

Domain 1: Psychologists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1ab: Demonstrating knowledge of child and adolescent development and psychopathology</p>	<p>Psychologist displays little or no understanding of child and adolescent developmental characteristics, including the impact of race and culture.</p> <p>Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.</p> <p>Psychologist displays little or no understanding that students may present with learning needs that are not the result of a disability, but may be the result of cultural, linguistic, economic or environmental differences.</p>	<p>Psychologist displays partial understanding of child and adolescent developmental characteristics, including the impact of race and culture.</p> <p>Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.</p> <p>Psychologist displays partial understanding that students may present with learning needs that are not the result of a disability, but may be the result of cultural, linguistic, economic or environmental differences.</p>	<p>Psychologist displays accurate understanding of typical child and adolescent developmental characteristics, including the impact of race and culture, as well as exceptions to the general patterns.</p> <p>Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.</p> <p>Psychologist displays understanding that students may present with learning needs that are not the result of a disability, but may be the result of cultural, linguistic, economic or environmental differences.</p>	<p>In addition to accurate and extensive understanding of typical child and adolescent developmental characteristics, including the impact of race and culture, as well as exceptions to the general patterns, psychologist displays knowledge of the extent to which individual students follow the general patterns.</p> <p>Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.</p> <p>Psychologist displays accurate and extensive understanding that students may present with learning needs that are not the result of a disability, but may be the result of cultural, linguistic, economic or environmental differences.</p>
<p>1ba: Demonstration knowledge and skill in using psychological instruments to evaluate students</p>	<p>Psychologist demonstrates little or no knowledge and skill in using psychological instrument to evaluate students.</p> <p>Psychologist is unaware of how race and culture impact the assessment process and does not attempt to select assessment tools accordingly.</p>	<p>Psychologist uses a limited number of psychological instruments to evaluate students.</p> <p>Psychologist is aware of how race and culture impact the assessment process and attempts to select assessment tools accordingly.</p>	<p>Psychologist uses a variety of 5-8 psychological instruments to evaluate students and accurately determine accurate diagnoses eligibility category and instructional needs.</p> <p>Psychologist recognizes how race and culture impact the assessment process and selects assessment tools accordingly.</p>	<p>Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.</p> <p>Psychologist recognizes how race and culture impact the assessment process and selects assessment tools accordingly.</p>

1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and are responsive to the varying needs of individual age-of students and groups.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school, and are responsive to the varying needs of individual age-of the students and groups , and have been developed following consultations with students, parents, and colleagues.
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Domain 1: Psychologists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students that appropriately reflect the ethnic and racial identity of the students , available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students that appropriately reflect the ethnic and racial identity of the students , available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students that appropriately reflect the ethnic and racial identity of the students , available through the school or district and some familiarity with resources external to the district.	Psychologist displays awareness of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. Resources appropriately reflect the ethnic and racial identity of the students
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection on unrelated activities, lacking coherence or an overall structure. Plan does not appropriately reflect the ethnic and racial identity of students.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals and may not appropriately reflect the ethnic and racial identity of students.	Psychologist, in consultation with team members , has developed a plan that includes learning activities that appropriately reflect ethnic and racial diversity and the important aspects of work in the setting.	Psychologist's plan, developed in consultation with team members , is highly coherent, and preventive, includes learning activities that appropriately reflect ethnic and racial diversity , and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals, which include the mitigation of disproportionality , and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. Plan includes the mitigation of disproportionality.

Domain 2: Psychologists: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a: Establishing rapport with students</p>	<p>Psychologist does not intentionally and respectfully engage all students.</p> <p>Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.</p>	<p>Psychologist intentionally and respectfully engages some students.</p> <p>Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful</p>	<p>Psychologist intentionally and respectfully engages all students.</p> <p>Psychologist's interactions with students are positive and respectful and appropriate to the age and cultures of the students; students appear comfortable in the testing center.</p>	<p>Psychologist intentionally and respectfully engages all students. Such interactions are appropriate to the age and cultures of students.</p> <p>Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.</p>
<p>2b: Establishing a culture for positive mental health throughout the school</p>	<p>Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.</p>	<p>Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful minimally recognizing how intersectionality relates to mental health.</p>	<p>Psychologist promotes a culture throughout the school for positive mental health in the school among all students and teachers recognizing how intersectionality relates to mental health.</p>	<p>The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students recognizing how intersectionality relates to mental health.</p>
<p>2c: Establishing and maintaining clear procedure for referrals</p>	<p>No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. This does not include considering the impact of culture, language, economic and environmental differences as part of the pre-referral process.</p>	<p>Psychologist has established procedures for referrals, but the details are not always clear. This may not include considering the impact of culture, language, economic and environmental differences as part of the pre-referral process.</p>	<p>Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. This includes considering the impact of culture, language, economic and environmental differences as part of the pre-referral process.</p>	<p>Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. This includes considering the impact of culture, language, economic and environmental differences as part of the pre-referral process.</p>

Domain 2: Psychologists: THE ENVIRONMENT (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards.; Psychologist's response to students is appropriate and respects the dignity, racial and cultural diversity of students respectful. Psychologist identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive. Psychologist identifies and incorporates the various communication styles of students from various racial or ethnic groups. and Students engage in self-monitoring of behavior. Psychologist identifies and incorporates the various communication styles of students from various racial or ethnic groups.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Psychologists: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues. When testing will be completed, psychologist makes making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues engaging in inquiry to determine if difference or disability is suspected. When testing will be completed, psychologist tailors; tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, engaging in inquiry to determine if difference or disability is suspected, contributing own insights. and When testing will be completed, psychologist tailors; tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologist (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines including consideration of factors related to child development, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, and socioeconomic status.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards including consideration of factors related to child development, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, and socioeconomic status.	Psychologist administers appropriate evaluation instruments to students. and Psychologist ensures that all procedures and safeguards are faithfully adhered to, including consideration of factors related to child development, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, and socioeconomic status.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and adhere to comply with procedural time lines and safeguards including consideration of factors related to child development, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, and socioeconomic status..
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist demonstrates assumes leadership of the evaluation team when directed to do so to fulfill school, district and state requirements preparing adequate IEPs. Psychologist minimally recognizes how intersectionality influences the referral and evaluation processes.	Psychologist demonstrates assumes leadership of the evaluation team to fulfill school, district and state requirements. as a standard expectation; prepares detailed IEPs Psychologist recognizes how intersectionality influences the referral and evaluation processes.	Psychologist demonstrates assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Psychologist fulfills district and state requirements IEPs are prepared in an exemplary manner. Psychologist recognizes how intersectionality influences the referral and evaluation processes.

Domain 3: Psychologists: DELIVERY OF SERVICE (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3d: Planning interventions to maximize students' likelihood of success	<p>Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.</p> <p>Psychologists assessment practices display little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.</p>	<p>Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs based on assessment.</p> <p>Psychologist's assessment practices display responsiveness to the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.</p>	<p>Psychologist's plans for students are suitable for them and are aligned with identified needs based on assessment.</p> <p>Psychologist's assessment practices display responsiveness to students' individual medical, linguistic, and diverse learning needs.</p>	<p>Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs based on assessment and incorporate many related elements.</p> <p>Psychologist possesses, and assessment practices display responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting information from a variety of sources.</p>
3e: Maintaining contact with outside partner agencies physicians and community mental health service providers	<p>Psychologist declines to maintain contact with outside partners/agencies (e.g. after school program coordinators, family affiliates, physicians and community mental health service providers) for student program planning.</p>	<p>Psychologist maintains occasional contact with outside partners/agencies (e.g. after school program coordinators, family affiliates, physicians and community mental health service providers) for student program planning.</p>	<p>Psychologist maintains ongoing contact with outside partners/agencies (e.g. after school program coordinators, family affiliates, physicians and community mental health service providers) for student program planning.</p>	<p>Psychologist maintains ongoing contact with outside partners/agencies (e.g. after school program coordinators, family affiliates, physicians and community mental health service providers) for student program planning and initiates contacts when needed.</p>
3f: Demonstrating flexibility and responsiveness	<p>Psychologist displays little or no understanding of students' individual medical, linguistic, and diverse learning needs, or why such knowledge is important.</p> <p>Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.</p>	<p>Psychologist displays awareness of the importance of knowing students' individual medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.</p> <p>Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.</p>	<p>Psychologist displays flexibility and responsiveness to the diverse needs including but not limited to medical, linguistic race and culture influences of students, staff, and families.</p> <p>Psychologist makes revisions in the treatment program when it is needed.</p>	<p>Psychologist possesses, and displays flexibility and responsiveness to, information about each student's individual medical, linguistic, and diverse learning needs, collecting such information from a variety of sources.</p> <p>Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher.</p>

Domain 4: Psychologists: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples and culturally responsive elements , and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific examples and culturally responsive elements . Psychologist recognizes where and how biases and limitations appear positive and negative characteristics . Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples and culturally responsive elements that were not fully successful for at least some students. Psychologist recognizes where and how biases and limitations appear . Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communications with families is partially successful; permissions are obtained, but there are occasional insensitivities to diverse racial, cultural, and linguistic backgrounds traditions .	Psychologist communicates communicated with families and secures necessary permission for evaluations and does so in a manner sensitive to diverse racial, cultural, and linguistic backgrounds traditions .	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to diverse racial, cultural, and linguistic backgrounds traditions . Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

Domain 4: Psychologists: PROFESSIONAL RESPONSIBILITIES (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4d: Participating in a professional community</p>	<p>Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.</p> <p>Counselor does not participate in a culture of professional inquiry. Psychologist makes no attempts to analyze data in order to eliminate disparities based on race and culture.</p>	<p>Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.</p> <p>Psychologist participates in a culture of professional inquiry when invited to do so. Psychologist makes modest and partially effective attempts to analyze data in order to eliminate disparities based on race and culture.</p>	<p>Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p> <p>Psychologist regularly engages in professional inquiry, including proactive conversations with staff and teams and analyzes data in order to eliminate disparities based on race and culture.</p>	<p>Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p> <p>Psychologist actively participates in a culture of professional inquiry, including proactive conversations with staff and teams. Psychologist regularly analyzes data in order to eliminate disparities based on race and culture.</p>
<p>4e: Growing and Developing Professionally Engaging in professional development</p>	<p>Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</p>	<p>Psychologist's participation in professional development activities that include equity and improvement of individual practice is limited to those that are convenient or are required.</p>	<p>Psychologist seeks out opportunities for professional development centered around equity and improvement of individual practice based on an individual assessment of need.</p>	<p>Psychologist actively pursues professional development opportunities centered around equity and improvement of individual practice and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p>4f: Showing professionalism</p>	<p>Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.</p>	<p>Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.</p>	<p>Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, families, and the public, and advocates for students when needed.</p> <p>Psychologist advocates for all students for all students to receive access to educational programming, with equity as a focus, to ensure that decisions do not marginalize groups of students based on race, culture, or linguistic backgrounds.</p>	<p>Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p> <p>Psychologist advocates for all students for all students to receive access to educational programming, with equity as a focus, to ensure that decisions do not marginalize groups of students based on race, culture, or linguistic backgrounds.</p>