

School Psychologist

Domain I for School Psychologist: Planning and Preparation

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 1: Uses professional knowledge to select and administer current and evidence-based assessments (as provided by the district) relevant to student's perceived disabilities, cultural perspective, and native language when appropriate.	School Psychologist does not select and administer appropriate assessments according to the student's perceived disabilities, cultural perspective and native language.	School Psychologist occasionally selects and administers appropriate assessments according to the student's perceived disabilities, cultural perspective and native language.	School Psychologist selects and administers appropriate assessments according to the student's perceived disabilities, cultural perspective and native language.	School Psychologist selects and administers appropriate assessments according to the student's perceived disabilities, cultural perspective and native language. Psychologist researches most current assessments and shares information with colleagues.
Standard 2: Analyzes and interprets information gained through assessment adhering to District and State guidelines to determine student eligibility, including dismissal from services.	School Psychologist displays little or no ability to analyze and interpret information from assessment. School Psychologist does not adhere to the district and state guidelines for establishing eligibility.	School Psychologist displays a limited ability to analyze and interpret information from assessment. School Psychologist sometimes adheres to the district and state guidelines for establishing eligibility.	School Psychologist analyzes and interprets information from assessment. School Psychologist adheres to the district and state guidelines for establishing eligibility.	School Psychologist analyzes and interprets information from assessment and acts as resource to colleagues in these areas. School Psychologist adheres to the district and state guidelines for establishing eligibility.
Standard 3: Prepares assessment results, reports, and paperwork within appropriate time frames for use in communicating to a variety of audiences.	School Psychologist does not prepare assessment results, reports, and paperwork within an appropriate amount of time, and/or does not communicate assessment information to appropriate audiences within a timely manner.	School Psychologist occasionally prepares assessment results, reports, and paperwork within an appropriate amount of time, and/or occasionally communicates assessment information to appropriate audiences within a timely manner.	School Psychologist prepares assessment results, reports, and paperwork within an appropriate amount of time and communicates assessment information to appropriate audiences within a timely manner.	School Psychologist presents prepared assessment results, reports, and paperwork and communicates assessment information to appropriate audiences within a timely manner.
Standard 4: Properly manages and maintains working files.	School Psychologist makes minimal effort to manage and maintain working files.	School Psychologist makes limited attempts to manage and maintain working files.	School Psychologist manages and maintains working files.	School Psychologist masterfully manages and maintains working files with organizational systems.
Standard 5: Understands and uses knowledge of child development.	School Psychologist displays minimal knowledge of developmental characteristics of the age group, special learning or medical needs or does not select appropriate developmental techniques.	School Psychologist displays some knowledge of developmental characteristics, special learning or medical needs, and generally selects appropriate developmental techniques.	School Psychologist displays thorough understanding of typical developmental characteristics of the age group and special or medical needs. School Psychologist consistently applies developmentally appropriate techniques to meet the various needs of students.	School Psychologist displays an exceptional knowledge of developmental characteristics of the age group, special learning or medical needs, and adapts and modifies techniques to meet the individual needs of all students. The school psychologist is willing to share this expertise
Standard 6: Appropriately organizes, manages and maintains assessment materials to facilitate effective use and sharing with colleagues.	School Psychologist does not make collaborative effort to share assessment materials with colleagues or materials that are shared are not organized and maintained.	School Psychologist makes minimal collaborative effort to share assessment materials with colleagues or materials that are shared are not organized and maintained.	School Psychologist makes efforts to share materials with colleagues. School Psychologist keeps assessment materials organized, managed and maintained.	School Psychologist proactively makes efforts to share materials with colleagues. School Psychologist consistently keeps assessment materials organized, managed, maintained and restocked.

Domain II for School Psychologist: Student Learning and Development

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 7: Collaborates in the development of appropriate academic and behavioral goals based on current evaluation data for students with different abilities, disabilities, strengths and needs.	School Psychologist does not collaborate in the development of appropriate student goals or does not use current evaluation data to develop student goals.	School Psychologist sometimes collaborates in the development of appropriate student goals or sometimes uses current evaluation data to develop student goals.	School Psychologist collaborates in the development of appropriate student goals and uses current evaluation data to develop those goals.	School Psychologist consistently collaborates in the development of appropriate student goals and uses current evaluation data, as well as current research based information, to develop those goals. School Psychologist assists in the implementation of goals.
Standard 8: Uses current and available technology effectively for assessment and learning.	School Psychologist does not use available technology effectively for assessment and learning.	School Psychologist sometimes uses available technology effectively for assessment and learning.	School Psychologist uses available technology effectively for assessment and learning.	The School Psychologist uses available technology effectively for assessment and learning. School Psychologist also shares information on current technology for assessment and learning with colleagues.
Standard 9: Makes effective use of all student contact time.	School Psychologist does not use student contact time productively.	School Psychologist attempts to use student contact time productively.	School Psychologist uses student contact time productively.	School Psychologist consistently and masterfully manages and allocates student contact time.
Standard 10: Uses clear and expressive spoken and written language.	School Psychologist's spoken and written communication is unclear or confusing to audiences.	School Psychologist's spoken and written communication is sometimes unclear or confusing to audiences.	School Psychologist's spoken and written communication is clear and easily understood by audiences.	School Psychologist's spoken and written communication is consistently clear and understood by all audiences. School psychologist differentiates communication using multiple modes when necessary.
Standard 11: Assists with the reinforcement of school procedures and routines.	School Psychologist does not assist with the reinforcement of school procedures and routines.	School Psychologist sometimes assists with the reinforcement of school procedures and routines.	School Psychologist often assists with the reinforcement of school procedures and routines.	School Psychologist takes a proactive role in the development and/or reinforcement of school procedures and routines.
Standard 12: Supports positive, safe, inclusive, and respectful learning environments for a diverse population of students.	School Psychologist does not support a positive, safe, inclusive or respectful learning environment for students or does not help create a culturally sensitive learning environment.	School Psychologist provides limited support of a positive, safe, inclusive or respectful learning environment for students. School Psychologist provides limited support of a culturally sensitive learning environment.	School Psychologist supports a positive, safe, inclusive and respectful learning environment for students and supports a culturally sensitive learning environment.	School Psychologist takes a proactive role in the development and/or support of a positive, safe, inclusive and respectful learning environment for students and supports a culturally sensitive learning environment.

<p>Standard 13: Assists in the analysis of progress monitoring data related to academic curriculum effectiveness and behavioral goals.</p>	<p>School Psychologist does not assist with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals.</p>	<p>School Psychologist sometimes assists with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals.</p>	<p>School Psychologist assists with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals.</p>	<p>School Psychologist assists with analyzing progress monitoring data related to academic curriculum effectiveness and behavioral goals. School Psychologist offers recommendations for improvement or modification of academic curriculum and behavioral goals.</p>
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Domain III for School Psychologist: Relationships

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 14: Forms and maintains relationships with colleagues that are mutually respectful, supportive, and cooperative.	School Psychologist's relationships with colleagues are negative or are not collaborative.	School Psychologist seldom maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	School Psychologist often maintains relationships with colleagues characterized by mutual support and cooperation.	School Psychologist's relationships with colleagues are always characterized by mutual support and cooperation.
Standard 15: Participates with other staff members in school and district projects.	School Psychologist avoids participation in a culture of inquiry, resisting opportunities to become involved.	School Psychologist seldom becomes involved in school's culture of inquiry and learning.	School Psychologist often participates in a culture of professional inquiry and learning.	School Psychologist always promotes a culture of professional inquiry and learning. School Psychologist takes initiative to assume leadership roles.
Standard 16: Accepts and integrates feedback from colleagues and supervisors.	School Psychologist is unresponsive to criticism and resistant to changing professional practices.	School Psychologist is somewhat unresponsive to input, but listens to feedback and suggestions.	School Psychologist listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	School Psychologist actively seeks out feedback and suggestions and uses them to improve practice.
Standard 17: Collaborates with teams and acts as resource to share professional knowledge and make recommendations.	School Psychologist is unresponsive or resistant to collaboration with teams and/or does not share professional knowledge or make appropriate recommendations.	School Psychologist is somewhat unresponsive or resistant to collaboration with teams and/or shares some professional knowledge or makes some appropriate recommendations.	School Psychologist is responsive and willing to collaborate with teams. School Psychologist is willing to share professional knowledge and makes appropriate recommendations.	School Psychologist actively seeks out collaboration with teams; actively shares professional knowledge with colleagues and consistently makes appropriate recommendations.
Standard 18: Communicates effectively with families of diverse cultures, values, and beliefs as partners in education to support student learning.	School Psychologist does not communicate with families in a supportive and positive manner, or the communication is inappropriate to the cultures of families.	School Psychologist seldom communicates with families in a supportive and positive manner or may reflect occasional insensitivity to cultural norms.	School Psychologist often communicates with families, respecting cultural norms, in a supportive and positive manner.	School Psychologist always maintains and sustains frequent and meaningful communication with families, demonstrating cultural sensitivity and an in-depth knowledge of each student's academic and behavioral needs.

Domain IV for School Psychologist: Professional Responsibilities

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 19: Implements Oregon Statutes, collective bargaining agreement, District policies and building procedures.	School Psychologist does not follow Oregon statutes, collective bargaining agreement, District policies, and building procedures.	School Psychologist is inconsistent in following Oregon statutes, collective bargaining agreement, District policies, and building procedures.	School Psychologist consistently follows Oregon statutes, collective bargaining agreement, District policies, and building procedures.	School Psychologist adheres to all Oregon statutes, collective bargaining agreement, District policies, and building procedures. School Psychologist implements any changes when they occur.
Standard 20: Is punctual and assures continuity of services.	School Psychologist is late and does not adequately plan for professional responsibilities.	School Psychologist is occasionally late, and does not adequately plan for professional responsibilities.	School Psychologist is punctual and adequately plans for professional responsibilities.	School Psychologist is always punctual and thoroughly plans for professional responsibilities.
Standard 21: Keeps timely, accurate and complete records (this includes all relevant special education paperwork).	School Psychologist has no information on student progress. Records are in disarray, resulting in errors and confusion.	School Psychologist's information on student progress is incomplete and inaccurate. Records require frequent monitoring to avoid error.	School Psychologist's information on student progress is complete and accurate. A system for maintaining records is present and effective.	School Psychologist's information on student progress is complete, accurate, and useful in a variety of ways. System for maintaining records is highly effective.
Standard 22: Participates in professional development and in-services at the district, building, and individual level to develop knowledge and skills.	School Psychologist engages in no professional development activities to enhance knowledge or skill.	School Psychologist participates in professional development opportunities to a limited extent, but does not incorporate new ideas into practice.	School Psychologist participates in and seeks out opportunities for professional development and incorporates new ideas into practice.	School Psychologist participates in and seeks out opportunities for professional development, incorporates new ideas into practice, and is willing to share with colleagues.
Standard 23: Demonstrates knowledge of legal ethical principles and standards of practice for delivery of services in schools.	School Psychologist does not demonstrate knowledge of legal ethical principles and standards of practice.	School Psychologist demonstrates minimal knowledge of legal ethical principles and standards of practice.	School Psychologist demonstrates adequate, current knowledge of legal ethical principles and standards of practice.	School Psychologist demonstrates current knowledge of legal ethical principles and standards of practice and is willing to share information with colleagues.