**DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY:** School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Improvement Necessary (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Utilizes appropriate assessment and data collection methods</td>
<td>School Psychologist fulfills the criteria for Level 3 and additionally applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.</td>
<td>School Psychologist uses assessment and data collection methods that are appropriate for the intended purpose, and -appropriate and individualized for the specific student's cultural, linguistic and disability background, and -of sufficient variety for the intended purpose.</td>
<td>School Psychologist uses assessment and data collection methods that are inappropriate for purpose and/or student, or -administered, scored, or interpreted incorrectly.</td>
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<td></td>
<td>Part of the School Psychologist's role?</td>
<td>Yes</td>
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<td>□No; Indicator Not Applicable to this Employee</td>
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<td>□Yes</td>
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<tr>
<td>1.2</td>
<td>Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.</td>
<td>School Psychologist fulfills the criteria for Level 3 and additionally -serves as a member of school level teams (e.g., school improvement team, intervention team, etc.), -conducts a needs assessment to guide the development and delivery of school-wide programs, -conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</td>
<td>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include -collects, or assists with collection, of student data to inform core curriculum and instructional practices, -researches and helps select assessments for universal screening, -summarizes universal screening and/or benchmarking data,</td>
<td>School Psychologist is responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and -involved in continued professional growth and learning regarding school-wide practices.</td>
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<td></td>
<td>Part of the School Psychologist's role?</td>
<td>Yes</td>
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<td>□No; Indicator Not Applicable to this Employee</td>
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<td></td>
<td>□Yes; Indicate domain(s) in which this Employee is involved:</td>
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<td>□Academic</td>
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<td></td>
<td>□Social-Emotional</td>
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<td></td>
<td>□Behavioral</td>
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</thead>
<tbody>
<tr>
<td>1.2 continued</td>
<td>-Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.</td>
<td>-Applies data to curricular decisions and/or instructional practices.</td>
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<tr>
<td>1.3</td>
<td>Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</td>
<td>School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.</td>
<td>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</td>
<td>School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.</td>
</tr>
<tr>
<td>1.4</td>
<td>Conducts special education evaluations to inform eligibility, service, and programming decisions.</td>
<td>School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</td>
<td>School Psychologist conducts evaluations that are -Completed by compliance due dates, -Compliant with minimum requirements of Article 7, But are</td>
<td>School Psychologist conducts evaluations that are -Completed past the compliance due dates, -Not compliant with Article 7, and/or -Inappropriate for the student</td>
</tr>
</tbody>
</table>

Part of the School Psychologist’s role?
- No; Indicator Not Applicable to this Employee
- Yes; Indicate domain(s) in which this Employee is involved:
  - Academic
  - Social-Emotional
  - Behavioral

School Psychologist is -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>-Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.</td>
<td>-Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.</td>
<td>-Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.</td>
<td>being evaluated.</td>
</tr>
<tr>
<td>1.5</td>
<td>Utilizes technology as part of data-based decision making practices. School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, .</td>
<td>School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.</td>
<td>School Psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is <strong>insufficient</strong> to meet expectations of role/school(s).</td>
<td>School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.</td>
</tr>
</tbody>
</table>
### Domain 2: Interventions and Instructional Support to Develop Academic, Social, and Life Skills

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

<table>
<thead>
<tr>
<th>Indicator</th>
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<td><strong>2.1</strong></td>
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<td><strong>2.2</strong></td>
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</table>

#### Indicator 2.1
- **Contributes to School-Wide Curricular and Instructional Practices for Academic, Social-Emotional, and Behavioral Domains.**
  - **Part of the School Psychologist’s role?**
    - [ ] No; Indicator Not Applicable to this Employee
    - [ ] Yes; Indicate domain(s) in which this Employee is involved:
      - [ ] Academic
      - [ ] Social-Emotional
      - [ ] Behavioral
  - **School Psychologist fulfills the criteria for Level 3 and additionally:**
    - Serves as a member of school level teams (e.g., school improvement team, intervention team, etc.),
    - Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or
    - Assists with the development and/or delivery of staff professional development to support school-wide practices.
  - **School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s).**
  - **Example activities include:**
    - Researches and helps select instructional strategies, approaches, or programs,
    - Assists staff in learning and implementing new instructional strategies, approaches, or programs,
    - Assists in the collection of information about implementation integrity,
    - Assists with student safety and bullying activities.
  - **School Psychologist is responsive to opportunities to contribute to school-wide curricular and instructional practices but contributions are insufficient to meet expectations of role/school(s), and**
  - **Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.**

#### Indicator 2.2
- **Contributes to Intervention Practices for Academic, Social-Emotional, and Behavioral Domains.**
  - **Part of the School Psychologist’s role?**
    - [ ] No; Indicator Not Applicable to this Employee
    - [ ] Yes; Indicate domain(s) in which this Employee is involved:
      - [ ] Academic
      - [ ] Social-Emotional
      - [ ] Behavioral
  - **School Psychologist fulfills the criteria for Level 3 and additionally:**
    - Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),
    - Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or
    - Helps develop intervention plans for individual students or small groups of students,
  - **School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).**
  - **Example activities include:**
    - Researches and helps select intervention strategies and approaches for school(s),
    - Helps develop intervention plans for individual students or small groups of students,
  - **School Psychologist is responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and**
  - **Involved in continued professional growth and learning regarding intervention practices.**

<table>
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<tbody>
<tr>
<td>2.2 continued</td>
<td>- Assists with the development and/or delivery of staff professional development to support intervention practices.</td>
<td>- Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</td>
<td>- Assists staff in learning and implementing new intervention strategies, approaches, or programs,</td>
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<td>- Provides intervention services to individual students or small groups, or</td>
<td>- Assists in the collection of information about implementation integrity.</td>
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<tr>
<td>2.3</td>
<td>School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include</td>
<td>School Psychologist contributes to crisis response and intervention practices to assess effectiveness and guide continuous improvements, or</td>
<td>School Psychologist is insufficient to meet expectations of school(s)/role, and</td>
<td>School Psychologist lacks knowledge about crisis response and intervention practices.</td>
</tr>
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<td></td>
<td>- Assists with the development and/or delivery of staff professional development on crisis response and intervention.</td>
<td>- Assists in the development of crisis response and intervention plans.</td>
<td>- Involved in continued professional growth and learning regarding crisis response and intervention.</td>
<td>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</td>
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<td>- Collaborates with community agencies to provide coordinated response and services to crisis situations.</td>
<td>- Participates in school-wide crisis response and intervention training,</td>
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<td>- Provides crisis intervention services to students, staff, and community.</td>
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<td>Indicator</td>
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</table>
| 2.4 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions. | School Psychologist fulfills the criteria for Level 3 and additionally  
- Assists with the development and/or delivery of staff professional development on student diversity.  
- Provides mentoring and coaching to colleagues regarding issues of diversity and student learning,  
- Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data. | School Psychologist  
- Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and  
- Knowledge and skills meet the expectations of the role and school(s) population. | School Psychologist  
- Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes  
- But practices  
- Demonstrate limited application of this knowledge to instructional practices and programming/service delivery. | School Psychologist  
- Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.  
- Fails to take advantage of opportunities to engage in continued professional growth and learning. |
**DOMAIN 3: CONSULTATION AND COLLABORATION:** School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

<table>
<thead>
<tr>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td><strong>3.1</strong></td>
<td>Engages in consultation and collaboration with school staff.</td>
<td>School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</td>
<td>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies.</td>
<td>School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual’s practices -Demonstrate limited application of knowledge and skills to expected roles and responsibilities.</td>
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<td>School Psychologist</td>
<td>School Psychologist</td>
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<tr>
<td><strong>3.2</strong></td>
<td>Engages in consultation and collaboration with parents and families.</td>
<td>School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies.</td>
<td>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include - Discusses parent concerns and provides suggestions for strategies to use at home,</td>
<td>School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.</td>
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<tr>
<td>Indicator</td>
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<tr>
<td>3.2 continued</td>
<td>- Applies knowledge in innovative ways to assist students and families.</td>
<td>- Clearly explains assessment data and intervention strategies,</td>
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<td>- Conducts and/or assists with parent education sessions and trainings</td>
<td>- Explains school procedures for services such as special education, intervention, etc.</td>
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<td>- Clearly explains evaluation findings following special education evaluation, and</td>
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<td>- Answers questions clearly and comprehensively.</td>
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</table>

| 3.3 | Engages in consultation and collaboration with community agencies and providers. | School Psychologist fulfills the criteria for Level 3 and additionally | School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include | School Psychologist |
| | | - Assists with the development and/or delivery of staff professional development on collaboration and consultation. | - Contacts community providers to obtain information needed for instructional programming, | - Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not |
| | | - Provides mentoring and coaching to colleagues regarding consultation strategies. | - Clearly explains school procedures for services and practices, | - Demonstrate application of this knowledge to expected roles and responsibilities |
| | | - Applies knowledge in innovative ways to assist students, families, schools, and community. | - Refers students and families to community providers for needed services, | |
| | | - Conducts professional development for community agencies and providers | - Communicates with community providers in a clear and ethical manner. | |
| | | | | |

## Domain 4: LEADERSHIP

School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

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</thead>
</table>
| 4.1       | Seeks professional growth and learning opportunities to advance own knowledge and skill | School Psychologist fulfills the criteria for Level 3 and additionally  
- Reflects critically on own skills and identifies professional learning needs,  
- Shares newly learned knowledge and practices with colleagues and school staff,  
- Seeks opportunities to provide professional learning sessions for colleagues and school staff, and | School Psychologist fulfills the criteria for Level 3 and additionally  
- Responds well to constructive feedback,  
- Utilizes feedback to identify areas for professional growth,  
- Initiates attendance at optional professional learning events,  
- Engages in professional reading of current research and practice,  
- Demonstrates application of knowledge/skills addressed in attended professional learning events. | School Psychologist fulfills the criteria for Level 3 and additionally  
- Attends mandatory professional learning events  
But does not  
- Respond to constructive feedback,  
- Demonstrate application of knowledge/skill addressed in professional learning events, or  
- Initiate attendance at optional professional learning events. | School Psychologist  
- Fails to seek or take advantage of opportunities to engage in professional learning, and/or  
- Fails to respond to feedback from supervisor(s) regarding the need for professional learning. |
| 4.2       | Contributes to School and/or Profession of School Psychology | School Psychologist fulfills the criteria for Level 3 and additionally  
- Assumes leadership positions in professional organizations or school or district committees,  
- Mentors school psychology practicum students and interns. | School Psychologist  
- Contributes ideas and expertise to improve the functioning of the school, district, or cooperative,  
- Dedicates time for extracurricular activities and seeks such opportunities,  
- Maintains membership in professional organizations and participates in sponsored activities. | School Psychologist  
- Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.)  
But does not  
- Initiate involvement in such activities. | School Psychologist  
- Rarely or never contributes ideas to improve school, district, or cooperative efforts,  
- Rarely participates in activities that occur outside the typical school day hours,  
- Little or no involvement in activities designed to advance the professional practice of school psychologists. |
### Indicator 4.3: Advocates for student success

- **Highly Effective (4):**
  - School Psychologist fulfills the criteria for Level 3 and additionally
  - Provides support and mentoring to colleagues who are less likely to advocate on behalf of students,
  - Seeks systems level changes that will benefit all students and families.
- **Effective (3):**
  - School Psychologist
  - Demonstrates a concern for student learning and outcomes by advocating for change in instruction and services when needed,
  - Advocates in a respectful and effective manner
- **Improvement Necessary (2):**
  - School Psychologist
  - Demonstrates a concern about student failure or lack of progress
  - But does not advocate for student needs.
- **Ineffective (1):**
  - School Psychologist
  - Demonstrates limited commitment to the growth and learning of students.
  - Accepts student failure and lack of growth and doesn’t advocate for a change in instruction or services.

### DOMAIN 5: CORE PROFESSIONALISM

School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

### Indicator 5.1: Attendance

- **Meets Standard:**
  - Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.
- **Does Not Meet Standard:**
  - Individual demonstrates a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.

### Indicator 5.2: Punctuality

- **Meets Standard:**
  - Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.
- **Does Not Meet Standard:**
  - Individual has demonstrated a pattern of unexcused late arrivals or early departures.

### Indicator 5.3: Respect

- **Meets Standard:**
  - Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.
- **Does Not Meet Standard:**
  - Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.

### Indicator 5.4: Policies and Procedures

- **Meets Standard:**
  - Individual follows state, corporation, and school policies and procedures.
- **Does Not Meet Standard:**
  - Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.