

## Framework for Teaching – School Psychologist

<b>Domain 1: Planning &amp; Preparation</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
1a: Demonstrates knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates limited knowledge and skill in using psychological instruments to evaluate students .	Psychologist uses 5-8 psychological instruments to evaluate students .	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrates knowledge of child and/or adolescent development	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates PARTIALLY EFFECTIVE knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Develops appropriate goals and learning strategies based on evaluations and diagnosis	Psychologist has no clear goals for the student or they are inappropriate based on the situation, evaluations or diagnosis.	Psychologist's goals for the student are rudimentary and are partially suitable to the situation, evaluations or age of the students.	Psychologist's goals for the student are clear and appropriate to the situation, age of the student and evaluations.	Psychologist's goals for the student are highly appropriate to the situation in the school, the age of the students, and the evaluations conducted. They have been developed following consultations with administrators and/or teachers.
1d: Collects appropriate information and writes reports containing all pertinent information	Written language is illegible and reports contain inappropriate or irrelevant information.	Written language is legible and used correctly. Vocabulary is correct, but limited. Reports contain mostly relevant information.	Written language is clear and correct and vocabulary is appropriate. Reports contain relevant, useful information.	Written language is correct, expressive and with well-chosen vocabulary. Avoids acronyms and jargon. Reports contain highly relevant and important information that leads to adequate decision-making.
1e: Demonstrates knowledge of district, state and federal guidelines	Psychologist demonstrates little or no knowledge of governmental regulations .	Psychologist displays limited awareness o f governmental regulations.	Psychologist displays thorough knowledge of governmental regulations .	Psychologist's knowledge of governmental regulations is extensive and comprehensive.
1f: Effectively assess student learning in the classroom	Psychologist does not monitor student learning.	Psychologist monitors progress of the class as a whole, but elicits no diagnostic information.	Psychologist monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Psychologist actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress

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				of individual students.
1g: Demonstrates knowledge of school and community resources	Psychologist shows little or no knowledge of resources for students available through the school or district.	The psychologist displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	The psychologist displays knowledge of resources for students available through the school or district, and some familiarity with resources external to the district.	The psychologist's knowledge of resources for students is extensive, including those available through the school or district and in the community.
1h: Creates appropriate functional behavior analysis and effective behavior plans	Psychologist fails to conduct functional behavior analyses suitable to students, or interventions are mismatched with the findings of the functional behavior analysis.	Psychologist's behavior plans for students are partially suitable for them or are sporadically aligned to the functional behavior analysis.	Psychologist's behavior plans for students are suitable for them and are aligned with the functional behavior analysis.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

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<b>Domain 2: The Environment</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
2a: Establishes rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable.	Psychologist's interactions are a mix of positive and negative, the social worker's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Creates an environment of respect and support conducive for positive IEP Team meetings.	Psychologist makes no attempt to establish a culture for productive communication, respect and support.	Psychologist's attempts to promote a culture of respect and support are partially successful.	Psychologist promotes respect and support conducive for positive IEP meetings among parents, students and teachers.	The culture for productive and respectful communication between and among parents, students and teachers, while guided by the psychologist, is maintained by the teachers and students.
2c: Organizes testing environment according to the established standards	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.

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<b>Domain 3: Delivery of Service</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
3a: Contributes interventions and strategies to the I&RS process	Psychologist fails to contribute to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's contributions to plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's contributions to plans for students are suitable for them and are aligned with identified needs.	Psychologist contributes to comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3b: Responds to inquiries and referrals; consults with teachers and administrators	Psychologist fails to consult with colleagues or to tailor assessments to the questions raised in the referral.	Psychologist consults with colleagues on a sporadic basis, making partially successful attempts to tailor assessments to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring assessments to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3c: Manages case load effectively	Psychologist fails to schedule annual reviews and re-evaluations according to regulatory guidelines; IEP's show very little revision one year to the next.	Psychologist schedules annual reviews and re-evaluations according to regulatory timelines; PLAAFP and goal information is usually updated.	Psychologist schedules annual reviews and re-evaluations according to regulatory timelines; ensures all PLAAFP and goal information is updated; reviews student progress and makes changes accordingly	Annual reviews and re-evaluations are scheduled well in advance to allow time for collaborative PLAAFP and goals; student progress is reviewed frequently and adjustments are made according to the data collected.
3d: Communicates with parents and families; establishes a rapport with families on the case load	Psychologist declines to maintain contact with families.	Psychologist maintains occasional contact with parents/families.	Psychologist maintains ongoing contact with parents/families.	Psychologist maintains ongoing contact with parents/families and frequently initiates contact; families seek out the psychologist, demonstrating a high degree of comfort and trust.
3e: Demonstrates flexibility in response to student needs	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the plan or program when confronted with evidence of the need for change.	Psychologist makes revisions in the plan or program when it is needed.	Psychologist is continually seeking ways to improve the plan or program and makes changes as needed in response to student, parent or teacher input.
3f: Implements IEP goals and objectives	Psychologist is not alert to students' needs.	Psychologist's attempts to serve students are inconsistent.	Psychologist is active in serving students.	Psychologist is highly proactive in serving students, seeking out resources when needed.

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3g: Demonstrates familiarity with students on case load	Psychologist does not assess student needs and displays no awareness of students on case load.	Psychologist does not assess student needs, but displays limited awareness of students on case load.	Psychologist demonstrates awareness of students on case load and effectively assesses their needs.	Psychologist demonstrates keen awareness of students on case load, accurately assesses their needs and contributes to program planning.
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<b>Domain 4: Professional Responsibilities</b>				
<b>Level of Performance</b>				
<b>Component</b>	<b>INEFFECTIVE</b>	<b>PARTIALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
4a: Demonstrates professional demeanor	Psychologist displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking leadership role with colleagues.
4b: Maintains accurate records according to state and federal regulations and guidelines	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.