

Domain 1: Psychologists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of child and adolescent development and psychopathology	<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 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 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 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 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>
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Psychologist's plan, developed in consultation with team members, is highly coherent, preventive, includes learning activities that appropriately reflect ethnic and racial diversity, and serves to support students individually, within the broader educational program.</p>

Domain 2: Psychologists: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing rapport with students	<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 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>
2b: Establishing a culture for positive mental health throughout the school	<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 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>
2c: Establishing and maintaining clear procedure for referrals	<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 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>
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 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 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 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>

Domain 4: Psychologists: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
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.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to diverse racial, cultural, and linguistic backgrounds.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to diverse racial, cultural, and linguistic backgrounds. Psychologist reaches out to families of students to enhance trust.

Domain 4: Psychologists: PROFESSIONAL RESPONSIBILITIES (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a professional community	<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>
4e: Growing and Developing Professionally	<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.</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>
4f: Demonstrating professionalism	<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.</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, 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>