

School Psychologists

School psychologists typically chair the child study team and respond to referrals from classroom teachers and administrators. They consult with teachers to better understand a situation, and they may observe a student in the classroom setting before a formal evaluation. When appropriate, they will contact a student's physician or community mental health provider to better understand the larger context of the child's treatment. In addition, they secure the parents' permission for administering any evaluations.

School psychologists work with students individually and in groups. They also serve as a resource to teachers and guidance counselors, assisting them in their challenges in working with students with disabilities or special talents or students who abuse drugs and other substances. And, most critically, they work with the entire faculty to prevent and manage crises when they occur.

School psychologists consult with teachers, parents, and administrators to find the optimal approach in a situation. They evaluate students to determine eligibility for special services. They also work directly with students and their families to resolve interpersonal or family problems that interfere with progress in school. Psychologists also design prevention programs and promote tolerance and appreciation of diversity throughout the school. They may provide training in anger management and social skills and help students and their families deal with crisis, such as death, illness, or community trauma.

In interactions with students and families, it is essential for a psychologist to establish rapport and trust. Psychologists must refrain from conveying the attitude that there is something "wrong" with the students; rather, it is important to learn the unique ways in which the student learns in order to tailor the learning environment to the student's needs. A battery of tests is designed to reveal important aspects of the student's approach to learning, enabling the psychologist to plan an intervention appropriate for that students.

Because of the sensitive nature of a psychologist's work, confidentiality is absolutely essential. Records must be scrupulously maintained and kept in a secure location. Professional guidelines must be carefully adhered to and state and federal regulations followed.

The domains and components of a therapeutic Psychologist's responsibilities are as follows:

Domain 1: Planning and Preparation

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a. Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situation in which each should be used.

1b: Demonstrating knowledge of child and adolescent development	Psychologist demonstrates little or no knowledge of child and adolescent development.	Psychologist demonstrates basic knowledge of child and adolescent development.	Psychologist demonstrates thorough knowledge of child and adolescent development.	Psychologist demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns.
1c. Demonstrating knowledge of state and federal regulations and of resources both within the beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1d Collaborating with regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

Domain 2: The Environment

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a. Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

<p>2b. Collaborating with the regular school program to establish a culture of positive behavior throughout the school</p>	<p>Psychologist makes no attempt to establish a culture for positive behavior supports in the school as a whole, either among students or teachers, or between students and teachers.</p>	<p>Psychologist's attempts to promote a culture throughout the school for positive behavior supports in the school among students and teachers are partially successful.</p>	<p>Psychologist promotes a culture throughout the school for positive behavior supports in the school among students and teachers.</p>	<p>Both teachers and students maintain the culture in the school for positive behavior supports among students and teachers.</p>
<p>2c. Establishing and maintaining clear procedures for referrals</p>	<p>No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.</p>	<p>Psychologist has established procedures for referrals, but the details are not always clear.</p>	<p>Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.</p>	<p>Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.</p>
<p>2d. Establishing standards of conduct in the testing center</p>	<p>No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.</p>	<p>Standards of conduct appear to have been established in the testing center. Psychologist attempts to monitor and correct negative student behavior during an evaluation are partially successful.</p>	<p>Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.</p>	<p>Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior.</p>
<p>2e. Organizing physical space for testing of students and storage of materials</p>	<p>The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.</p>	<p>Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.</p>	<p>The testing center is well organized; materials are stored in a secure location and are available when needed.</p>	<p>The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.</p>

Domain 3: Delivery of Service

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a. Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b. Evaluating student needs in compliance with DPI guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c. Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.
3d. Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

3e. Maintaining contact with community providers, which may include physicians, agencies and out-of district placement sites	Psychologist declines to maintain contact with community providers.	Psychologist maintains occasional contact with community providers.	Psychologist maintains ongoing contact with community providers.	Psychologist maintains ongoing contact with community providers and initiates contacts when needed.
3f: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 – Professional Responsibilities

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a. Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

<p>4b. Collaborating with families</p>	<p>Psychologist fails to communicate with families and secure necessary permission for evaluations or communications in an insensitive manner.</p>	<p>Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural or linguistic traditions.</p>	<p>Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.</p>	<p>Psychologist secures necessary permission and communicates with families in a manner highly sensitive to cultural linguistic traditions. Psychologist reaches out to families of students to enhance trust.</p>
<p>4c. Maintaining accurate records</p>	<p>Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.</p>	<p>Psychologist's records are accurate and legible and are stored in a secure location.</p>	<p>Psychologist's records are accurate and legible, well organized, and stored in a secure location.</p>	<p>Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.</p>
<p>4d. Participating in a professional community</p>	<p>Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district projects.</p>	<p>Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district projects when specifically asked to do so.</p>	<p>Psychologist participates actively in school and district projects and maintains positive and productive relationships with colleagues.</p>	<p>Psychologist makes a substantial contribution to school and district projects and assumes a leadership role with colleagues.</p>
<p>4e. Engaging in professional development.</p>	<p>Psychologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.</p>	<p>Psychologist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Psychologist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>

4f. Showing professionalism,	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty and integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
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