Standard 1: Knowledge of Field, Applied Skills, and Child Development

The School Psychologist contributes significant knowledge in the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. The School Psychologist contributes to data-based decisions regarding intervention practices for academic, social-emotional and behavioral domains.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Data-based Decision Making and Accountability	Demonstrates limited knowledge of the subject matter and content vocabulary. Relies heavily on assessments and data collection methods that are inappropriate for purpose and/or student, or are administered, scored or interpreted incorrectly.	Occasionally demonstrates factual knowledge of the subject matter and content vocabulary. Lacks understanding of how data points relate to one another in a way that is appropriate to student learning.	Frequently demonstrates knowledge of varied models and methods of assessment and data collection. Frequently administers scores, and interprets data and assessments correctly.	Consistently and effectively uses multiple strategies and explanations. Assessment and data collection methods are appropriate for their intended purpose. Is able to answer colleagues' questions about the subject matter.
1.2 Consultation	Demonstrates a lack of knowledge and skills about effective consultation strategies and practices.	Occasionally meets with colleagues to provide consultation and collaboration; however, individual practice demonstrates limited application of knowledge and skills.	Frequently uses effective consultation and collaboration in all areas of work. Assists teachers with identifying concerns to target through intervention practices. Works well with intervention teams. Frequently provides mentoring and coaching to colleagues.	Consistently and effectively initiates communication, consultation and collaboration with colleagues and teachers.
1.3 Academic, Social and Life Skills	Demonstrates a lack of knowledge about curriculum, instructional strategies and approaches and standards for academic, social-emotional, and behavioral domains.	Occasionally demonstrates knowledge about curriculum and standards for academic, social emotional, and behavior domains.	Frequently demonstrates knowledge of biological, cultural, developmental and social influences on academic skills, behavior skills and mental health. Frequently demonstrates knowledge of human learning, cognitive processes, developmental processes, and behavioral and emotional impact on learning.	Consistently demonstrates knowledge of biological, cultural, developmental and social influences on academic skills, behavior skills and mental health. Consistently demonstrates knowledge of human learning, cognitive processes, developmental processes, and behavioral and emotional impact on learning.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.4 Preventive and Responsive Services	Demonstrates a lack of knowledge and skills necessary to assess student risk assessment and coordinate effective mitigation strategies in the schools and the community.	Occasionally demonstrates the knowledge and skills necessary to assess student risk assessment and coordinate effective mitigation strategies in the schools and community.	Frequently demonstrates the knowledge and skills necessary to assess student risk assessment and coordinate effective mitigation strategies in the schools and community.	Continually demonstrates the knowledge and skills necessary to assess student risk assessment and coordinate effective mitigation strategies in the schools and the community.
1.5 Family and School Collaboration Services	Does not demonstrate strategies to develop collaboration between families and schools.	Occasionally demonstrates knowledge of evidence-based strategies to support family influences on children's learning and mental health.	Demonstrates knowledge of evidence-based strategies to support family influences on children's learning and mental health.	Continually demonstrates strategies to develop collaboration between families and schools. Always demonstrates knowledge of links between disciplines and practice in support of all students and families. Continually collaborates with school staff, specialists, teachers and administrators to best meet the needs of all students and families.
1.6 Diversity in Development and Learning	Does not demonstrate knowledge of individual differences, abilities, disabilities and other diverse student characteristics. Does not demonstrates knowledge of principles and research related to diversity factors for children, families and schools, including factors related to culture, context, individual differences, and role differences.	Occasionally demonstrates knowledge of individual differences, abilities, disabilities and other diverse student characteristics; but only occasionally demonstrates knowledge of principles and research related to diversity factors for children, families and schools, including factors related to culture, context, individual differences and role differences.	Frequently demonstrates knowledge of individual differences, abilities, disabilities and other diverse student characteristics. Routinely demonstrates knowledge of principles and research related to diversity factors for children, families and schools, including factors related to culture, context, and individual differences and role differences.	Consistently demonstrates knowledge of individual differences, abilities, disabilities and other diverse student characteristics. Continuously demonstrates knowledge of principles and research related to diversity factors for children, families and schools, including factors related to culture, context, individual differences, and role differences.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.7 Evaluation	Lacks knowledge about intervention strategies and practices. Does not demonstrate skill at using a wide variety of assessment tools and date collection methods.	Demonstrates knowledge about intervention strategies and practices, but, only occasionally uses a wide variety of assessment tools and data collection methods.	Frequently demonstrates skill at using a wide variety of assessment tools and data collection methods. Frequently demonstrates the ability to evaluate cognitive abilities, psychological processes, social skills, behavioral skills, risk factors, academic skills and mental health concerns.	Consistently demonstrates skill at using a wide variety of assessment tools and data collection methods. Consistently demonstrates the ability to evaluate cognitive abilities, psychological processes, social skills, behavioral skills, risk factors, academic skills and mental health concerns. Is a resource for other psychologists in developing assessment techniques.
1.8 Facilitation	Rarely demonstrates knowledge of group dynamics, organizational development and effective decision-making. Skill at using communication and mediation is rarely observed. Repeatedly finds it difficult to navigate through challenging situations, including meetings and one-to-one communications. Rarely leads group meetings to a reasoned conclusion, leaving some participants frustrated because they were not enabled to participate in the meeting.	Only occasionally demonstrates knowledge of group dynamics, organizational development and decision-making leading to an effective conclusion. Sometimes uses communication and mediation skills, yet not effectively enough to navigate challenging meetings and situations. Sometimes allows team members to participate and provide meaningful input, yet does not encourage all members to participate. Only occasionally do meetings lead to a well-reasoned conclusion.	Routinely demonstrates comprehensive knowledge of group dynamics, organizational development and decision-making processes. Often uses communication and mediation skills to navigate through a challenging meeting or situation, allowing most team members to participate and provide input, while guiding the meeting to a reasoned conclusion.	Consistently demonstrates thorough knowledge of group dynamics, organizational development and effective decision-making. Constantly uses strong communication and mediation skills to navigate a challenging meeting or situation in order to allow all team members to participate and provide meaningful input, while guiding the meeting to a well-reasoned conclusion.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.9 Knowledge of Child and Adolescent Development	Demonstrates a lack of knowledge about developmental level of students. Does not include developmental data as part of evaluations.	Sometimes demonstrates knowledge of developmental levels of students. Inconsistently includes developmental data as a part of evaluations.	Frequently demonstrates knowledge of the developmental levels of students. Includes developmental data as a part of evaluations.	Consistently demonstrates expert knowledge of the developmental levels of students and uses this knowledge to consult with teachers to differentiate and expand learning experiences. Applies current, empirically based research on learning and cognition to evaluation results.
1.10 Knowledge of Diversity, Language, and Culture	Demonstrates little or no knowledge or understanding of students' interests, linguistic and cultural heritage, medical needs, social-emotional development, or cognitive abilities, nor why such knowledge is important.	Occasionally recognizes the value of understanding students' interests, linguistic and cultural heritage, medical needs, social-emotional development, and cognitive abilities, but applies such knowledge inconsistently.	Frequently demonstrates understanding of individual students' interests, linguistic and cultural heritage, medical needs, social-emotional development, and cognitive abilities. Usually implements a strategy for gathering this information.	Consistently demonstrates a firm understanding of individual students' interests, linguistic and cultural heritage, medical needs, social-emotional development, and cognitive abilities. Consistently implements a strategy for gathering this information. Uses this knowledge of diversity and culture to educate others and advocate for systems change.

Guiding Questions	Evidence Examples
- Documentation of meetings with teachers and specialists - Feedback from staff, students and families - Reference material - Primary source materials - Handouts/guides from professional development sessions or conferences - NASP Code of Ethics - Notes from conferences - Professional journal - Meeting observations - Evaluation reports	- Is communication proactive, consistent, respectful and responsive to school needs? - Is knowledge of diversity, social, academic and developmental processed demonstrated? - Are professional meetings managed effectively and efficiently? - Are families included in decision making? - Is expertise demonstrated in understanding multiple factors that influence behavior?

Standard 2: Assessment and Consultation

The School Psychologist demonstrates expertise in collecting, managing and interpreting various types of data. They consult and collaborate at the individual, family and systems levels and use a consultative problem solving process in planning, implementing and monitoring student behavioral interventions.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Supporting Positive Behavior	Demonstrates little knowledge of behavior intervention principles. Does not collaborate with teachers and staff.	Occasionally demonstrates knowledge of behavior intervention principles. Sometimes collaborates with teachers and staff in the development of classroom/systems management procedures and individualized behavior management plans.	Frequently demonstrates knowledge of behavior intervention principles. Frequently collaborates with teachers and staff in the development of classroom/systems management procedures, and individualized behavior management plans.	Consistently demonstrates knowledge of behavior intervention principles and collaborates with staff in their development. Consistently provides staff training specific to classroom/systems management procedures and individualized behavior management.
2.2 Supporting Individual Students' Behavior	Demonstrates little knowledge of how to collect data to inform behavioral interventions. Does not guide teams in utilizing data to design individual student behavior support plans.	Occasionally collects data to inform behavioral interventions. Sometimes guides teams in utilizing data to design individual student behavior support plans.	Assists school teams in the collection of data for the purpose of designing appropriate behavior interventions. Guides teams in utilizing that data to design individual student behavior support plans.	Uses data at both an individual students and systems level to design appropriate behavior interventions. Continues to collect behavioral data to determine progress and need for revision of behavior plan.
2.3 Communicating with Families	Does not engage in communication or consultation with families.	Occasionally communicates with families. Does not consistently respond to family concerns with respect and sensitivity. Inconsistently adjust communications to accommodate parent preferences.	Frequently uses two-way communication with families about student performance, skills and concerns. Responds to family concerns with respect and cultural sensitivity and strives to anticipate/prevent possible areas of miscommunication. Frequently adjusts communications to accommodate parents' preferences.	Consistently and regularly uses two-way communication with families about student performance, skills and concerns. Consistently responds to family concerns with respect and cultural sensitivity and strives to anticipate/prevent possible areas of miscommunication. Consistently discusses parent concerns and serves as a liaison between parents and school when appropriate.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.4 Advocating for the Rights of Students and Families	Provides little or no information and support to families. Never or infrequently responds to families regarding concerns they have about their student and/or responds in an insensitive manner. Does not view or use the family as a source of valuable information that could promote the student's learning and wellbeing.	Occasionally responds to family concerns in a limited way Sometimes makes efforts to use the family as a source of valuable information (as appropriate) that could promote the student's learning and wellbeing.	Frequently engages families and sustains their active and appropriate participation in interventions, evaluations and decision-making. Supports families in being fully informed (as appropriate), participating team-members who help make reasoned decisions about their child's educational progress and plans. Seeks out the family as a source of valuable information that could promote the student's learning and wellbeing.	Consistently and successfully engages families and sustains their active and appropriate participation in interventions, evaluations and decision-making. Consistently provides parents with early notification of any difficulties their student is experiencing. Regards the family as a rich source of information and insights that could promote the student's learning and wellbeing.
2.5 Demonstrates Expertise of Special Education Process	Demonstrates a lack of understanding of legal and district procedures regarding special education.	Occasionally understands legal and district procedures regarding special education; but evaluations are limited in appropriateness for students being evaluated.	Frequently demonstrates understanding and effective use of legal and district procedures regarding special education, including referral intervention strategies and processes, determination of eligibility.	Consistently and effectively conducts special education evaluations to inform eligibility, service, and programming decisions. Consistently demonstrates extensive understanding of district procedures regarding special education, comprehensive evaluation components, determination of eligibility.
2.6 Effective Use of Oral and Written Language	Demonstrates frequent and substantive problems with spoken and/or written language, such as vague or inappropriate vocabulary, or errors in grammar, syntax, or punctuation.	Occasionally exhibits audible spoken language and legible written language, both of which conform to standard English usage and structure. Frequently uses vocabulary that is limited for team members.	Frequently exhibits spoken and written language that is clear, correct, and conforms to standard English. Uses expressive and well-chosen vocabulary that enriches the communication with the other team members. Adjusts vocabulary and language to the needs of the listener.	Consistently exhibits spoken and written language that is clear, correct, and conforms to standard English. Uses expressive and well-chosen vocabulary that enriches the communication with the other team members. Consistently takes advantage of spontaneous opportunities to extend team members' knowledge and understanding.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.7 Assessment Methods	Demonstrates a lack of understanding on how to design and administer assessments and/or collect data to measure student learning, growth, or development.	Occasionally designs and administers assessments and/or collects some data to measure student learning, growth, or development, but uses a limited range of methods.	Frequently uses research-based assessment tools that are appropriate to each student's needs. Often designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments.	Consistently uses research-based assessment tools and methods that are appropriate to each student's needs. Routinely uses tools for the purpose for which they were designed. Often designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments.
2.8 Collaboration with Specialists	Demonstrates a lack of collaboration with administrators, teachers and some specialists when conducting special education evaluations.	Occasionally collaborates with administrators, teachers and some specialists when conducting special education evaluations.	Frequently meets with teams in conducting special education evaluations and re-evaluations. Coordinates input from multiple specialists, teachers, administrators and parents in order to complete the evaluations within legally required timelines. Is effective in collaborating with other specialists to conduct special education evaluations and re-evaluations.	Consistently leads teams in conducting special education evaluations and re-evaluations. Coordinates input from multiple specialists, teachers, administrators and parents in order to complete the evaluations within legally required timelines. Is highly effective in collaborating with other specialists to conduct special education evaluations and re-evaluations.
2.9 Interpreting Evaluation Results	Demonstrates an inability to select appropriate instruments, does not complete all assigned components of evaluations, and/or does not conduct the eligibility meeting in a timely fashion. Often misinterprets evaluative data and does not collaborate with team members.	Sometimes selects appropriate instruments, administers them accurately and completes all assigned components of evaluations, including the eligibility meeting, in a timely fashion. Sometimes analyzes evaluative data and occasionally provides guidance, direction and recommendations.	Frequently selects appropriate instruments, administers them accurately and completes all assigned components of evaluations, including the eligibility meeting, in a timely fashion. Objectively analyzes evaluative data and collaborates with most team members.	Consistently selects appropriate instruments, administers them accurately and completes all assigned components of evaluations, including the eligibility meeting, in a timely fashion. Consistently makes recommendations for improving the evaluation process. Consistently analyzes evaluative data and proactively collaborates with all team members.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.10 Documenting Evaluation Results	Records and reports are typically inaccurate and illegible, and are stored in a non-secure location.	Occasionally records and reports are typically accurate and legible, but some are stored in a non-secure location.	Frequently makes thorough interpretations, and complies with procedural timelines for reports. Records and reports are generally accurate and legible, well organized, and stored in a secure location.	Consistently completes written reports detailing all elements and data included in or gathered during the evaluation process. Writes reports using language at an appropriate level for the intended audience. In every report, clearly presents, interprets and draws conclusions from the evaluation results. Records and reports are consistently accurate and legible, well organized, and stored in a secure location.
2.11 Consultation	Does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Occasionally provides advice and expertise to support teachers and other colleagues. Is able to maintain appropriate professional relationships.	Frequently provides appropriate advice and expertise that are customized to support teachers and other colleagues. Actively initiates and maintains ongoing positive, professional relationships with school staff.	Consistently uses a variety of means to provide advice and expertise that are customized to support teachers and other colleagues. Is able to model this component.
2.12 Provides Staff Training	Demonstrates a lack of knowledge about biological, cultural, developmental and social influences on behavioral and mental health as it relates to learning. Trainings are rarely conducted and are poor quality.	Occasionally shows limited knowledge about biological, cultural, developmental and social influences on behavioral and mental health as it relates to learning. Trainings conducted are inconsistent in terms of quality, and applicability to school/community professionals.	Frequently provides information about biological, cultural, developmental and social influences on behavioral and mental health as it relates to learning. Prepares and conducts trainings to applicable school/community professionals regarding how to effectively address student needs.	Consistently displays knowledge about biological, cultural, developmental and social influences on behavioral and mental health as it relates to learning. Prepares and conducts trainings to applicable school/community professionals regarding how to effectively address student needs.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.13 Collaborative Behavior Intervention Planning	Does not seek input from staff and does not demonstrate active listening throughout the consultation process. Gathers information from limited sources.	Occasionally seeks input from staff and demonstrates some active listening throughout the consultation process. Gathers information from a variety of sources including the student file, and observation data.	Frequently seeks input from staff and demonstrates active listening throughout the consultation process. Thoroughly gathers information from a variety of sources including the student file, and observation data. Leads school teams in the development of effective behavior interventions which are monitored for effectiveness over time.	Consistently seeks input from staff and demonstrates active listening throughout the consultation process. Thoroughly gathers information from a variety of sources including the student file, and observation data. Leads school teams in the development of effective behavior interventions which are monitored for effectiveness over time. Leads team in collecting ongoing data regarding plan effectiveness and making revisions. Seen as a resource by building staff.

Guiding Questions	Evidence Examples
- Parent feedback - Teacher/administrative feedback - Comprehension evaluation reports - Selection of evaluation tools appropriate to culture/language of student - Professional journal - Observations of meetings - System of effective communication with parents - Variety of assessment tools including the collection of antidotal information - Scope of student background material incorporated into evaluations - Evaluations completed within timelines - Feedback from other specialists - Copies of behavior support plans, safety plans and behavior summaries	- Do evaluations include: 1. Appropriate selection of tools based upon student data, 2. Multiple sources of information, 3. Implications, 4. Language appropriate to audience, 5. Correct grammar and syntax? - Is the special education process followed with expertise? - Are families consistently and successfully engaged in processes? - Are evaluations completed within legal timeframe? - Is staff training provided as follows: 1. Organized, 2. Meets stated goals, 3. Responsive to staff needs, 4. Uses effective delivery methods, 5. Collects feedback ? - Is trainer personable and connects with individual participants? - Does the consultant: 1. Form a collaborative relationship with client, 2. Develop effective strategies for interventions, 3. Initiates follow up regarding progress, 4. Helps client modify interventions as necessary based upon data collected, 5.

Standard 3: Professional Practice and Responsibility

School Psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations. They engage in effective, collaborative and ethical professional relationships.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Legal, Ethical and Professional Practice	Demonstrates a lack of knowledge of multiple service models and methods; ethical, legal and professional standards; current local, state and federal educational laws; and other factors related to professional identity and effective practice as school psychologist.	Occasionally demonstrates knowledge of multiple service models and methods; ethical, legal and professional standards; current local, state and federal educational laws; and other factors related to professional identity and effective practice as school psychologists.	Frequently demonstrates knowledge of multiple service models and methods; ethical, legal and professional standards; current local, state and federal educational laws; and other factors related to professional identity and effective practice as school psychologists.	Consistently demonstrates an understanding of the importance of ethical behavior as outlined by the National Association of School Psychologists. Consistently follows NASP ethical guidelines in professional practice.
3.2 Reliability and Responsibility	Makes errors in records, misses deadlines for assignments, or misses paperwork deadlines.	Occasionally makes errors in records and/or misses deadlines for assignments.	Frequently is punctual and reliable with paperwork, duties, and assignments.	Consistently fulfills all professional responsibilities to high standards. Is always punctual and reliable with paperwork, duties, and assignments. Is able to model this component.
3.3 Depth and Accuracy of Reflection on Practices	Infrequently reflects on his/her practices. Is not clear about whether an evaluation or written report was effective and achieved its intended outcomes.	Occasionally reflects on his/her practice and is aware of opportunities for improvement. Has a rudimentary awareness as to the effectiveness of evaluations, written reports, and meetings.	Frequently reflects on his/her practice—including interactions with students and families—and seeks opportunities for improvement. Can cite general evidence to support an awareness of the quality of meetings. Conducts reflective activities both alone and with colleagues.	Consistently reflects on his/her practice—including interactions with students, families, and colleagues—and actively seeks opportunities for improvement. Consistently makes a thoughtful and accurate assessment of evaluations, written reports, and meetings, and their effectiveness, and the extent to which they achieved intended outcomes. Can cite specific examples from an evaluation report and weigh the relative strengths of each.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.4 Collegial Collaboration	Demonstrates a lack of cordial relationships with colleagues that are negative or self-serving. Does not contribute to or infrequently participates in fostering a cohesive and professional District/school culture. Makes no effort to share expertise and knowledge with others and does not work collaboratively to benefit students. Seldom engages in discussions with colleagues that focus on benefitting students.	Maintains cordial relationships with colleagues to fulfill the duties that the school or District requires. Attempts to participate in fostering a cohesive professional school culture. Occasionally shares expertise and knowledge. Collaborates with peers to benefit students if asked to do so.	Nurtures collegial relationships that are characterized by mutual support and cooperation. Strives to foster a cohesive and professional District/ school culture. When asked, participates in supporting new specialists' growth and development. Willingly and frequently shares expertise and knowledge and displays a strong commitment to working collaboratively with peers and other professionals for the benefit of students.	Advocates collegial relationships that are characterized by mutual support and cooperation. Fosters a sense of shared responsibility by actively participating in and contributing to a professional culture in which new specialists' needs are recognized and supported. Initiates opportunities to share expertise and knowledge and displays a very high commitment to working collaboratively with peers and other professionals for the benefit of all students.
3.5 Receptivity to Feedback	Does not seek feedback from colleagues relative to professional practice or student growth, and ignores feedback that is offered.	Occasionally accepts feedback offered by colleagues relative to professional practice or student growth, but does not seek it out. Attempts to implement strategies suggested by colleagues.	Frequently invites and welcomes verbal and written feedback offered by colleagues relative to professional practice or student growth. Carefully reflects on any suggested strategies, then implements those strategies that are most likely to improve outcomes.	Consistently invites and welcomes verbal and written feedback offered by colleagues relative to professional practice or student growth. Carefully reflects on any suggested strategies, then consistently implements those that are most likely to improve outcomes. Offers thoughtful feedback to any colleague who requests it. Models this component for others, in part by incorporating feedback systems.
3.6 Leadership	Demonstrates no interest in accepting extra responsibilities or assuming a leadership role for an activity. Fails to successfully carry out an activity if appointed to lead it.	Occasionally volunteers for a leadership role, but will accept if appointed. Makes an effort to carry out leadership responsibilities, but typically needs extensive support.	Frequently volunteers to lead the work of committees. Is able to lead with minimal support.	Consistently makes substantial contributions to school and District activities and embraces leadership roles that become available. Often volunteers to chair committees. Serves as a role model for others.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.7 Respect Basic Human Rights	Seldom demonstrates respect for the culture, dignity and basic human rights of individuals with exceptionalities. Demonstrates resistance and impatience when working with diverse student populations.	Occasionally respects the culture, dignity and basic human rights of individuals with exceptionalities. Occasionally demonstrates inclusion of families and students with diverse backgrounds in optional activities.	Frequently respects the culture, dignity and basic human rights of individuals with exceptionalities. Is inclusive and shows an interest in students and families from diverse backgrounds.	Consistently respects the culture, dignity and basic human rights of individuals with exceptionalities. Is consistently inclusive and shows an interest in students, families and communities with diverse backgrounds. Models this behavior for others.
3.8 Integrity, Judgment and Confidentiality, and Ethical Conduct	Demonstrates poor judgment and/or inappropriately discloses confidential information about students, families, or colleagues. Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Occasionally demonstrates questionable judgment and/or inadvertently shares confidential information.	Frequently demonstrates sound judgment and protects the confidentiality of information about students, families, and colleagues. Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness. Protects student confidentiality appropriately.	Consistently demonstrates sound judgment and consistently protects the confidentiality of information about students, families, and colleagues. Consistently fulfills all professional responsibilities to high standards, and offers to assist peers when needed. Consistently demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this component.

Guiding Questions	Evidence Examples
- Variety of Assessment tools - Scope of student background materials incorporated into evaluations' - Evaluations completed within timelines - Feedback from other specialists - Comprehensive evaluation reports - Observation of meetings - Parent, teacher and administrator feedback - Special education documents - IEP meetings - Handouts/guides from professional development - Provides examples of incorporating feedback in to practice - Professional journal - Scheduled time for individual and/or group systematic reflection - Participation in professional organizations - Research activities - Pursuit of advanced degree - Handouts for teachers including information and strategies for working with students - Supervising an intern or practicum student	- Is feedback invited and integrated as appropriate in to practice? - Are legal and ethical issues considered in practice? - Are leadership skills demonstrated? - Does the school psychologist exhibits leadership and the ability to collaboratively solve problems? - Does the school psych. work effectively and positively as a part of the team? - Is work completed with integrity and according to ethical principles? - Is confidentiality maintained? - Are professional development activities pursued? - Does the school psychologist demonstrate respect for the culture, dignity and human rights of others? - Are professional responsibilities performed in a timely manner?