*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of at least one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

**Professional Performance Standards**

**Standard 1: Data-Based Decision-Making**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Systematically collects data from multiple sources as a foundation for decision making and considers ecological factors (e.g., classroom, observation, family, community characteristics) as a context for assessment and intervention in general and special education setting. | Click here to enter text. |
| Indicator 2: Collects and uses assessment data to understand students’ difficulties and to select and implement evidence-based instructional and/or mental health services. | Click here to enter text. |
| Indicator 3: Uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, measure response to interventions, and revise interventions as necessary. | Click here to enter text. |
| Indicator 4: Promotes the use of systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Accountability**

| Indicators | Level of Performance and Evidence  |
| --- | --- |
| Indicator 1: As part of an interdisciplinary team, conducts psycho-educational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code.  | Click here to enter text. |
| Indicator 2: Develops multidisciplinary reports that are comprehensive (i.e., include all a suspected disability and Nevada Administrative Code standards), yet understandable.  | Click here to enter text. |
| Indicator 3: Makes eligibility recommendations that are supported by a preponderance of evidence. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Consultation and Collaboration**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Participates in team-based planning to develop, review, and design academic or behavioral interventions and collaborates to recommend specific, observable, and measurable goals to evaluate effectiveness. | Click here to enter text. |
| Indicator 2: Collects and uses assessment data to understand students’ difficulties and to select and implement instructional and/or mental health services. | Click here to enter text. |
| Indicator 3: Engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Legal, Ethical, and Professional Practice**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Respects individuals’ rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA). | Click here to enter text. |
| Indicator 2: Actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs. | Click here to enter text. |
| Indicator 3: Engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability .  | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Additional Professional Performance Standards**

*(Note: These standards are optional but may be selected and used for professional growth purposes
as determined by School Psychologist and his/her evaluator)*

**Standard 5: Interventions and Instructional Support to Develop Academic Skills**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Exhibits knowledge of cognitive and academic assessments.  | Click here to enter text. |
| Indicator 2: Uses data collection to provide specific interventions and recommendations. | Click here to enter text. |
| Indicator 3: Exhibits knowledge of best practice methods and research-based programs to ensure effectiveness of meeting educational needs. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 6: Interventions and Mental Health Services to Develop Social and Life Skills**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Uses behavioral assessments that are valid, reliable, and pertinent to student concerns as part of a comprehensive evaluation.  | Click here to enter text. |
| Indicator 2: Delivers direct and indirect Mental Health Services, including Counseling Services, crisis intervention, and safety assessments to students and families.  | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 7: School-Wide Practices to Promote Learning**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Participates in team-based planning that develops and/or reviews evidence-based school practices that promote learning and mental and behavioral health. | Click here to enter text. |
| Indicator 2: Communicates and supports team in developing and implementing practices and strategies to create and maintain effective and supportive learning environments for children and others. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 8: Preventative and Responsive Services**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Assists with crisis response planning and intervention services in conjunction with required school-based teams members, family members, and other service professionals.  | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 9: Family-School Collaboration Services**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Facilitates family and school partnerships for enhancement of academic and social-behavioral outcomes for children. | Click here to enter text. |
| Indicator 2: Takes family culture and context into account when communicating and building rapport. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 10: Diversity in Development and Learning**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Promotes educational equity and effective functioning for individuals and families with diverse characteristics, cultures, and backgrounds and across multiple contexts. | Click here to enter text. |
| Indicator 2: Understands and respects the implications of second language acquisition service delivery | Click here to enter text. |
| Indicator 3: Recognizes and promotes cultural diversity and educational equity among schools and families. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 11: Research and Program Evaluation**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group and/or systems levels. | Click here to enter text. |
| Indicator 2: Demonstrates skills to evaluate and apply research as a foundation for service delivery. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |