment 	2b: Establishing a Culture for Learning
	<ul style="list-style-type: none"> • Educational Environment 	2c: Managing Classroom Procedures
	<ul style="list-style-type: none"> • Educational Environment 	2d: Managing Student Behavior
	<ul style="list-style-type: none"> • Educational Environment 	2e: Organizing Physical Space
Domain 3: Instruction	<ul style="list-style-type: none"> • Delivery of Service 	3a: Communicating with Students
	<ul style="list-style-type: none"> • Delivery of Service 	3b: Using Questioning and Discussion Techniques
	<ul style="list-style-type: none"> • Delivery of Service 	3c: Engaging Students in Learning
	<ul style="list-style-type: none"> • Delivery of Service 	3d: Using Assessment in Instruction
	<ul style="list-style-type: none"> • Delivery of Service 	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	<ul style="list-style-type: none"> • Professional Development 	4a: Reflecting on Teaching
	<ul style="list-style-type: none"> • Professional Development 	4b: Maintaining Accurate Records
	<ul style="list-style-type: none"> • Professional Development 	4c: Communicating with Families
	<ul style="list-style-type: none"> • Professional Development 	4d: Participating in the Professional Community
	<ul style="list-style-type: none"> • Professional Development 	4e: Growing and Developing Professionally

Non-Teaching Professionals Action Plan

Due October 11

Name: _____

School Year: _____

Idea/Topic of Focus: _____

Explain your reason for choosing your Idea/Topic of Focus: _____

Identify focus components from Danielson's Framework for Non-Teaching Professionals rubric that support your Idea/Topic of Focus:

Domain 1: Planning and Preparation

Component (letter & description) _____

Domain 2: Educational Environment

Component (letter & description) _____

Domain 3: Delivery of Service

Component (letter & description) _____

Domain 4: Professional Development

Component (letter & description) _____

*The rating tool requires principals/supervisors to provide a rating in the four domains for all non-instructional professionals every year regardless of their mode of supervision.

_____	Beginning of Year	_____
School Psychologist's Signature & Date		Administrator's Signature & Date
_____	Mid Year	_____
School Psychologist's Signature & Date		Administrator's Signature & Date
_____	End of Year	_____
School Psychologist's Signature & Date		Administrator's Signature & Date



RUBRIC ASSESSMENT: SCHOOL PSYCHOLOGIST (SP)

Date Self-Assessment Evaluator Assessment

Domain 1: Planning and Preparation

Domain 1: Planning and Preparation

- Demonstrates knowledge through data-driven decision making and accountability within a standards-aligned system.
- Demonstrates knowledge of consultative and collaborative skills and practices.
- Demonstrates knowledge of continuum of evidence-based instructional and behavioral methodologies and fidelity of implementation.
- Demonstrates knowledge of biological, developmental, cultural, environmental, cognitive, behavioral, familial, and social/emotional factors.
- Demonstrates knowledge of practices that serve to build capacity and strengthen the educational system and setting for all students.
- Demonstrates knowledge of a continuum of primary, secondary, and tertiary services and supports.
- Demonstrates knowledge of systems theory.
- Demonstrates knowledge of multiculturalism and cultural diversity.
- Demonstrates knowledge of research design and program evaluation.
- Demonstrates knowledge of legal, ethical, and professional standards and practice.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of SP Content and Best Practice</i>	➤ Demonstrates limited knowledge of best practices relative to planning and preparation for comprehensive service delivery.	➤ Demonstrates some knowledge of best practices relative to planning and preparation for comprehensive service delivery.	➤ Demonstrates sufficient knowledge of best practices relative to planning and preparation for comprehensive service delivery.	➤ Demonstrates extensive knowledge of best practices and applies knowledge across stakeholders and settings.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Provides generic behavioral strategies that lack research support and have limited relevance to the presenting problem. ➤ Displays limited/no knowledge of the big ideas in reading, and student assessment results provide little guidance for the identification of research-based literacy practices. ➤ Does not describe the educational needs of a student who has been diagnosed with autism. 	<ul style="list-style-type: none"> ➤ Shares some behavioral support strategies but not in sufficient detail to enhance knowledge and implementation. ➤ Can name the big ideas in reading but lacks sufficient knowledge to explain these concepts. ➤ Links student assessment results to general literacy practices with limited research support. ➤ Through instructional consultation with teacher/parent, is emerging in his/her ability to describe the educational needs of a student who has been diagnosed with autism. 	<ul style="list-style-type: none"> ➤ Shares examples of positive behavioral support strategies with team members to enhance their knowledge. ➤ Explains big ideas in reading and links student assessment results to specific research-based literacy practices. ➤ Through instructional consultation with teacher/parent, describes the educational needs of a student who has been diagnosed with autism. 	<ul style="list-style-type: none"> ➤ Uses functional behavioral assessment (FBA) data gathered from multiple sources and provides team members with positive behavioral support strategies that enhance their knowledge and are linked to the function of the behavior. ➤ Shows extensive knowledge of the big ideas in reading and can communicate these ideas in understanding language. Student assessment results are directly linked to specific research-based literacy practices and include guidelines for systemic intervention implementation. ➤ Through instructional consultation with teacher/parent, describes the educational needs of a student who has been diagnosed with autism and provides support in implementing recommendations.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Ib: Demonstrating Knowledge of Client Development and Individual Needs</i>	<ul style="list-style-type: none"> ➤ Demonstrates little/no knowledge of the client’s developmental, achievement, social, behavioral, and/or cultural needs. 	<ul style="list-style-type: none"> ➤ Demonstrates some knowledge of the client’s developmental, achievement, social, behavioral, and/or cultural needs and uses needs to inform planning and preparation. 	<ul style="list-style-type: none"> ➤ Demonstrates sufficient knowledge of the client’s developmental, achievement, social, behavioral, and/or cultural needs and uses needs to inform planning and preparation for comprehensive service delivery. 	<ul style="list-style-type: none"> ➤ Demonstrates extensive knowledge of the client’s developmental, achievement, social, behavioral, and/or cultural needs and uses needs to work within an interdisciplinary context to inform planning and preparation for comprehensive service delivery.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Shows little/no understanding of BICS/CALP assessment results and fails to incorporate interpretation of these results when planning and preparing academic interventions for an English Language Learner. ➤ Selects the same general cognitive measure with little or no regard for a student’s individual differences or disabilities. ➤ Does not collaborate with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties. 	<ul style="list-style-type: none"> ➤ Has limited understanding of BICS/CALP results and is able to partially incorporate the interpretation of BICS/CALP results in planning and preparing academic interventions for an English Language Learner. ➤ Selects a cognitive measure that partially assesses nonverbal cognitive functioning with a student who presents with a severe deficiency in expressive language. ➤ Inconsistently collaborates with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties. 	<ul style="list-style-type: none"> ➤ Incorporates interpretation of BICS/CALP results when planning and preparing academic interventions (recommendations) for an English Language Learner. ➤ Selects a nonverbal measure in an effort to more accurately assess cognitive functioning with a student who presents with a severe deficiency in expressive language. ➤ Collaborates with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties. 	<ul style="list-style-type: none"> ➤ Displays extensive knowledge of BICS/CALP concepts and assists in the gathering and interpretation of BICS/CALP assessment data. Integrates these results with other assessment data to help teams develop individualized and culturally sensitive academic intervention recommendations for an English Language Learner. ➤ Uses the research literature to select the most valid and reliable nonverbal cognitive measure to use with a student who has a severe deficiency in expressive language and then uses this measure in conjunction with record review, observations, rating scales, and interviews with parents and teachers to accurately assess the student’s cognitive functioning. ➤ Establishes ongoing collaboration with the student, parents, teachers, and interagency personnel to develop a comprehensive intervention plan for a student with significant behavioral difficulties.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Ic: Demonstrating Knowledge of a Variety of Assessment Techniques</i>	<ul style="list-style-type: none"> ➤ Has limited knowledge of assessment techniques that results in poorly defined recommendations. ➤ Does not use data sources to inform instruction that is aligned with evidenced-based practices. 	<ul style="list-style-type: none"> ➤ Demonstrates an emerging knowledge of assessment, but inconsistently defines recommendations. ➤ Inconsistently uses data sources to inform instruction that is aligned with evidenced-based practices. 	<ul style="list-style-type: none"> ➤ Has sufficient knowledge of assessment that results in well-defined recommendations that are student-friendly. ➤ Uses data sources to make recommendations to inform instruction that is aligned with evidenced-based practices. 	<ul style="list-style-type: none"> ➤ Has extensive knowledge of assessment, resulting in well-defined recommendations that are student-friendly. ➤ Consistently uses data sources to inform instruction that is aligned with evidenced-based practices.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Gathers data that does not have adequate technical properties (e.g., reliable and valid). ➤ Does not provide analysis to inform appropriate recommendations and/or instructional decisions. ➤ Does not access system-level data such as DIBELS Next data and does not choose to provide an analysis of it as it relates to the development of kindergarten reading skills. ➤ Is unaware of how to access the Algebra CDT's and cannot create measurable goals for special education students. 	<ul style="list-style-type: none"> ➤ Gathers data that has adequate technical properties (e.g., reliable and valid) but makes multiple scoring errors. ➤ Provides analysis and recommendations that are inconsistent with instructional decisions. ➤ Accesses system-level data such as DIBELS Next data, but provides a basic analysis of how it relates to the development of kindergarten reading skills. ➤ Provides limited analysis of student performance on the Algebra CDT's to create measurable goals in algebra. 	<ul style="list-style-type: none"> ➤ Gathers data that has adequate technical properties (e.g., reliable and valid). ➤ Provides analysis and recommendations that are consistent with instructional decisions. ➤ Accesses and analyzes DIBELS Next data to help inform instructional changes in kindergarten in the area of phonological awareness. ➤ Assists special education teachers with analysis of student performance on the Algebra CDT's to create measurable goals in algebra and identify prerequisite skill needs. 	<ul style="list-style-type: none"> ➤ Gathers data that has adequate technical properties (e.g., reliable and valid). ➤ Provides exemplary analysis and recommendations that are consistent with instructional decisions. ➤ Conducts data analyses of DIBELS Next data to determine the expected rates of increase for students in Tier 2 to determine the effectiveness of selected interventions. ➤ Creates a bank of measurable goals in algebra and associated prerequisite skills based on analysis of current and past Algebra CDT's and common core standards.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1d: Demonstrating Knowledge of Resources</i>	<ul style="list-style-type: none"> ➤ Does not demonstrate knowledge of resources. 	<ul style="list-style-type: none"> ➤ Demonstrates some knowledge of resources and the ability to use this information to inform planning and preparation of services. 	<ul style="list-style-type: none"> ➤ Demonstrates sufficient knowledge of resources and uses this information to inform planning and preparation relative to provision of comprehensive services. 	<ul style="list-style-type: none"> ➤ Demonstrates extensive knowledge of resources and shares this information with others to inform collaborative planning and preparation relative to provision of comprehensive and well-integrated services.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not have knowledge of local behavioral health services. ➤ Does not have knowledge of websites that “house” research-based comprehension strategies. ➤ Does not use a research-validated classroom management tool (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement. 	<ul style="list-style-type: none"> ➤ Has emerging knowledge of local behavioral health services to provide to a family of a student who was diagnosed with a conduct disorder. ➤ Shows teachers websites that “house” comprehension strategies that are not research-based. ➤ Is emerging in knowledge of research-validated classroom management tools (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement. 	<ul style="list-style-type: none"> ➤ Shares knowledge of local behavioral health services and provides contacts and related information to a family of a student who was diagnosed with a conduct disorder. ➤ Shows teachers websites that “house” research-based comprehension strategies such as “reciprocal teaching” and an implementation checklist. ➤ Uses a research-validated classroom management tool (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement. 	<ul style="list-style-type: none"> ➤ Compiles a list of local behavioral health services and provides an afterschool session to share information with both parents and teachers. ➤ Provides to educators in-service sessions, websites, books, and tools regarding research-based comprehension strategies and strategies for implementation. ➤ Has extensive knowledge of research-validated classroom management tools (e.g., CHAMPS) to help a team refine their ability to deliver positive reinforcement.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1e: Collaborating on the Design of Coherent Service Delivery</i>	<ul style="list-style-type: none"> ➤ Is unable to contribute to the meaningful design of comprehensive service delivery due to limited knowledge in designing structures, supports, processes, and resources. 	<ul style="list-style-type: none"> ➤ Is able to partially contribute to the meaningful design of comprehensive service delivery due to some knowledge in designing structures, supports, processes, and resources. 	<ul style="list-style-type: none"> ➤ Is able to contribute to the meaningful design of comprehensive service delivery due to sufficient knowledge in designing structures, supports, processes, and resources. 	<ul style="list-style-type: none"> ➤ Is able to make significant contributions to the meaningful design of comprehensive service delivery due to extensive knowledge in designing structures, supports, processes, and resources. ➤ Works within an interdisciplinary team to design and integrate comprehensive services for the individual and system.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Is not a member of a data analysis team and is unable to interpret growth data and other data sources for groups of students with severe reading disabilities. ➤ Provides little/no knowledge regarding how to support general and special education teachers in working with a student with autism. 	<ul style="list-style-type: none"> ➤ Is a member of a data analysis team but is limited in ability to help the team to accurately interpret whether students with severe reading disabilities are responding adequately to instruction using growth data and other data sources. ➤ Demonstrates limited knowledge and skill in aligning the focus of instruction that is being provided by general and special education teachers for a student with autism. 	<ul style="list-style-type: none"> ➤ Is a member of a data analysis team and helps the team to accurately interpret whether students with severe reading disabilities are responding adequately to instruction using growth data and other data sources. ➤ Helps align the focus of instruction that is being provided by general and special education teachers through use of a common, scientifically-validated intervention for a student with autism. 	<ul style="list-style-type: none"> ➤ Facilitates a data analysis team and runs statistical analyses comparing multiple intervention groups using growth data and other data sources to determine efficacy of the interventions. ➤ Consults with the speech therapist, occupational therapist, and general and special educators to design a comprehensive plan for delivering scientifically-validated intervention for a student with autism.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>If: Designing Student Assessments</i>	<ul style="list-style-type: none"> ➤ Is unable to identify assessment methods and measures that are congruent with instructional outcomes for students. 	<ul style="list-style-type: none"> ➤ Is able to identify whether some instructional outcomes were attained via the use of appropriate methods and measures. 	<ul style="list-style-type: none"> ➤ Is able to identify whether the majority of instructional outcomes were attained via the use of appropriate methods, and measures and recommends appropriate adaptations for groups of students. 	<ul style="list-style-type: none"> ➤ Uses an approach to assessment that is fully aligned with instructional outcomes for both content and process, and adapts assessment methodologies for individual students, as needed.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not assist team with identifying an alternative assessment for an ESL student. ➤ Lacks the skills and knowledge to assist a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress. 	<ul style="list-style-type: none"> ➤ Inconsistently assists team with identifying an alternative assessment for an ESL student. ➤ Inconsistently assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress. 	<ul style="list-style-type: none"> ➤ Assists team with identifying an alternative assessment for an ESL student. ➤ Assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a student with severe difficulties in phonics is making progress. 	<ul style="list-style-type: none"> ➤ Works with ESL and grade-level teachers to identify a continuum of informal and formal measures to assess whether an English Language Learner moved from L1 to L2 and instructional strategies that are resulting in his progress. ➤ Takes the initiative to work with multiple special education teachers on identifying multiple brief measures that can be used monthly to assess whether a student with severe difficulties in phonics is making progress.

Domain 2: The Environment

Domain 2: The Environment

- Facilitates and contributes to a safe, positive, and respectful environment.
- Develops and maintains rapport with clients (e.g., teachers, parents, administrators, colleagues).
- Facilitates positive interactions within an atmosphere of warmth, caring, and professionalism.
- Communicates high expectations for attainment of academic standards.
- Facilitates student commitment to learning, persistence, and self-reflection.
- Facilitates development of intrinsic motivation and internal locus of control.
- Establishes and maintains clear referral procedures and requests for assistance.
- Manages materials, supplies, data, and data systems.
- Complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.
- Communicates and reinforces positive behavioral expectations.
- Develops effective treatment/intervention plans.
- Is a provider of consultation.
- Is a provider of appropriate, private, and safe space for interaction with clients.
- Maintains confidentiality.

Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> ➤ Interacts with clients in a manner that is characterized by limited rapport, conflict, and tension. ➤ Has not built mutual trust and collaboration. ➤ Does not acknowledge factors related to culture or religion that may impact interaction and relational trust. 	<ul style="list-style-type: none"> ➤ Interacts with clients in a manner that is characterized by some rapport, some mutual respect, and limited conflict/relational tension. ➤ Is in the process of establishing mutual trust and collaboration . ➤ Is aware of religious and/or cultural factors that may impact the establishment of trust and relational issues. 	<ul style="list-style-type: none"> ➤ Interacts with clients in a manner that is characterized by adequate rapport, confidentiality, and mutual respect. ➤ Proactively and consistently attempts to establish a safe, positive, and respectful climate. 	<ul style="list-style-type: none"> ➤ Interacts with clients in a manner that is characterized by high levels of rapport, confidentiality, and mutual respect. ➤ Proactively works with other professionals in the setting to establish a safe, positive, and respectful climate and to collect feedback to sustain and/or continue to improve the environment.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Is not able to establish rapport with students, and it is very apparent that students feel uncomfortable in their presence. ➤ Is openly disrespectful to others when not in agreement. ➤ Demonstrates an inability or unwillingness to resolve conflicts. ➤ Speaks in a manner that completely confuses parents to the point in which parents frequently seek out other staff members for explanation. 	<ul style="list-style-type: none"> ➤ Establishes rapport with some students but not on a regular basis. ➤ Demonstrates the ability to handle conflicts at times but not consistently. ➤ Demonstrates the ability to speak to parents in a manner that does not cause confusion; however, it is not demonstrated on a regular basis. 	<ul style="list-style-type: none"> ➤ Establishes rapport easily with students (e.g., students appear comfortable with SP). ➤ Uses appropriate language when speaking with parents (does not use educational jargon). ➤ Demonstrates respectful manner when there is disagreement. 	<ul style="list-style-type: none"> ➤ Often has students actively seek out his/her assistance on an ongoing basis and view the SP as part of their support system even after the initial reason for referral has been completed. ➤ Is the orchestrator of bringing professionals/parents of differing opinions to a conclusion that is acceptable to all parties. ➤ Speaks and acts in a manner that quickly and easily establishes rapport and trust with parents. Has parents actively seek out his/her support for assistance regarding their children.

Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Positive Mental Health and Learning	<ul style="list-style-type: none"> ➤ Does not believe in the importance of or does not contribute meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success. 	<ul style="list-style-type: none"> ➤ Believes somewhat in the importance of or contributes somewhat meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success. 	<ul style="list-style-type: none"> ➤ Believes in the importance or consistently contributes meaningfully toward the establishment of a culture that is characterized by high standards for academic and behavioral success. 	<ul style="list-style-type: none"> ➤ Is a model and leader with respect to significant and consistent contributions toward the establishment of a culture that is characterized by high standards for academic and behavioral success.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does little to reinforce the value of hard work, persistence, and effort with a student who suffers from chronic underachievement. ➤ Does little to assist students with personal goal setting and reflection. 	<ul style="list-style-type: none"> ➤ Works with special education teacher to develop a home-school plan to reinforce assignment completion with a student; however, the assignments are not aligned with PA academic standards. ➤ Works with a team of teachers to develop a behavioral plan for a student. There is positive reinforcement for quality of work produced but not for effort or receptivity to adult feedback. 	<ul style="list-style-type: none"> ➤ Promotes the belief that students with complex support needs can make growth toward the PA standards. ➤ Is a member of a school-wide positive behavioral support team to assist with anti-bullying strategies that are implemented and monitored school-wide. ➤ Works directly with a student with behavioral difficulties to develop self-regulation strategies and reinforce the student's progress. 	<ul style="list-style-type: none"> ➤ Empowers a student (or group of students) to develop goals, including attention to detail and initiation of improvement, that the student meets with success. ➤ Is seen as a coach by students. They share their reflections of their work and progress with the SP and seek constructive feedback.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2c: Managing Procedures</i>	<ul style="list-style-type: none"> ➤ Loses significant service delivery time due to inefficient routines and/or management of procedures, supplies, data, and data systems. ➤ Does not comply with evaluation timelines, Chapter 14, 15 and 16 and IDEA regulations. 	<ul style="list-style-type: none"> ➤ Loses some service delivery time due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems. ➤ Complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations. 	<ul style="list-style-type: none"> ➤ Delivers services with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems. ➤ Complies with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations. 	<ul style="list-style-type: none"> ➤ Empowers clients to adhere to routines and procedures and to maintain data and data systems. ➤ Complies evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Disregards school district policies related to threats and/or suicide in that there is an outright refusal to follow them or the policies are known to exist but chooses not to familiarize himself/herself with the policies, thereby putting the student at risk and the school district at risk for potential litigation. ➤ Does not gather the information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary evaluation process. ➤ Disregards re-evaluation/evaluation timelines with most or all cases even in cases in which there is potential or known litigation. 	<ul style="list-style-type: none"> ➤ Is familiar with school district policy in regard to threat/suicide assessment but does not follow it consistently. ➤ Gathers information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary process but does not do so on a regular basis. ➤ Is able to adhere to timelines associated with the re-evaluation/evaluation process in some cases but not the majority. 	<ul style="list-style-type: none"> ➤ Uses assessment protocols and adheres to policies related to threats and/or suicide. ➤ Establishes clear procedures for gathering data from all relevant sources as part of the multidisciplinary evaluation process. ➤ Monitors and adheres to re-evaluation timelines. 	<ul style="list-style-type: none"> ➤ Helps to create the school district policy on threat/suicide assessment and/or frequently trains other staff on policy implementation. ➤ Designs or follows a clear, established procedure for accessing information as part of the multidisciplinary process. This is evidenced by a written process and non-psychological school staff being able to recite the process when asked. ➤ Adheres to the re-evaluation/evaluation timelines in ALL cases.

Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior	<ul style="list-style-type: none"> ➤ Does not establish clear or consistent standards of conduct when working with individuals and groups. ➤ Provides little/no assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services. 	<ul style="list-style-type: none"> ➤ Establishes clear standards of conduct but applies them inconsistently with clients. ➤ Provides some assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services. 	<ul style="list-style-type: none"> ➤ Establishes clear standards of conduct and applies them consistently. ➤ Provides adequate assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services. 	<ul style="list-style-type: none"> ➤ Demonstrates highest standards of conduct that are clear and applied effectively. ➤ Provides comprehensive assistance to school personnel at the systems and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services. Outcomes support a consistently positive impact.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not offer support to students, staff, or the school community in this area. For example, does not familiarize himself/herself with SWPBS or FBAs. ➤ Does not have the skills/knowledge to conduct an FBA in accordance with regulations for students who are suspended. 	<ul style="list-style-type: none"> ➤ Offers some support in this area but not on a regular basis. For example, sits on a SWPBS committee but is not an active participant. ➤ Inconsistently conducts an FBA in accordance with regulations for students who are suspended. 	<ul style="list-style-type: none"> ➤ Conducts an FBA in accordance with regulations for students who are suspended. ➤ Counsels students on personal adjustment issues and pro-social skills. ➤ Assists with development, implementation, and evaluation of a school-wide prevention program (e.g., suicide, substance use, teenage pregnancy, bullying, drop out). 	<ul style="list-style-type: none"> ➤ Is integral in forming the SWPBS team within their school(s) and offers support with training and/or with the implementation of the system. ➤ Is integral in the process or is able to teach others on conducting a legal, ethical FBA. ➤ Is an expert in a particular area of research-based counseling such as cognitive behavior therapy. Seeks specific training and/or credential in the field and integrates this intervention(s) into practice in their work setting.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2e: Organizing Physical Space</i>	<ul style="list-style-type: none"> ➤ Does not effectively organize physical space to ensure privacy, safety, and confidentiality. 	<ul style="list-style-type: none"> ➤ Demonstrates some ability to organize physical space to ensure privacy, safety, and confidentiality. 	<ul style="list-style-type: none"> ➤ Demonstrates adequate ability to organize physical space to ensure privacy, safety, and confidentiality. 	<ul style="list-style-type: none"> ➤ Is highly effective in organizing physical space and assisting others to do the same to ensure maximal levels of privacy, safety, and confidentiality.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Chooses not to secure assessment protocols in a confidential location, despite the available means to do so. ➤ Conducts assessment, team meetings, individual consultations, etc. in open areas to staff and students and does not advocate with superiors to secure a more confidential setting. ➤ Does not demonstrate student confidentiality when using technology. 	<ul style="list-style-type: none"> ➤ Inconsistently secures protocols in a confidential location. ➤ Makes certain that meetings, assessments, and consultations are conducted in a secure and confidential setting, but it is not done on a regular basis. 	<ul style="list-style-type: none"> ➤ Identifies appropriate and secure location for assessment protocols and information. ➤ Consistently utilizes a private area for assessment, team meetings, and individual consultation. ➤ Makes every effort to maintain confidentiality when using technology. 	<ul style="list-style-type: none"> ➤ Conducts ALL team meetings, assessments, and consultations in a private, confidential setting. ➤ Stores ALL protocols in a confidential location.

Domain 3: Service Delivery

Domain 3: Service Delivery

- Uses varied models and reliable and valid methods of assessment to inform instruction and service outcomes.
- Solves problems.
- Provides effective instructional and behavioral consultation, collaboration, and communication strategies.
- Serves as an interdisciplinary collaboration/team member.
- Recommends evidence-based academic and behavioral methodologies.
- Provides continuum of mental health services (e.g., positive behavioral support, individual and group counseling).
- Contributes to development and implementation of behavior intervention plans at the individual, group, classroom, and/or school-wide level.
- Contributes to continuous school improvement efforts.
- Disseminates research and knowledge related to all facets of service delivery.

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating Clearly and Accurately	<ul style="list-style-type: none"> ➤ Does not communicate and collaborate effectively with students and their families. ➤ Demonstrates a limited number of positive home-school partnerships. ➤ Does not demonstrate a continuum of services that includes outreach and support to students and families. 	<ul style="list-style-type: none"> ➤ Collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on an inconsistent basis. 	<ul style="list-style-type: none"> ➤ Collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on a consistent basis. 	<ul style="list-style-type: none"> ➤ Effectively collaborates with families, facilitates positive home-school partnerships, and/or provides a continuum of services that includes outreach and support to families on a consistent basis.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not ensure students and families feel comfortable with or supported by him/her. ➤ Does not ensure student understands why they are meeting with him/her. ➤ Has limited/no knowledge of community services and does not refer students and families for these services. 	<ul style="list-style-type: none"> ➤ Provides general recommendations for students and parents that do not take into account parents' cultural strengths, preferences, and needs. ➤ Communicates with students but sometimes uses language that students do not understand. ➤ Has a general knowledge of community services and periodically refers students and families to some of these programs. 	<ul style="list-style-type: none"> ➤ Collaborates with a behavioral consultant and the family to develop a behavior plan that is based upon cultural strengths, preferences, and needs. ➤ Works with personnel from community agencies to identify and secure additional resources for a family who has a child with complex support needs. ➤ Provides assistance to parents who are interested in learning more about how to increase achievement motivation. 	<ul style="list-style-type: none"> ➤ Designs and leads the implementation of a program to assist parents with managing their children's behavior, basing the plan on the parents' cultural strengths, preferences, and needs. ➤ Provides extensive liaison and coordination with community agencies to ensure that families of students with complex support needs receive needed services. ➤ Engages others in contributing to the development of positive home-school relationships and practices in order to enhance service delivery outcomes.

Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning, Discussion, and Consultation Techniques	<ul style="list-style-type: none"> ➤ Does not provide consultation or use effective collaboration or oral/written communication strategies to enhance the quality and/or continuum of services. 	<ul style="list-style-type: none"> ➤ Provides some consultation. ➤ Facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service. ➤ Demonstrates improvement in consistency of the consultation and collaboration quality as it relates to service delivery. 	<ul style="list-style-type: none"> ➤ Provides effective consultative services and facilitates interdisciplinary collaboration. ➤ Has adequately developed oral and written communication skills. ➤ Demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes. 	<ul style="list-style-type: none"> ➤ Provides highly effective consultative services and facilitates interdisciplinary collaboration. ➤ Has adequately developed oral and written communication skills. ➤ Demonstrates consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes. ➤ Builds individual- and systems-level capacity through consultation and collaboration.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Writes reports that fail to provide useful information or are difficult to understand by clients and school personnel. ➤ Lacks skills and knowledge about principles of behavior change and consequently is not a part of the positive behavioral support team. ➤ Does not invite questions or feedback from a group of students they are counseling. ➤ Does not offer consultation with classroom teachers regarding classroom management strategies. 	<ul style="list-style-type: none"> ➤ Writes reports that include recommendations for intervention that have marginal utility, and/or often uses difficult-to-understand language (e.g., professional jargon). ➤ Is periodically involved in positive behavior support team meetings, but offers few useful contributions to the process. ➤ Sometimes asks questions or invites feedback that results in deeper understanding. ➤ Offers consultation with classroom teachers regarding classroom management strategies, but is ineffective, and consultation does not result in a positive change within the classroom. 	<ul style="list-style-type: none"> ➤ Writes reports and offers recommendations that are understood by clients and may be implemented. ➤ Discusses how to develop school-wide rules during a positive behavioral support team meeting. ➤ Collaborates with agency personnel, educators, and the student's physician in an effort to integrate services and develop a comprehensive treatment plan. ➤ Offers effective consultation with classroom teachers regarding evidence-based classroom management strategies, which results in a positive change within the classroom. 	<ul style="list-style-type: none"> ➤ Writes comprehensive reports that provide an in-depth understanding of the student in relation to academic and behavioral expectations and clearly link assessments to readily implementable interventions. ➤ Provides leadership to the positive behavior support team (e.g., facilitating meetings, suggesting evidence-based practices, gathering and managing data on behavior). ➤ Is an expert in consultation regarding evidence-based classroom management and results in system-wide adoption of those strategies that results in positive results for all children.

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Enhancing Learning Outcomes	<ul style="list-style-type: none"> ➤ Demonstrates limited ability to facilitate evidence-based methodologies to enhance student achievement outcomes. 	<ul style="list-style-type: none"> ➤ Demonstrates some ability to facilitate evidence-based methodologies to enhance student achievement outcomes. 	<ul style="list-style-type: none"> ➤ Demonstrates sufficient ability to facilitate evidence-based methodologies to enhance student achievement outcomes as part of comprehensive service delivery. 	<ul style="list-style-type: none"> ➤ Demonstrates extensive ability to facilitate evidence-based methodologies, and works to build the same level of capacity within an interdisciplinary team to enhance individual-level achievement outcomes and comprehensive service delivery.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Has no knowledge about discrete trial training and consequently does not offer meaningful consultation to implementation efforts. ➤ Makes recommendations that are not acceptable or perceived as meaningful by clients. ➤ Has limited/ no knowledge about evidence-based reading comprehension strategies and consequently does not consult with teachers on resolution of difficulties in this area. ➤ Does not utilize a transition assessment to make recommendations for career exploration and training. 	<ul style="list-style-type: none"> ➤ Has some knowledge of discrete trial training, but does not assist teachers with implementation efforts. ➤ Makes some recommendations that are viewed as appropriate. ➤ Has some knowledge of evidence-based reading comprehension strategies and periodically offers suggestions to the grade-level team on this instructional target. ➤ Inconsistently completes transition assessment. 	<ul style="list-style-type: none"> ➤ Facilitates professional learning related to discrete trial training. ➤ Makes recommendations that are viewed as appropriate and accepted by client. ➤ Assists a 4th-grade team with establishing a literacy goal and implementation of an evidence-based reading comprehension strategy. ➤ Utilizes information obtained from transition assessment to make recommendations for career exploration and training. 	<ul style="list-style-type: none"> ➤ Is actively involved with teachers in the implementation of discrete trial training (e.g., providing modeling of training routines, problem-solving training problems, addressing training needs of individual students). ➤ Conducts a review of research on reading comprehension strategies appropriate for 4th graders, shares the information with the 4th-grade team, and consults with teachers about correct implementation of the strategies. ➤ Transitions assessment recommendations in empowering the student to access vocational/employment/post-secondary education opportunities.

Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Learning and Mental Health Services toward Educational, Social, and Life Outcomes	<ul style="list-style-type: none"> ➤ Does not provide a continuum of services or evaluation tools that assesses the quality of those services toward improved, academic social, and life skills. 	<ul style="list-style-type: none"> ➤ Provides some degree of services and evaluation tools to assess outcomes toward improved, academic, social, and life skills. 	<ul style="list-style-type: none"> ➤ Provides adequate services and evaluation tools to assess the impact of services relative to the development of academic, social, and life skills. 	<ul style="list-style-type: none"> ➤ Provides a continuum of services and evaluation tools that assesses the impact of services relative to the development of academic, social, and life skills, and collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Has limited/no knowledge of social skills interventions with students with Asperger’s Syndrome, resulting in limited involvement with these students or their teachers. ➤ Has limited/no contact with parents regarding home-school issues. 	<ul style="list-style-type: none"> ➤ Periodically consults with teachers regarding social skills interventions with students with Asperger’s Syndrome. ➤ Periodically consults with parents on home-school liaison issues. 	<ul style="list-style-type: none"> ➤ Provides research-based social skills training to a group of students with Asperger’s Syndrome. ➤ Designs a home-school behavioral program using FBA data, in conjunction with educators and parents, to increase self-control/regulation issues in the classroom. ➤ Provides individual counseling to a student whose parents’ recently divorced. 	<ul style="list-style-type: none"> ➤ Provides research-based social skills training to a group of students with Asperger’s Syndrome and develops a program-evaluation designed to determine the efficacy of the implemented program. ➤ Designs a home-school behavioral program, using FBA data, in conjunction with educators and parents, to increase self-control/regulation issues in the classroom. Plays an active role in program implementation, including holding meetings with parents on the home component of the program.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>3e: Demonstrating Flexibility and Responsiveness</i>	<ul style="list-style-type: none"> ➤ Does not offer services that are prevention-oriented and/or responsive to existing individual or systems-level needs. 	<ul style="list-style-type: none"> ➤ Offers some services that are prevention-oriented and/or responsive to existing individual or systems-level needs. 	<ul style="list-style-type: none"> ➤ Offers services that are prevention-oriented and/or responsive to existing individual or systems-level needs on a consistent basis. 	<ul style="list-style-type: none"> ➤ Offers high-quality services that are prevention-oriented and/or responsive to existing individual or systems-level needs within the context of an interdisciplinary effort. The effectiveness and quality of services is routinely evaluated and refined.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ As part the school crisis team, does not respond to an emergency call due to a student death. ➤ Does not identify students who are at risk for drop-out and provides no services to them. 	<ul style="list-style-type: none"> ➤ As part the school crisis team, inconsistently responds to an emergency call due to a student death. ➤ Identifies students who are at risk for drop-out and refers them for individual counseling and mentoring. 	<ul style="list-style-type: none"> ➤ As part the school crisis team, discontinues current activities to respond to an emergency call due to a student death. ➤ Provides individual counseling and mentoring to a student who is at-risk for school drop-out. 	<ul style="list-style-type: none"> ➤ As part the school crisis team, discontinues current activities to respond to an emergency call due to a student death in another building within the district that they do not serve. ➤ Investigates and designs evidence-based counseling procedures for students who are at risk of dropping out and provides regular counseling and mentoring to said students.

Domain 4: Professional Development/Professional Responsibilities

***Domain 4:
Professional
Development/Professional
Responsibilities***

- Adheres to ethical, professional, and legal standards/guidelines.
- Provides high-quality professional services.
- Monitors self, individual, and systems-level professional learning needs and growth opportunities.
- Engages in procedural compliance.
- Serves as an advocate.
- Is an effective oral and written communicator.
- Engages in inquiry-based learning.
- Participates in professional learning opportunities and interdisciplinary collaboration.
- Applies research to practice.
- Makes individual contributions that lead toward improved quality of services.
- Maintains integrity and ethical conduct per NASP Standards.
- Engages in mentoring and supervision.

Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Professional Practice	<ul style="list-style-type: none"> ➤ Does not demonstrate reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth. 	<ul style="list-style-type: none"> ➤ Demonstrates some reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth. 	<ul style="list-style-type: none"> ➤ Demonstrates consistent levels of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth. 	<ul style="list-style-type: none"> ➤ Engages in high levels of reflective practice relative to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities that would enhance growth. ➤ Solicits input from clients, colleagues, and administrators to improve the quality of school psychological services.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not respond to requests by team members to provide additional support. ➤ Utilizes assessment tools that are not the most current to evaluate a student. ➤ Is not willing to provide professional development opportunities. 	<ul style="list-style-type: none"> ➤ Sometimes responds to feedback from colleagues to improve their performance. ➤ Utilizes a standard battery of assessments regardless of student needs. ➤ Inconsistently understands legal guidelines. ➤ Intermittently provides professional development to other educators. 	<ul style="list-style-type: none"> ➤ Solicits feedback from team members with respect to how their services may be utilized to address an existing need. ➤ Consults with colleagues on the issue of disproportionate representation of English Language Learners in special education. ➤ Provides professional development in the area of value added methodologies (PVAAS) in order to help other educators evaluate the quality of core and supplemental instruction for students with disabilities as it relates to growth and achievement. 	<ul style="list-style-type: none"> ➤ Solicits feedback from colleagues in regard to their quality of service, and designs an action plan to improve areas of need. ➤ Initiates participation on a mental health committee to gain a better understanding of how to provide effective mental health practices in the school setting. ➤ Provides advisement in ethical and legal standards to administrators. ➤ Provides professional development at state and national conferences.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4b: Maintaining Accurate Records</i>	<ul style="list-style-type: none"> ➤ Is unable to maintain accurate records. 	<ul style="list-style-type: none"> ➤ Demonstrates some ability to maintain accurate records. 	<ul style="list-style-type: none"> ➤ Consistently maintains records that are current, accurate, secure, and organized. 	<ul style="list-style-type: none"> ➤ Consistently maintains records that are current, accurate, secure, and organized, and assists others with this process.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not maintain records to track attempts to gain permission to evaluate. ➤ Does not have a system to track and maintain timelines. ➤ Does not keep confidential information in a locked cabinet. 	<ul style="list-style-type: none"> ➤ Keeps a log of reports that are due, but it is difficult for other service providers to understand. ➤ When reviewing a previous evaluation, must search for data in several places. ➤ Is not able to provide all documentation necessary for a family to seek outside services. 	<ul style="list-style-type: none"> ➤ Through maintenance of accurate records, ensures SP substitute is able to maintain role and function for SP on leave. ➤ References records from 2 years ago for a student that was referred again for an evaluation. The student's records were maintained in a secure place and were updated. ➤ Is able to differentiate between private notes and official school records. 	<ul style="list-style-type: none"> ➤ Keeps in an accessible and secure location a record of all contacts with or attempts to contact team members, including parents, teachers, and service providers. ➤ When information is requested from an outside agency, all records and documentation are easily accessible, but in a secure location.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4c: Communicating with Stakeholders</i>	<ul style="list-style-type: none"> ➤ Demonstrates limited communication with stakeholders. 	<ul style="list-style-type: none"> ➤ Inconsistently demonstrates effective written and oral communication skills and advocacy with stakeholders. 	<ul style="list-style-type: none"> ➤ Consistently demonstrates effective written and oral communication skills and advocacy with stakeholders. 	<ul style="list-style-type: none"> ➤ Demonstrates highly effective communication and advocacy skills with stakeholders. Uses these skills to facilitate team building, facilitate collective ownership, and build capacity to enhance service delivery outcomes.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not respond to parents' request for feedback of an Evaluation Report. ➤ Does not communicate with teachers that a PTE is being sent home because of a parent request. ➤ Does not communicate with staff members following a crisis. 	<ul style="list-style-type: none"> ➤ Responds to request from families to review evaluation procedures. ➤ Inconsistently communicates with staff members regarding due dates of multidisciplinary evaluations. ➤ Inconsistently returns phone calls and emails to stakeholders. 	<ul style="list-style-type: none"> ➤ Contacts the family and discusses the need for the evaluation before sending the permission to evaluate home. ➤ Disseminates an article related to bullying-prevention strategies in response to building-wide staff concerns. ➤ Writes clear, parent/teacher-friendly and easy-to-understand evaluation reports. 	<ul style="list-style-type: none"> ➤ Regularly provides after-school sessions regarding assessments and evaluation for families to ensure that they have complete understanding of the evaluation process and include their input and recommendations. ➤ Following a crisis, provides a continuum of evidence-based support to stakeholders.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4d: Participating in a Professional Community</i>	<ul style="list-style-type: none"> ➤ Does not participate in a professional learning community (PLC). ➤ Works in isolation and does not participate or provide professional learning. 	<ul style="list-style-type: none"> ➤ Participates to some extent in a PLC. ➤ Collaborates with others as requested or directed. 	<ul style="list-style-type: none"> ➤ Participates in a PLC. ➤ Initiates collaboration with others and offers to provide professional development. 	<ul style="list-style-type: none"> ➤ Is a highly participative and contributive PLC member who initiates collaboration and provides professional development. ➤ Builds capacity toward improved outcomes and services.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Elects to skip assigned school district workshops. ➤ Participation undermines workshop's intent. ➤ Does not attend at least one local, state, or national conference or seminar during the year. 	<ul style="list-style-type: none"> ➤ Is reluctant to participate in school district-assigned workshops, in-service programs. ➤ Sporadically responds to requests for information. ➤ Attends only one local, state, or national conference or seminar during the year. 	<ul style="list-style-type: none"> ➤ Leads a PLC and provides professional learning in the area of stress management. ➤ Provides access to research-based resources by showing educators the Center on Instruction. ➤ Contributes to the monthly school newsletter. ➤ Regularly attends local, state, and national conferences. 	<ul style="list-style-type: none"> ➤ Participation in conferences enhances the conference experience for others. ➤ Presents a workshop on stress management. ➤ Is a regular contributor to local, state, or national conferences or seminars.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4e: Growing and Developing Professionally</i>	<ul style="list-style-type: none"> ➤ Does not apply research to practice. ➤ Makes contributions that do not lead to improvement in the quality of services. ➤ Demonstrates limited professional growth and development.. 	<ul style="list-style-type: none"> ➤ Attempts to apply research to practice. ➤ Makes contributions that inconsistently impact the quality of services. ➤ Secures professional growth and development opportunities. 	<ul style="list-style-type: none"> ➤ Consistently applies research to practice. ➤ Makes contributions that result in improved quality of services. ➤ Seeks opportunities that result in professional growth and development on an ongoing basis. 	<ul style="list-style-type: none"> ➤ Effectively applies research to practice. ➤ Realizes professional growth and development opportunities through these efforts and routinely includes others who are seeking to improve the quality of services delivered to individuals and the system.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Makes recommendations that do not reflect the wisdom of current research. ➤ Does not subscribe to any peer-reviewed journals. ➤ Does not interact with school-based teams. 	<ul style="list-style-type: none"> ➤ Rarely provides the source for recommendations. ➤ Only engages in professional development activities that are initiated by school district or employer. ➤ Interacts with school-based teams on an infrequent and minimal basis. 	<ul style="list-style-type: none"> ➤ Attends PaTTAN, IU, and State or National Conference and Professional Association opportunities. ➤ Subscribes to a peer-reviewed journal. ➤ Conducts action research that includes a program evaluation component of the classroom's outcomes for students with Multiple Disabilities. 	<ul style="list-style-type: none"> ➤ Is a regular contributor to peer reviewed journals. ➤ Always references the source of information in recommendations. ➤ Assumes a leadership role on school-based teams.

Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	<ul style="list-style-type: none"> ➤ Does not demonstrate school professionalism that is characterized by integrity and ethical conduct as per NASP and APA standards. 	<ul style="list-style-type: none"> ➤ Demonstrates inconsistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. 	<ul style="list-style-type: none"> ➤ Demonstrates consistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. ➤ Provides clients with high-quality services that are tailored to their needs. 	<ul style="list-style-type: none"> ➤ Demonstrates the highest level of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. ➤ Provides clients with high-quality services that are tailored to their needs. ➤ Routinely seeks feedback from clients to evaluate school professionalism and recommendations for areas of improvement.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Discusses individual student concerns openly in the teacher faculty room during a common lunch period. ➤ Manipulates data to appease parent or teacher concerns. ➤ Uses outdated norm-referenced assessments, (e.g., uses the WISC-III in place of the WISC-IV). 	<ul style="list-style-type: none"> ➤ Discusses a student's individual needs within ear shot of others. ➤ Has limited role in resolving parent and/or teacher dissention. ➤ Uses evaluation reports that include repeated score calculation errors. 	<ul style="list-style-type: none"> ➤ Handles parent and/or teacher dissention with honesty, integrity, and a willingness to work toward resolution. ➤ Volunteers to mentor the new school psychologist. ➤ Reviews the NASP ethical standards when faced with evaluating a student from a family they know personally. 	<ul style="list-style-type: none"> ➤ Provides supervision to intern and/or practicum student with sensitivity to the individual, professional development needs. ➤ Takes an active leadership role in mediating a parent and/or teacher dissention. ➤ Produces evaluation reports that inform decision making and are considerate of all stakeholders.

Guiding Questions for Evaluator and Certified School Psychologist

ROLE: Certified School Psychologist

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

PROTOCOL FOR EVALUATION PROCESS

Prior to starting the observation with certified school psychologist, the evaluator should meet with the school psychologist to review the job description, the 10 areas of competency for school psychologists as defined by National Association of School Psychologists (NASP), what of the rubric is relevant to the school psychologist’s role as it exists in the LEA, and what is relevant as it relates to the school psychologist specific assignment. The evaluator should have access to the NASP Practice Standards and/or the NASP information sheet “What is a School Psychologist”. This information can be found on the NASP website at

http://www.nasponline.org/about_sp/whatis.aspx and <http://www.nasponline.org/standards/practice-model/> .

The school psychologist should bring to the conference a portfolio of work samples and be prepared to give examples of work functions for which there is no documentation. Work samples might include: evaluation reports, records of adherence to state timelines, behavior plans, etc. Examples of work for which there may not be documentation include: attendance at team meetings, IEPs, child study meetings, involvement in resolution of crises, etc.

It is recommended that the evaluator observe the school psychologist in a variety of settings throughout the year. It is also recommended that the evaluator draw information from other administrators who have had the opportunity to observe the school psychologist's performance in the school setting.

We suggest that the evaluator start with items such as:

1. Tell me about your work with students this year.
2. Tell me about your work with teachers and administrators.
3. Tell me about your work with parents
4. Tell me about your work with outside agencies/private providers.

As the school psychologist describes his/her role, the evaluator should listen and look for evidence on which to base their ratings in the various domains. Use guided questions and suggestions for "listen and look for" indicated in the following document. Before closing, the evaluator should ask the following:

5. Is there anything missing from this rubric?
6. Is there anything in this rubric that does not apply to you because of the parameters of your assignment?
7. Is there anything in this rubric that you do not have the opportunity to do?

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of SP Content and Best Practice

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of best practices
- If not covered in discussion ask questions that probes a salient aspect of school psychologist's work (see examples in the rubric)

1b: Demonstrating Knowledge of Client Development and Individual Needs

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of general areas of child development, behavioral and social needs, cultural influences, and student achievement.
- If not covered in discussion, ask questions that probe issues such as how assessment measures are selected to address individual student characteristics

1c: Demonstrating Knowledge of a Variety of Assessment Techniques

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has sufficient knowledge of assessment that he/she is able to establish student goals that are student friendly, measureable and aligned with PA Academic/Common Core Standards
- If not covered in discussion, ask questions probing how data are analyzed, the impact on goal setting, and how progress is measured.

1d: Demonstrating Knowledge of Resources

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of resources within and beyond the LEA that are credible, accessible, and when applicable research-based.
- If not covered in discussion, ask questions probing knowledge of websites, community and PDE resources, and tools (such as various research based classroom management programs) that can be shared with staff, students, and/or families.

Domain 1: Planning and Preparation

1e: Collaborating on the Design of Coherent Service Delivery

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist has knowledge of instructional and service delivery models to contribute to designing supports, processes, and resources applicable to students and families.
- If not covered in discussion, ask questions that probe the psychologist's knowledge of how data are interpreted and guides instruction, relevant characteristics of various instructional approaches and interventions, and how to evaluate the benefits of using particular service or instructional models.

1f: Designing Student Assessments

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist knows how to choose and/or design appropriate assessment measures to meet needs pertinent to groups and/or individual students.
- If not covered in discussion, ask questions regarding use of various types of assessment such as formative, summative, authentic, standardized, group and/or individual and their use relative to the group or individual student's needs.

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

Possible Guiding Questions:

- It is noted that this item may be best appraised by direct observation of the school psychologist by the evaluator and/or other administrators.
- Follow-up discussion might address the school psychologist's perceptions of the outcomes of these observations.

2b: Establishing a Culture for Positive Mental Health and Learning

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist is involved in activities that are related to improvements in student performance.
- If not covered in discussion, ask questions that address whether the school psychologist is involved in these types of activities (see examples in rubric).

2c: Managing Procedures

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist manages assigned duties in an efficient and timely manner.
- If not covered in discussion, ask questions that address functions for which there are legal or organizational expectations for timeliness of completion (e.g., state-mandated evaluation timeline).

2d: Managing Student Behavior

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist is involved in activities related to fostering students' appropriate behavior in school.
- If not covered in discussion, ask questions that address how the school psychologist is involved in these types of activities (see examples in rubric).

2e: Organizing Physical Space

Possible Guiding Questions:

Domain 2: The Environment

- Listen and look for evidence that the school psychologist uses space in such a way to enhance efficiency and to maintain confidentiality.
- If not covered in discussion, ask questions about the school psychologist's work space.

Domain 3: Service Delivery

3a: Communicating Clearly and Accurately

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist performs effectively with students' parents. (This area may be best appraised by direct observation of the school psychologist.)
- If not covered in discussion, ask questions that address how the school psychologist interacts with parents.

3b: Using Data, Questioning, Discussion, and Consultation Techniques

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist consults effectively with teachers and administrators. (This area may be best appraised by direct observation of the school psychologist.)
- If not covered in discussion, ask questions about how the school psychologist consults with teachers and administrators.

3c: Enhancing Learning Outcomes

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist recommends or facilitates the use of evidence-based practices.
- If not covered in discussion, ask questions about how the school psychologist facilitates the use of evidence-based practices (see examples in rubric).

3d: Using Assessment in Learning and Mental Health Services toward Educational, Social, and Life Outcomes

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist is effective in providing and/or facilitating the delivery of mental health services to students.
- If not covered in discussion, ask questions about how the school psychologist is involved in the delivery of mental health services to students (see examples in rubric).

3e: Demonstrating Flexibility and Responsiveness

Possible Guiding Questions:

Domain 3: Service Delivery

- Listen and look for evidence that the school psychologist is involved in the delivery of services that are preventive and/or responsive to students' academic and/or behavioral-emotional needs.
- If not covered in discussion, ask questions about how the school psychologist is involved in preventative and responsive services (see examples in rubric).

Domain 4: Professional Development/Professional Responsibilities

4a: Reflecting on Professional Practice

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates reflective practice and adheres to ethical and legal standards as well as engages in activities that allow for professional growth.
- If not covered in discussion, ask questions that relate to the engagement of professional learning opportunities such as reading materials, learning communities, webinars, or actual conferences attended and how the school psychologist follows best practice.

4b: Maintaining Accurate Records

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist maintains current/accurate student records in a secure, confidential location.
- If not covered in discussion, ask questions that relate to how records are stored and/or provided to appropriate personnel.

4c: Communicating with Stakeholders

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates effective written and oral communication with students, parents, administrators and staff and engages in advocacy for children, families, and best practices.
- If not covered in discussion, ask questions that relate to artifacts that are being reviewed in the context of timeliness, usefulness, accuracy and thoroughness.

4d: Participating in a Professional Community

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates participation in a professional learning community.
- If not covered in discussion, ask questions that relate to situations in which the school psychologist has collaborated with staff to improve services to students.

Domain 4: Professional Development/Professional Responsibilities

4e: Growing and Developing Professionally

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates consistent application of research in the implementation of practice and has sought out professional growth.
- If not covered in discussion, ask questions that relate to how the school psychologist has sought out current research related to best practices in education and has sought out professional growth opportunities.

4f: Showing Professionalism

Possible Guiding Questions:

- Listen and look for evidence that the school psychologist demonstrates consistent levels of professionalism and integrity.
- If not covered in discussion, ask questions that relate to services that are ethical and tailored to the individual or system with whom the school psychologist is working and/or enhance the field.