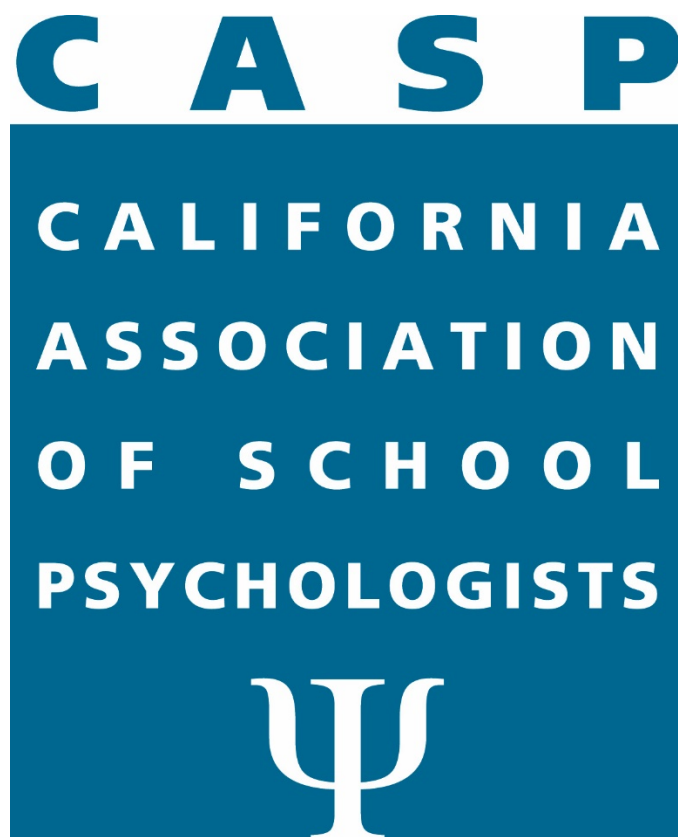


# The CASP Guide for Evaluation of School Psychologists



Developed for the Association of California School Administrators  
Every Child Counts Symposium  
February 2019  
Available online at <https://casponline.org/about-casp/publications>

# **The CASP Guide for Evaluation of School Psychologists**

## **Background**

School districts across the state of California have struggled to find a credible and comprehensive way to evaluate school psychologists working within their educational systems. This is not surprising considering the wide and diverse role and job responsibilities that school psychologists currently play within our schools. Duties may include consultation and collaboration with a wide range of district staff to community and outside agencies, providers of mental health services and interventions within Special Education programs and Multi-Tiered System of Supports (MTSS), research and program evaluation, and utilization of various methods of assessment and data collection for identifying strengths and needs of the students they service just to name a few. Developing a performance evaluation instrument that can adequately address these varying and wide ranging skills has been difficult for many districts. Unfortunately, way too often school psychologists are evaluated using the instruments designed for reviewing teacher performance.

In February of 2018, our organization staffed an informational booth at the Association of California School Administrators (ACSA) conference. During this conference several school administrators stopped by the California Association of School Psychologists (CASP) booth and openly shared the difficulty they had in evaluating their school psychologists because of the broad nature of their roles. Many went on to suggest that CASP create a guide that would help them in the evaluation of their School Psychologist staff members.

## **NASP Practice Model**

In an effort to address this issue, CASP has developed this guide for the evaluation of school psychologists that can be adopted and utilized by California school districts. In order to ensure relevance to the practice of school psychology, these guidelines are based on the 10 domains identified in the National Association of School Psychologists (NASP) Comprehensive Practice Model. As stated on its website “The *NASP Model for Comprehensive and Integrated School Psychological Services*, also known as the NASP Practice Model, represents NASP’s official policy regarding the delivery of school psychological services.”

The goal of any educational evaluation system is to define and promote “best practice” that may lead to positive student outcomes. In addition, elements from the research of R. J. Marzano, such goal setting, self-evaluation and supporting the school psychologist’s development throughout the career cycle, have been incorporated. With this goal in mind the CASP guidelines provide a practical, flexible and discipline-specific framework that can be utilized by districts in order to achieve every educational systems ultimate target.

## **How to Use the CASP Evaluation Guide**

From the NASP Comprehensive Practice Model, CASP created a succinct and practical framework that can be used to evaluate the varying roles and responsibilities of a school psychologist.

We recognize that it may not be feasible to meaningfully evaluate all elements within our guidelines, so we highly recommend that school districts select a subset of the NASP 10 Domains, which they feel best captures the roles of the school psychologists in their district. This is because the priorities and service delivery models will understandably vary from district to district, and will also evolve over time. *Therefore, it will be expected that school districts will adapt or take areas from this guide as needed.*

It should be noted that most of these guidelines can be evaluated by an administrator who is highly familiar with the school psychologist's work, however some areas may require more technical or advanced knowledge of school psychological services and may require input from a qualified school psychologist in a lead position.

The following elements are attached and can be used by school districts in developing evaluation documents:

- ❖ Evaluation Flow Chart
- ❖ Blank Sample Evaluation Form
- ❖ Three completed case samples for the Evaluation Form.
- ❖ Blank Goal Setting Template
- ❖ Three completed case samples for the Goal Setting Template that are related to the completed Evaluation Forms.
- ❖ 10 Domain Framework

## School Psychologist Job Performance Evaluation Flowchart

The goal of School Psychologist evaluation process is fourfold:

- Provide feedback regarding the overall quality of provided psychological services.
- Identify services in need for enrichment.
- Guide professional growth.
- Encourage increased effectiveness of provided psychological services.

The provided flowchart below is a guide to this process.

1

### Notice & Evaluation Process Orientation

- At the beginning of the school year, the school psychologist is notified about evaluation process, timeline, resources, and forms.
- Forms provided to the school psychologist include the *Job Performance Evaluation Form* and *Goals Page*.

2

### Initial Collaborative Conference

- On the *Job Performance Evaluation Form*, the school psychologist and administrator collaboratively decide together the domains that are relevant to the employee's current assignment and check these areas on the form.
- Collaboratively the administrator and school psychologist selects 3 domains to self-evaluate, checking the appropriate boxes.

3

### Self-Evaluation

- The school psychologist completes the Goal Setting page based on the domain(s) selected, beginning by writing a baseline via self-reflection and data (school site data, previous work year's data, survey, etc.).
- School psychologist drafts SMART goal(s) on *Goals Page* and completes action plan.

4

### Collaborative Goals Setting Meeting

- School psychologist and administrator meet to discuss and finalize goals for the year.
- Determine mid-year goal monitoring meeting date.
- Determine observation date.

5

### Collaborative Goals Monitoring Meeting

- School psychologist and administrator meet to discuss progress toward goals.
- Any support needed to make continued growth/progress toward goals is discussed and update the Goal Setting page as needed.

6

### Final Conference

- Before the final conference, the school psychologist completes the far-right column on the Goal Setting page noting progress toward each goal and submits this to the administrator.
- The administrator completes the *Job Performance Evaluation Form* with ratings using evidence provided by the school psychologist and the administrator provides final evaluation recording the evidence.
- Administrator and school psychologist meet to discuss the final evaluation.

**School Psychologist Job Performance Evaluation**

<b>Name:</b>	<b>Employment Status:</b>
<b>Assignment Location(s):</b>	<b>Date of Initial Conference:</b>
<b>Date of Observation(s):</b>	<b>Date of Progress Conference:</b>
<b>Evaluator:</b>	<b>Date of Final Conference:</b>

**Protocol:**

- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist checks-off 3 domains to self-evaluate.
- At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)

**1. Unsatisfactory-** Skill not evidenced  
**2. Needs Improvement-** Skills minimally evidenced  
**3. Effective-** Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain	1	2	3
		<b>1. Data-based Decision Making and Accountability:</b>	1	2	3
		Makes use a problem-solving framework as the basis for all professional activities.			
		Collects and use assessment data to understand students' needs/challenges.			
		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		<b>2. Consultation and Collaboration</b>	1	2	3
		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
		Consults and collaborates at the individual, family, group, and systems levels.			
		Applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change			

Evidence:

		<b>3. Interventions and Instructional Support to Develop Academic Skills</b>	1	2	3
		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
		Collaborates with other educators, parents and the community to promote student success.			

Evidence:

		<b>4. Interventions and Mental Health Services to Develop Social and Life Skills</b>	1	2	3
		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
		Facilitates in the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors.			
		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

<b>5. School-Wide Practices to Promote Learning</b>			1	2	3
		Works collaboratively with school staff to enhance and support school wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

<b>6. Preventive and Responsive Services</b>			1	2	3
		Promotes recognition of risk and protective factors.			
		Participates in school crisis teams.			
		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
		Develop, promote, and evaluate wellness & resilience programs.			

Evidence:

<b>7. Family-School Collaboration Services</b>			1	2	3
		Use evidence-based strategies to design, implement, and evaluate effective policies and practices.			
		Promote strategies for safe, nurturing, and dependable parenting and home interventions.			
		Help create linkages between schools, families, and community providers, help coordinate services when programming.			

Evidence:

<b>8. Diversity in Development and Learning</b>			1	2	3
		Applies understanding of the influence of culture, background, and individual learning characteristics.			
		Utilizes a problem solving framework for addressing the needs of students with diverse characteristics.			
		Promote fairness and social justice and provide culturally competent and effective practices.			

Evidence:

<b>9. Research and Program Evaluation:</b>			1	2	3
		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
		Incorporates techniques for data collection, analyses, and accountability in evaluation of services			

Evidence:

<b>10. Legal, Ethical, and Professional Practice</b>			1	2	3
		Practices in ways and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations.			
		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
		Engages in lifelong learning and professional development.			
		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Suggestions to enhance professional development:

Recommendation for Continued Employment:

Continuation Recommended- Meets or Exceeds Standards

Continuation with Improvement(s) Recommended

Continuation with Improvement(s) Required

Not Recommended for Continuation

Evaluator's Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

**School Psychologist Job Performance Evaluation**

<b>Name:</b> <i>Sally School Psychologist</i>	<b>Employment Status:</b> <i>Permanent</i>
<b>Assignment Location(s):</b> <i>Comprehensive MS</i>	<b>Date of Initial Conference:</b> <i>September</i>
<b>Date of Observation(s):</b> <i>December</i>	<b>Date of Progress Conference:</b> <i>January</i>
<b>Evaluator:</b> <i>Allen Administrator</i>	<b>Date of Final Conference:</b> <i>June</i>

**Protocol:**

- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
  - Collaboratively the administrator and the school psychologist checks-off 3 domains to self-evaluate.
  - At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)
- 1. Unsatisfactory-** Skill not evidenced
  - 2. Needs Improvement-** Skills minimally evidenced
  - 3. Effective-** Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain	1	2	3
		<b>1. Data-based Decision Making and Accountability:</b>			
✓		Makes use a problem-solving framework as the basis for all professional activities.			
✓		Collects and use assessment data to understand students' needs/challenges.			
✓		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
✓		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		<b>2. Consultation and Collaboration</b>	1	2	3
✓	✓	Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			X
✓	✓	Consults and collaborates at the individual, family, group, and systems levels.			X
✓	✓	Applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change			X

Evidence: *Sally brought her expertise of evidenced-base practices for behavior and effectively communicates how to implement the intervention with staff. In addition, she is able to gain buy-in with staff with her collaborative approach.*

		<b>3. Interventions and Instructional Support to Develop Academic Skills</b>	1	2	3
✓		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
✓		Collaborates with other educators, parents and the community to promote student success.			

Evidence:

		<b>4. Interventions and Mental Health Services to Develop Social and Life Skills</b>	1	2	3
✓		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
✓		Facilitates in the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors.			
✓		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:



<b>5. School-Wide Practices to Promote Learning</b>			1	2	3
✓	✓	Works collaboratively with school staff to enhance and support school wide practices that promote student achievement.			X
✓	✓	Promotes the development and maintenance of supportive learning environments.			X

*Evidence: Sally is considered a leader at her site and respected among the staff. She has successfully implemented a CICO system. She is near finished training a staff to coordinate the program next school year.*

<b>6. Preventive and Responsive Services</b>			1	2	3
✓		Promotes recognition of risk and protective factors.			
✓		Participates in school crisis teams.			
✓		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
✓		Develop, promote, and evaluate wellness & resilience programs.			

Evidence:

<b>7. Family-School Collaboration Services</b>			1	2	3
✓		Use evidence-based strategies to design, implement, and evaluate effective policies and practices.			
✓		Promote strategies for safe, nurturing, and dependable parenting and home interventions.			
✓		Help create linkages between schools, families, and community providers, help coordinate services when programming.			

Evidence:

<b>8. Diversity in Development and Learning</b>			1	2	3
✓		Applies understanding of the influence of culture, background, and individual learning characteristics.			
✓		Utilizes a problem solving framework for addressing the needs of students with diverse characteristics.			
✓		Promote fairness and social justice and provide culturally competent and effective practices.			

Evidence:

<b>9. Research and Program Evaluation:</b>			1	2	3
✓	✓	Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			X
✓	✓	Incorporates techniques for data collection, analyses, and accountability in evaluation of services			X

*Evidence: On a weekly basis Sally creates charts that graph students' progress and shares with relevant staff.*

<b>10. Legal, Ethical, and Professional Practice</b>			1	2	3
✓		Practices in ways and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations.			
✓		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
✓		Engages in lifelong learning and professional development.			
✓		Utilizes information sources and technology and responsible record keeping.			

Evidence:

**Adjunct Duties and/or activities that support student progress:** Sally participated in the site's Multi-tiered Level of Support (MTSS) mapping of the site's interventions.

**Commendations:** Sally is the president of her local guild.

**Professional Growth Activities:** Sally will attend an Excel workshop to enhance her charting skills.

**Suggestions to enhance professional development:** Sally is encouraged to attend the annual CASP convention to update her skills.

**Recommendation for Continued Employment:**

Continuation Recommended- Meets or Exceeds Standards

Continuation with Improvement(s) Recommended

Continuation with Improvement(s) Required

Not Recommended for Continuation

Evaluator's Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

**School Psychologist Job Performance Evaluation**

<b>Name:</b> <i>John School Psychologist</i>	<b>Employment Status:</b> <i>Permanent</i>
<b>Assignment Location(s):</b> <i>ERMHS provider for SPED students with ERMHS DIS counseling.</i>	<b>Date of Initial Conference:</b> <i>September</i>
<b>Date of Observation(s):</b> <i>December</i>	<b>Date of Progress Conference:</b> <i>January</i>
<b>Evaluator:</b> <i>Allen Administrator</i>	<b>Date of Final Conference:</b> <i>June</i>

**Protocol:**

- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist checks-off 3 domains to evaluate and develop goals.
- At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)

1. **Unsatisfactory**- Skill not evidenced  
 2. **Needs Improvement**- Skills minimally evidenced  
 3. **Effective**- Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain	1	2	3
		<b>1. Data-based Decision Making and Accountability:</b>			
		Makes use a problem-solving framework as the basis for all professional activities.			
		Collects and use assessment data to understand students' needs/challenges.			
		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		<b>2. Consultation and Collaboration</b>	1	2	3
✓		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
✓		Consults and collaborates at the individual, family, group, and systems levels.			
✓		Applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change			

Evidence:

		<b>3. Interventions and Instructional Support to Develop Academic Skills</b>	1	2	3
✓		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
✓		Collaborates with other educators, parents and the community to promote student success.			

Evidence:

		<b>4. Interventions and Mental Health Services to Develop Social and Life Skills</b>	1	2	3
✓	✓	Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			X
✓	✓	Facilitates in the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors.			X
✓	✓	Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			X

Evidence: *John has effectively implemented trauma based interventions.*

5. School-Wide Practices to Promote Learning			1	2	3
		Works collaboratively with school staff to enhance and support school wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

6. Preventive and Responsive Services			1	2	3
✓	✓	Promotes recognition of risk and protective factors.			X
✓	✓	Participates in school crisis teams.			X
✓	✓	Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			X
		Develop, promote, and evaluate wellness & resilience programs.			

Evidence: John effectively provided staff training on suicide prevention.

7. Family-School Collaboration Services			1	2	3
✓		Use evidence-based strategies to design, implement, and evaluate effective policies and practices.			
✓	✓	Promote strategies for safe, nurturing, and dependable parenting and home interventions.			X
✓		Help create linkages between schools, families, and community providers, help coordinate services when programming.			

Evidence: John provides a tiered level of counseling and behavior support to families including providing group and individual services.

8. Diversity in Development and Learning			1	2	3
✓		Applies understanding of the influence of culture, background, and individual learning characteristics.			
✓		Utilizes a problem solving framework for addressing the needs of students with diverse characteristics.			
✓		Promote fairness and social justice and provide culturally competent and effective practices.			

Evidence:

9. Research and Program Evaluation:			1	2	3
✓		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
✓		Incorporates techniques for data collection, analyses, and accountability in evaluation of services			

Evidence:

10. Legal, Ethical, and Professional Practice			1	2	3
✓		Practices in ways and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations.			
✓		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
✓		Engages in lifelong learning and professional development.			
✓		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations: Last school year, John earned the district's Pupil Personnel Services employee of the year.

Professional Growth Activities: John will update his skills by attending a Law and Ethics workshop for professionals providing counseling services.

Suggestions to enhance professional development: John is encouraged to annually update his skills at the California Association of School Psychologist (CASP) Convention.

Recommendation for Continued Employment:

Continuation Recommended- Meets or Exceeds Standards

Continuation with Improvement(s) Recommended

Continuation with Improvement(s) Required

Not Recommended for Continuation

Evaluator's Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

### School Psychologist Job Performance Evaluation

<b>Name:</b> <i>Serena School Psychologist</i>	<b>Employment Status:</b> <i>Probationary</i>
<b>Assignment Location(s):</b> <i>Pre-School Assessment Center</i>	<b>Date of Initial Conference:</b> <i>September</i>
<b>Date of Observation(s):</b> <i>December</i>	<b>Date of Progress Conference:</b> <i>January</i>
<b>Evaluator:</b> <i>Allen Administrator</i>	<b>Date of Final Conference:</b> <i>June</i>

**Protocol:**

- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist checks-off 3 domains to self-evaluate.
- At the final conference, the administrator will present the completed Evaluation form (See School Psychologist Job Performance Evaluation Flowchart for details).

1. **Unsatisfactory**- Skill not evidenced  
 2. **Needs Improvement**- Skills minimally evidenced  
 3. **Effective**- Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain	1	2	3
<b>1. Data-based Decision Making and Accountability:</b>					
✓	✓	Makes use a problem-solving framework as the basis for all professional activities.			X
✓	✓	Collects and use assessment data to understand students' needs/challenges.			X
✓	✓	Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			X
✓	✓	Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			X

*Evidence: Serena's has been trained and effectively developed her pre-school assessment skills for students on the Autism spectrum.*

		2. Consultation and Collaboration	1	2	3
✓		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
✓		Consults and collaborates at the individual, family, group, and systems levels.			
✓		Applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change			

Evidence:

		3. Interventions and Instructional Support to Develop Academic Skills	1	2	3
✓		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
✓		Collaborates with other educators, parents and the community to promote student success.			

Evidence:

		4. Interventions and Mental Health Services to Develop Social and Life Skills	1	2	3
		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
		Facilitates in the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors.			
✓		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

		<b>5. School-Wide Practices to Promote Learning</b>	1	2	3
		Works collaboratively with school staff to enhance and support school wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

		<b>6. Preventive and Responsive Services</b>	1	2	3
✓	✓	Promotes recognition of risk and protective factors.			X
		Participates in school crisis teams.			
		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
		Develop, promote, and evaluate wellness & resilience programs.			

Evidence: Serena presented the risk and protective factors in the parent presentation. Also, she expanded the risk and protective factors in her pre-school assessments.

		<b>7. Family-School Collaboration Services</b>	1	2	3
✓		Use evidence-based strategies to design, implement, and evaluate effective policies and practices.			
✓		Promote strategies for safe, nurturing, and dependable parenting and home interventions.			
✓	✓	Help create linkages between schools, families, and community providers, help coordinate services when programming.			X

Evidence: Serena has effectively organize a parent workshop to effectively link schools and families.

		<b>8. Diversity in Development and Learning</b>	1	2	3
✓	✓	Applies understanding of the influence of culture, background, and individual learning characteristics.			X
✓	✓	Utilizes a problem solving framework for addressing the needs of students with diverse characteristics.			X
✓	✓	Promote fairness and social justice and provide culturally competent and effective practices.			X

Evidence: Serena's knowledge in Cambodian culture is reflected in the nuances in her assessment, observed in her work with parents, and self-reported confidence.

		<b>9. Research and Program Evaluation:</b>	1	2	3
		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
		Incorporates techniques for data collection, analyses, and accountability in evaluation of services			

Evidence:

		<b>10. Legal, Ethical, and Professional Practice</b>	1	2	3
✓		Practices in ways and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations.			
✓		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
✓		Engages in lifelong learning and professional development.			
✓		Utilizes information sources and technology and responsible record keeping.			

Evidence:

**Adjunct Duties and/or activities that support student progress:** This is Serena's second year at the Pre-School Assessment Center. She has organized and hosted a parent workshop.

**Commendations:** Parents that Serena has worked with speak very highly of her.

**Professional Growth Activities:** Serena is eager to learn and seeks further training on assessing pre-schoolers. In the future, she would like to improve the behavioral components of her assessments. Next year, Serena will attend a behavioral assessment and intervention training offered at the County Office of Education.

**Suggestions to enhance professional development:** Serena is encouraged to attend the annual CASP convention to update her skills.

**Recommendation for Continued Employment:**

Continuation Recommended- Meets or Exceeds Standards

Continuation with Improvement(s) Recommended

Continuation with Improvement(s) Required

Not Recommended for Continuation

Evaluator's Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.



**School Psychologist Goal Setting Template**

**What are the NASP domains to be evaluated?**

**What evidence, data, or reasons do you have for selecting these domains?**

Goals	Action Steps	Timeline	Resources Required	Check when completed
Goal 1:				
Goal 2:				
Goal 3:				

Evaluator Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature acknowledges that we agree to the measureable learning goals and collaborated in their development.

## School Psychologist Goal Setting Template

**What are the NASP domains to be evaluated?** *Domains 2, 5, 9.*

**What evidence, data, or reasons do you have for selecting these domains?** *The school site's suspension rates for specific subgroups have been disproportionately high. Sally will contribute to reducing the site's suspension rate.*

<b>Goals</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources Required</b>	<b>Check when completed</b>
<b>Domain 2/ Goal 1:</b> <i>Sally will work with the school site's PBIS team to reduce subgroup suspensions.</i>	<i>1. Sally will collect, organize and chart discipline data over the last 3 years for presentation to the PBIS team. 2. Sally will participate in the collaboration of the PBIS team discussion of behavior intervention practices. 3. Sally will monitor the plans effectiveness developing a chart to communicate progress with the PBIS team.</i>	<i>1. Beginning of October 2. Beginning of November. 3. Monthly</i>	<i>Sally will receiving training via the district's technology department on using google files.</i>	<i>1. Done 2. Done 3. Done</i>
<b>Domain 5/ Goal 2:</b> <i>Sally will add a tier 2 intervention.</i>	<i>1. Sally will establish and coordinate a Check-in/Check-out program (CICO). 2. Sally will begin to train another staffer to coordinate the program.</i>	<i>1. November 2. April</i>	<i>1. Sally will consult with the County Office of Education CICO program consultant. 2. School site office staff will duplicate training materials.</i>	<i>1. Done 2. Done</i>
<b>Domain 9/ Goal 3:</b> <i>Sally will research and evaluate the CICO program effectiveness.</i>	<i>Sally will create a data input system for student behavior logs.</i>	<i>End of October</i>	<i>None</i>	<i>Done</i>

Evaluator Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Print Name: Sally School Psychologist Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature acknowledges that we agree to the measureable learning goals and collaborated in their development.

Adapted from the NASP Growth Plan

## School Psychologist Goal Setting Template

**What are the NASP domains to be evaluated?** Domains 4, 6, 7.

**What evidence, data, or reasons do you have for selecting these domains?** John is assigned as the ERMHS provider to SPED students with DIS counseling on their IEP at an ERMHS level. Students identified on school campuses with internalizing mental health issues are not easily recognized by school staff.

Goals	Action Steps	Timeline	Resources Required	Check when completed
<b>Domain 4/ Goal 1:</b> John will add trauma-based counseling interventions to his counseling tool kit.	<ol style="list-style-type: none"> <li>1. John will research appropriate professional development opportunities.</li> <li>2. John will seek case consultation services with district's lead school psychologist as needed.</li> </ol>	1. November	None	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> </ol>
<b>Domain 6/ Goal 2:</b> John will promote staff training on suicide awareness and prevention for secondary school teachers in accordance with the AB-2246 Pupil suicide prevention policies.	<ol style="list-style-type: none"> <li>1. John will develop a 20-minute PowerPoint presentation for school staff.</li> <li>2. John will schedule opportunities for staff presentations.</li> <li>3. By the end of the school year, all secondary schools will be trained on the district's suicide prevention protocol.</li> </ol>	<ol style="list-style-type: none"> <li>1. November</li> <li>2. April</li> <li>3. June</li> </ol>	<ol style="list-style-type: none"> <li>1. John needs a district laptop and LCD projector of his presentations.</li> <li>2. District office staff will duplicate training materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> </ol>
<b>Domain 7/ Goal 3:</b> In collaboration with the district's MTSS team, John will provide consultation services in the development of a tiered system of parent support for all levels.	John will participate in the planning of integrating general education and special education plan for parent support.		None	Done

Evaluator Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Print Name: John School Psychologist \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature acknowledges that we agree to the measureable learning goals and collaborated in their development.

Adapted from the NASP Growth Plan

### School Psychologist Goal Setting Template

**What are the NASP domains to be evaluated?** Domains 1, 6 & 7, 8.

**What evidence, data, or reasons do you have for selecting these domains?** This is Serena's second year at the district's Pre-School Assessment Center. She would like to improve her pre-school assessment skills for students' on the Autism spectrum. Because the district has a relatively large Cambodian population, she would like to increase her cultural competence working with the families and assessing students.

Domain and related Goal(s)	Action Steps	Timeline	Resources Required	Check when completed
<b>Domain 1/ Goal 1:</b> Serena will increase her skill to assess pre-school students on the Autism spectrum.	<ol style="list-style-type: none"> <li>1. Serena will become proficient administering the Autism Diagnostic Observation Training (ADOS-2).</li> <li>2. Serena will seek consultation as needed in the interpretation, scoring and presentation of the findings as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning of October</li> <li>2. Beginning of November.</li> <li>3. Monthly</li> </ol>	Serena will receiving training on administering the ADOS-2 training.	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> </ol>
<b>Domain 6 &amp; 7/ Goal 2:</b> Serena will organize a parent workshop to educate parents of pre-school students on how to support their student's education and seek out district educational support.	<ol style="list-style-type: none"> <li>1. Serena will organize an evening workshop that is centrally located in the district.</li> <li>2. Serena will collaborate with pre-school teachers and administrators on the presentations content.</li> <li>3. Serena will recruit a partners presenters to deliver the presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. November</li> <li>2. December</li> <li>3. December</li> </ol>	<ol style="list-style-type: none"> <li>1. Serena will be provided a budget for refreshments and childcare provider.</li> <li>2. Serena will secure interpreters and translation of resources via the district office.</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3 Done</li> </ol>
<b>Domain 8/ Goal 3:</b> Serena will gain understanding of the influence of culture, background, and individual learning characteristics for Cambodian students.	<ol style="list-style-type: none"> <li>1. Serena will attend the district's outreach to Cambodian parents meetings this year via the Educational Opportunity for Cambodians offered by the district's Office of Equity Access.</li> <li>2. To gain understanding of Cambodian culture, Serena will attend the Cambodian New Year's celebration event in April.</li> <li>3, Serena will seek consultation when questions regarding the influence of culture on educational progress and assessment process as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. End of October.</li> <li>2. April</li> <li>3. As needed.</li> </ol>	Serena will contact the district's Office of Equity Access to obtain the scheduled parent meetings.	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> </ol>

Evaluator Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Print Name: Serena School Psychologist \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature acknowledges that we agree to the measurable learning goals and collaborated in their development.

Adapted from the NASP Growth Plan

## NASP 10 Domain Practice Model

### **Data-based Decision Making and Accountability**

**1. Data-based Decision Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. Examples of professional practices associated with data-based decision making and accountability include the following:

<b>Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Notes</b>
School psychologists use a problem-solving framework as the basis for all professional activities. They systematically collect data from multiple sources, using information and technology resources to enhance data collection and decision making. They consider ecological factors as a context for assessment and intervention in general and special education settings.	Does not use a problem-solving framework as the basis for all professional activities. Does not systematically collect data from multiple sources or use information and technology resources to enhance data collection and decision making. Does not consider ecological factors as a context for assessment and intervention in general and special education settings.	Minimally uses a problem-solving framework as the basis for all professional activities. Collects minimal data from sources, inconsistently uses information and technology resources to enhance data collection and decision making. Minimally considers ecological factors as a context for assessment and intervention in general and special education settings.	Successfully uses a problem-solving framework as the basis for all professional activities. Systematically collects data from multiple sources, using information and technology resources to enhance data collection and decision making. Considers ecological factors as a context for assessment and intervention in general and special education settings.	
School psychologists collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Does not collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Minimally collect and use assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	Collects and uses assessment data to understand students' needs/challenges and to select and implement evidence-based instructional and mental health services.	
School psychologists, as part of an interdisciplinary team, conduct comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.	Does not conduct assessments to identify students' eligibility for special education and other educational services that are comprehensive or legally defensible.	Conducts assessments to identify students' eligibility for special education and other educational services; however, the assessments are not always comprehensive or legally defensible.	Successfully conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.	
School psychologists assist with the design, implementation, and data collection procedures for the evaluation of the effectiveness of school-based interventions and	Does not participate in the design, implementation, and data collection procedures for the evaluation of the effectiveness of	Minimally participates with the design, implementation, and data collection procedures for the evaluation of the effectiveness of	Assists with the design, implementation, and data collection procedures for the evaluation of the effectiveness of	

programs. For example, they examine treatment fidelity; they evaluate the effectiveness of their own services.	school-based interventions and programs.	school-based interventions and programs.	school-based interventions and programs.	
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**NASP Practice Model: Consultation and Collaboration**

**2. Consultation and Collaboration:** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

<b>Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Notes</b>
School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Does not use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Minimally use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	
School psychologists consult and collaborate at the individual, family, group, and systems levels. They facilitate communication and collaboration as well as effectively communicate information among diverse school personnel, families, community professionals and others.	Rarely consults and collaborates at the individual, family, group, and systems levels. Rarely facilitates communication and collaboration nor effectively communicates information among diverse school personnel, families, community professionals, and others.	Minimally consults and collaborates at the individual, family, group, and systems levels. Minimally facilitates communication and collaboration and does not effectively communicate information among diverse school personnel, families, community professionals, and others.	Consults and collaborates at the individual, family, group, and systems levels. Facilitates communication and collaboration as well as effectively communicates information among diverse school personnel, families, community professionals, and others.	
School psychologists function as change agents, applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	Does not apply psychological and educational principles nor use skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	Minimally functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	Successfully functions as a change agent, applying psychological and educational principles and by using skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	

**NASP Practice Model: Interventions and Instructional Support to Develop Academic Skills**

<b>3. Interventions and Instructional Support to Develop Academic Skills:</b> School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:				
<b>Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Notes</b>
<p>School psychologists use all available assessment information and empirical research on learning and cognitive development to:</p> <ul style="list-style-type: none"> <li>• develop and implement evidence-based instructional strategies that are intended to improve student achievement including interventions for self-regulation and planning/ organization, etc.</li> <li>• promote student learning at the individual, group, and systems level by developing instructional strategies to meet the individual learning needs of children.</li> <li>• use information and assistive technology resources to enhance students' cognitive and academic skills.</li> <li>• address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.</li> </ul>	<p>Does not use all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.</p>	<p>Inconsistently uses available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.</p>	<p>Uses all available assessment information and empirical research on learning and cognitive development to promote data-based interventions and instructional strategies to support student achievement.</p>	
<p>School psychologists collaborate with other educators, parents and the community, as appropriate, to:</p> <ul style="list-style-type: none"> <li>• promote the principles of student-centered learning (setting individual learning goals, making and monitoring a plan toward the goals, etc.) and healthy lifestyles.</li> </ul>	<p>Does not work collaboratively with other educators, parents and the community to promote principles of learning. Does not ensure attainment of state and local academic benchmarks; does not develop, implement, and evaluate effective academic interventions.</p>	<p>Inconsistently works collaboratively with other educators, parents and the community, to promote principles of learning. Minimally ensures attainment of state and local academic benchmarks; and sometimes develops, implements, and evaluates effective academic interventions.</p>	<p>Collaboratively works with other educators, parents and the community, as appropriate, to promote principles of learning; ensures attainment of state and local academic benchmarks; and develops, implements, and evaluates effective academic interventions.</p>	

<ul style="list-style-type: none"> <li>● ensure the attainment of state and local academic benchmarks by all students.</li> <li>● develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.</li> </ul>				
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**NASP Practice Model: Interventions and Mental Health Services to Develop Social and Life Skills**

<p><b>4. Interventions and Mental Health Services to Develop Social and Life Skills:</b> School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Examples of professional practices associated with development of social, emotional, behavioral, and life skills include the following:</p>				
Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
<p>School psychologists integrate developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children. Examples of service may include:</p> <ul style="list-style-type: none"> <li>● individual and group counseling,</li> <li>● behavioral coaching,</li> <li>● classroom and school-wide social emotional learning programs,</li> <li>● positive behavioral support</li> <li>● parent education and support;</li> <li>● Life skills training</li> </ul>	<p>Does not implement integrated developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.</p>	<p>Inconsistently demonstrates integrated developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.</p>	<p>Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.</p>	
<p>School psychologists facilitate in the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.</p>	<p>Does not participate and/or is unaware of the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.</p>	<p>Minimally participates in the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.</p>	<p>Facilitates the development, design and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors including self-regulation, healthy decision-making as well as overall classroom management.</p>	



School psychologists consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, address intervention acceptability and fidelity, and evaluate implementation and outcomes of behavioral and mental health interventions.	Does not consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, fails to address intervention acceptability and fidelity, and evaluate implementation and outcomes of behavioral and mental health interventions.	Minimally considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, intervention acceptability and fidelity, and implementation and outcomes of behavioral and mental health interventions.	Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization, addresses intervention acceptability and fidelity, and evaluates implementation and outcomes of behavioral and mental health interventions.	
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**NASP Practice Model: School-Wide Practices to Promote Learning**

**5. School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Professional practices associated with school-wide promotion of learning include the following:

<b>Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Notes</b>
<p>Collaboration: School psychologists work collaboratively with school staff to enhance and support school wide practices that promote student achievement by:</p> <ul style="list-style-type: none"> <li>• promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services.</li> <li>• developing school improvement plans that impact the programs and services available to children, youth, and families, and the way school psychologists deliver their services.</li> <li>• creating and maintaining a multitiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.</li> </ul>	Does not work collaboratively with school staff to enhance and support school wide practices that promote student achievement	Inconsistently works collaboratively with school staff to enhance and support school wide practices that promote student achievement	Consistently works collaboratively with school staff to enhance and support school wide practices that promote student achievement	

<ul style="list-style-type: none"> <li>• incorporating evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas of discipline, instructional support, staff training, coordinating with partner agency services, program evaluation, home-school partnerships, designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services.</li> </ul>				
<p>School psychologists promote the development and maintenance of learning environments that support resilience and academic growth, and promote high rates of academic engaged time. Examples of this include:</p> <ul style="list-style-type: none"> <li>• evaluating outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.</li> <li>• incorporating evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment.</li> </ul>	<p>Does not promote the development and maintenance of supportive learning environments. Does not evaluate the outcomes of initiatives, and does not incorporate strategies to assist students when transitioning between environments.</p>	<p>Inconsistently promotes the development and maintenance of supportive learning environments. Minimally evaluates the outcomes of initiatives, and inconsistently incorporates strategies to assist students when transitioning between environments.</p>	<p>Consistently promotes the development and maintenance of supportive learning environments, evaluates the outcomes of initiatives, and incorporates strategies to assist students when transitioning between environments.</p>	

**NASP Practice Model: Preventive and Responsive Services**

**6. Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of effective practices associated with preventive and responsive services include the following:

<b>Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Notes</b>
School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities	Does not promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and does not participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities	Inconsistently promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and inconsistently participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities	Promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence, and participates in the implementation and evaluation of programs that promote safe and violence-free schools and communities	
School psychologists participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	Does not participate in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, or directs services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	Inconsistently participates in school crisis teams, use data-based decision-making methods, problem-solving strategies, consultation, collaboration, or direct services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	Participates in school crisis teams, uses data-based decision-making methods, problem-solving strategies, consultation, collaboration, and directs services in the context of crisis prevention, preparation, response, and recovery to provide competent mental health support during and after crisis situations.	
School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Does not provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Inconsistently provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.	
School psychologists develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior, facilitate adjustments conducive to a healthy environment, and provide resources to protect students exhibiting	Does not develop, promote, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Does not facilitate adjustments conducive to a healthy environment and provide resources to protect students	Inconsistently develops, promotes, and evaluate wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Inconsistently facilitates adjustments conducive to a healthy environment and provide resources to	Develops, promotes, and evaluates wellness & resilience programs promoting prevention and interventions by collaborating with professionals to provide basic knowledge of appropriate behavior. Facilitates adjustments conducive to a healthy environment and provide resources to protect students	

precursors for learning disabilities, behavior concerns, and mental health.	exhibiting precursors for learning disabilities, behavior concerns, and mental health.	protect students exhibiting precursors for learning disabilities, behavior concerns, and mental health.	exhibiting precursors for learning disabilities, behavior concerns, and mental health.	
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### NASP Practice Model: Family–School Collaboration Services

**7. Family–School Collaboration Services:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices associated with family–school collaboration include the following:

Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Does not use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Inconsistently uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	Successfully uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students, while also identifying diverse cultural issues that may have an impact on family-school partnerships and interactions with community providers in providing services for families.	
School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.	Does not promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.	Inconsistently promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development.	Promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development and educate the school community regarding the influence of family involvement on school achievement while also advocating for parent involvement in school governance and policy development whenever possible.	

School psychologists help create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	Does not help create linkages between schools, families, and community providers, or help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	Inconsistently helps create linkages between schools, families, and community providers. Inconsistently helps coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	Helps create linkages between schools, families, and community providers, help coordinate services when programming for children involves multiple agencies, and advocate and support parents in their involvement in school activities to address individual students' needs.	
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### NASP Practice Model: Diversity in Development and Learning

<p><b>8. Diversity in Development and Learning:</b> School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status); and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery. Examples of diversity in development and learning include:</p>				
Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists apply their understanding of the influence of culture, background, and individual learning characteristics in development and learning, and they work collaboratively with family/community members when addressing individual differences, strengths, back-grounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.	Does not apply understanding of the influence of culture, background, and individual learning characteristics in development and learning, and does not work collaboratively with family/community members when addressing individual differences to improve outcomes for all students.	Inconsistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and inconsistently collaborates with family/community members when addressing individual differences to improve outcomes for all students.	Consistently applies understanding of the influence of culture, background, and individual learning characteristics in development and learning, and works collaboratively with family/community members when addressing individual differences to improve outcomes for all students.	
School psychologists utilize a problem- solving framework for	Does not utilize a problem-solving framework for addressing the	Inconsistently utilizes a problem-solving framework for addressing	Consistently utilizes an effective problem-solving framework for	

addressing the needs of students with diverse characteristics.	needs of students with diverse characteristics.	the needs of students with diverse characteristics.	addressing the needs of students with diverse characteristics.	
School psychologists promote fairness and social justice and provide culturally competent and effective practices in all areas of school psychology service delivery.	Does not promote fairness and social justice nor provides culturally competent and effective practices in all areas of school psychology service delivery.	Inconsistently promotes fairness and social justice and inconsistently provide culturally competent and effective practices in all areas of school psychology service delivery.	Consistently promotes fairness and social justice and consistently provide culturally competent and effective practices in all areas of school psychology service delivery.	

### NASP Practice Model: Research and Program Evaluation

<p><b>9. Research and Program Evaluation:</b> School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and program evaluation include the following:</p>				
Practice	Unsatisfactory	Needs Improvement	Proficient	Notes
School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery. They provide assistance and incorporate various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level.	Does not utilize research findings as a foundation for effective service delivery. Does not provide assistance or incorporate various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level	Minimally evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides minimal assistance and minimally uses various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level.	Successfully evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. Provides assistance and uses various techniques in analyzing, interpreting and using empirical foundations at the individual, group and/or systems level	
School psychologists incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. They collaborate with others and provide support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	Does not incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Does not collaborate with others or provide support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	Minimally incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Minimally collaborates with others and provides support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels. Collaborates with others and provides support when needed for analyzing progress monitoring data as well as designing, implementing and evaluating the fidelity and effectiveness of school-based intervention plan.	

**NASP Practice Model: Legal, Ethical, and Professional Practice**

<p><b>10. Legal, Ethical, and Professional Practice:</b> School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of legal, ethical, and professional practice include the following:</p>				
<b>Practice</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Notes</b>
School Psychologists practice and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and use supervision and mentoring for effective practice.	Does not practice nor engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and use supervision and mentoring for effective practice.	Inconsistent in practicing and engaging in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and in using supervision and mentoring for effective practice.	Practices and engages in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations, and uses supervision and mentoring for effective practice.	
School psychologists assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocate for professional roles as providers of effective services that enhance the learning and mental health for all students.	Does not assist school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and does not advocate for professional roles as providers of effective services that enhance the learning and mental health for all students.	Inconsistently assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education. Inconsistently advocates for professional roles as providers of effective services that enhance the learning and mental health for all students.	Assists school personnel and parents in understanding and adhering to legislation and regulations relevant to regular and special education, and advocates for professional roles as providers of effective services that enhance the learning and mental health for all students.	
School psychologists engage in lifelong learning and professional development.	Does not engage in lifelong learning and professional development.	School psychologist is not consistent in engaging in lifelong learning and professional development.	Engages in lifelong learning and professional development.	
School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Does not access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Inconsistently accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	

