SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 5 INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS	STANDARD 6 INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS	STANDARD 7 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING	STANDARD 8 PREVENTATIVE AND RESPONSIVE SERVICES
The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health.	The school psychologist has 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 and behavioral health and, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. and, in collaboration with others, demonstrates skills to promote services that enhance learning, mental and behavioral health, safety and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
Indicator 1 The school psychologist exhibits knowledge of cognitive and academic assessments.	**Indicator 1** The school psychologist uses behavioral assessments that are valid, reliable, and pertinent to student concerns as part of a comprehensive evaluation.	**Indicator 1** The school psychologist participates in team-based planning that develops and/or reviews evidence-based school practices that promote learning and mental and behavioral health.	**Indicator 1** The school psychologists assists with crisis response planning and intervention services in conjunction with required school-based teams members, family members, and other service professionals.
Indicator 2 The school psychologist uses data collection to provide specific interventions and recommendations	**Indicator 2** The school psychologist delivers direct and indirect mental health services including counseling services, crisis intervention, and safety assessments to students and families.	**Indicator 2** The school psychologist communicates and supports team in developing and implementing practices and strategies to create and maintain effective and supportive learning environments for children and others.	
Indicator 3 The school psychologist exhibits knowledge of best practice methods and research-based programs to ensure effectiveness of meeting educational needs.			

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 9 FAMILY-SCHOOL COLLABORATION SERVICES The school psychologist, in collaboration with others, demonstrates 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.	STANDARD 10 DIVERSITY IN DEVELOPMENT AND LEARNING The school psychologist demonstrates skills to promote 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.	STANDARD 11 RESEARCH AND PROGRAM EVALUATION The school psychologist demonstrates 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 level.
Indicator 1 The school psychologist facilitates family and school partnerships for enhancement of academic and social-behavioral outcomes for children.	Indicator 1 The school psychologist promotes educational equity and effective functioning for individuals and families with diverse characteristics, cultures, and backgrounds and across multiple contexts.	Indicator 1 The school psychologist uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
Indicator 2 The school psychologist takes family culture and context into account when communicating and building rapport.	Indicator 2 The school psychologist understands and respects the implications of second language acquisition service delivery.	Indicator 2 The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.
	Indicator 3 The school psychologist recognizes and promotes cultural diversity and educational equity among schools and families.	

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 5: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS - *INDICATORS*

What School Psychologist Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
Indicator 1 The school psychologist exhibits knowledge of cognitive and academic assessments.	• Direct observation • One confirmatory evidence source	• School psychologist report for evaluation • School psychologist pre/ post conference	• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • School psychologist explains the results of assessments clearly
Indicator 2 The school psychologist uses data collection to provide specific interventions and recommendations.	• School psychologist pre/ post conference • One confirmatory evidence source	• School-wide practices or program(s) that school psychologist participates in • School psychologist report for evaluation	• School psychologist pre/ post conference discusses participation in school-wide practices or program(s)
Indicator 3 The school psychologist exhibits knowledge of best practice methods and research-based programs to ensure effectiveness of meeting educational needs.	• School psychologist pre/ post conference • One confirmatory evidence source	• Intervention plan developed by team including school psychologists • School psychologist report for evaluation	• School psychologist pre/post conference discusses school psychologist's role in building level intervention team(s)

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 5: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS - *PERFORMANCE LEVELS*

Indicator 1 **The school psychologist exhibits knowledge of cognitive and academic assessments.**	Indicator 2 **The school psychologist uses data collection to provide specific interventions and recommendations.**	Indicator 3 **The school psychologist exhibits knowledge of best practice methods and** research-based **programs to ensure effectiveness of meeting educational needs.**
Level 4 School psychologist m**eets level 3 and, in collaboration with others, provides research-based, best practice intervention solutions that match specific needs based on knowledge of cognitive and academic assessments.**	Level 4 School psychologist meets level 3 and assumes a leadership role in the evaluation or implementation of school-wide practices and programs to ensure data collection is reliable and valid, offers research-based interventions, or provides training.	Level 4 School psychologist m**eets level 3 and leads building-level intervention teams and provides staff training and professional development to support best practices.**
Level 3 **School psychologist consistently assists with interpreting results from assessments and is able to explain results to others in meaningful terms to make informed decisions.**	Level 3 School psychologist consistently participates in the evaluation and implementation of school-wide practices and programs to ensure effectiveness of meeting individual educational needs.	Level 3 **School psychologist is consistently a regular team member of building-level intervention teams.**
Level 2 **School psychologist inconsistently assists with interpreting results from assessments or does not explain results to others in meaningful terms to make informed decision.**	Level 2 School psychologist inconsistently seeks to participate in the evaluation and implementation of school-wide practices and programs to ensure effectiveness of meeting individual educational needs.	Level 2 **School psychologist inconsistently attends building-level intervention team meetings.**
Level 1 School psychologist rarely assists with interpreting results from assessments and does not explain results to others in meaningful terms to make informed decisions.	Level 1 **School psychologist rarely seeks to participate in the evaluation and implementation of school-wide practices and programs to ensure effectiveness of meeting individual educational needs.**	Level 1 **School psychologist rarely attends building-level intervention team meetings.**

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 6: INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS - *INDICATORS*

What School Psychologist Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
Indicator 1 The school psychologist uses behavioral assessments that are valid, reliable, and pertinent to student concerns as part of a comprehensive evaluation.	• Direct evaluator observation • One confirmatory evidence source	• School psychologist report for evaluation • School psychologist pre/post conference	• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Use of valid data collection methods (e.g., up-to-date assessment tests/norms)
Indicator 2 The school psychologist delivers direct and indirect mental health services including counseling services, crisis intervention, and safety assessments to students and families.	• School psychologist pre/post conference • One confirmatory evidence source	• Intervention plan developed by team including school psychologist • School psychologist report for evaluation	• School psychologist pre/post conference discusses intervention plan and outcomes • Interventions target students' specific weaknesses

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 6: INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS - *PERFORMANCE LEVELS*

Indicator 1 The school psychologist uses behavioral assessments that are valid, reliable, and pertinent to student concerns as part of a comprehensive evaluation.	Indicator 2 The school psychologist delivers direct and indirect mental health services including counseling services, crisis intervention, and safety assessments to students and families.
Level 4 School psychologist meets level 3 and follows up with appropriate staff and stakeholders to address the student's performance across environments.	Level 4 School psychologist meets level 3 and leads or co-leads school counseling groups and/or engages in individual counseling sessions.
Level 3 School psychologist consistently administers valid and reliable social/ emotional/ behavioral assessments as needed in the area(s) of concern including review of records, interview, observation, and direct testing.	Level 3 School psychologist consistently collaborates and consults with school counselors and other school-based mental health providers to directly assist with crisis intervention and, as needed, to make recommendations for counseling services and safety.
Level 2 School psychologist inconsistently administers a battery valid and reliable social/emotional/behavioral assessments as needed in the area(s) of concern including review of records, interview, observation, and direct testing.	Level 2 School psychologist inconsistently collaborates and consults with school counselors and other school-based mental health providers to directly assist with crisis intervention and, as needed, to make recommendations for counseling services and safety.
Level 1 School psychologist rarely administers a battery valid and reliable social/ emotional/ behavioral assessments as needed in the area(s) of concern including review of records, interview, observation, and direct testing.	Level 1 School psychologist rarely collaborates and consults with school counselors and other school-based mental health providers to directly assist with crisis intervention and, as needed, to make recommendations for counseling services and safety.

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 7: SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING - *INDICATORS*

What School Psychologist Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
Indicator 1 The school psychologist participates in team-based planning that develops and/or reviews evidence-based school practices that promote learning and mental and behavioral health.	• School psychologist pre/post conference • One confirmatory evidence source	• Intervention plan developed by team including school psychologists • School psychologist report for evaluation	• School psychologist pre/post conference discusses how school psychologists provides resources/ supports to help with team-based intervention planning
Indicator 2 The school psychologist communicates and supports team in developing and implementing practices and strategies to create and maintain effective and supportive learning environments for children and others.	• School psychologist pre/post conference • One confirmatory evidence source	• Universal screening measurement data • Intervention plan developed by team including school psychologist	• School psychologist pre/post conference discusses universal screening measures school psychologist's team is using for data-based decisions

STANDARD 7: SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING - *PERFORMANCE LEVELS*

Indicator 1 The school psychologist participates in team-based planning that develops and/or reviews evidence-based school practices that promote learning and mental and behavioral health	Indicator 2 The school psychologist communicates and supports team in developing and implementing practices and strategies to create and maintain effective and supportive learning environments for children and others.
Level 4 School psychologist meets level 3 and leads school-wide presentations on effective interventions or uses evidence-based practices that promote learning and mental and behavioral health.	**Level 4** School psychologist meets level 3 and helps create linkages between schools, families, and community providers.
Level 3 School psychologist consistently provides resources and supports to team across a variety of educational domains.	**Level 3** School psychologist consistently collaborates with other school personnel to promote and/or assist with universal screening programs to identify students in need of instructional and behavioral support services.
Level 2 School psychologist inconsistently provides resources and supports to team across a variety of educational domains.	**Level 2** School psychologist inconsistently collaborates with other school personnel to promote and/or assist with universal screening programs to identify students in need of instructional and behavioral support services.
Level 1 School psychologist rarely provides resources and supports to team across a variety of educational domains.	**Level 1** School psychologist rarely collaborates with other school personnel to promote and/or assist with universal screening programs to identify students in need of instructional and behavioral support services.

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 8: PREVENTATIVE AND RESPONSIVE SERVICES - *INDICATORS*

What School Psychologist Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
Indicator 1 The school psychologists assists with crisis response planning and intervention services in conjunction with required school-based team members, family members, and other service professionals.	• School psychologist pre/post conference • One confirmatory evidence source	• Crisis response plan and including team roles • Crisis intervention plan developed by team including school psychologist	• School psychologist pre/post Conference discusses how school psychologist contributes to crisis team planning and intervention services

STANDARD 8: Preventative and Responsive Services - *PERFORMANCE LEVELS*

Indicator 1 **The school psychologist assists with crisis response planning and intervention services in conjunction with required school-based team members, family members, and other service professionals.**
Level 4 School psychologist m**eets level 3 and conducts evaluation of crisis response and intervention practices, assists with the development and/or delivery of staff professional development on crisis response and intervention, or collaborates with community agencies to provide coordinated crisis response and services.**
Level 3 **School** p**sychologist consistently contributes to crisis response planning and intervention practices.**
Level 2 **School** p**sychologist inconsistently contributes to crisis response planning and intervention practices.**
Level 1 **School** p**sychologist rarely contributes to crisis response planning and intervention practices.**

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 9: FAMILY-SCHOOL COLLABORATION SERVICES - *INDICATORS*

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes
Indicator 1 The school psychologist facilitates family and school partnerships for enhancement of academic and social-behavioral outcomes for children.	• Direct evaluator observation • One confirmatory evidence source	• School psychologist report for evaluation • School psychologist pre/post conference	• The recommended setting for the direct observation of the school psychologists is during a special education eligibility meeting • School psychologists engages family in discussions and decision-making
Indicator 2 The school psychologist takes family culture and context into account when communicating and building rapport.	• Direct evaluator observation • One confirmatory evidence source	• School psychologist report for evaluation • School psychologist pre/post conference	• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • School psychologist communicates with family in respectful manner

STANDARD 9: FAMILY-SCHOOL COLLABORATION SERVICES - *PERFORMANCE LEVELS*

Indicator 1 **The school psychologist facilitates family and school partnerships for enhancement of academic and social-behavioral outcomes for children.**	Indicator 2 **The school psychologist takes family culture and context into account when communicating and building rapport.**
Level 4 School psychologist m**eets level 3 and systematically addresses diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships**.	Level 4 School psychologist m**eets level 3 and facilitates family-school collaboration or advocates for parental involvement in school initiatives**.
Level 3 **School psychologist consistently facilitates discussions between families and schools related to the student's strengths, needs, goals, cultural issues, and other factors that have an impact on family-school partnerships.**	Level 3 **School psychologist consistently uses verbal, nonverbal, and written communication that respects the diverse social environments of families.**
Level 2 **School psychologist inconsistently facilitates discussions between families and schools related to the student's strengths, needs, goals, cultural issues, and other factors that have an impact on family-school partnerships.**	Level 2 **School psychologist inconsistently uses verbal, nonverbal, and written communication that respects the diverse social environments of families.**
Level 1 **School psychologist rarely facilitates discussions between families and schools related to the student's strengths, needs, goals, cultural issues, and other factors that have an impact on family-school partnerships.**	Level 1 **School psychologist rarely uses verbal, nonverbal, and written communication that respects the diverse social environments of families.**

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 10: DIVERSITY IN DEVELOPMENT AND LEARNING - *INDICATORS*

What School Psychologist Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
Indicator 1 The school psychologist promotes educational equity and effective functioning for individuals and families with diverse characteristics, cultures, and backgrounds and across multiple contexts.	• School psychologist pre/ post conference • One confirmatory evidence source	• Multimedia presentation to school staff promoting cultural diversity • Participation in school diversity committee or event	• School psychologist pre/post conference discusses how school psychologist spreads awareness to school staff of the importance of educational equity and cultural diversity as it relates to student performance and outcomes (examples may include presenting to school staff or participating in diversity committee or event)
Indicator 2 The school psychologist understands and respects the implications of second language acquisition service delivery.	• Direct evaluator observation • One confirmatory evidence source	• School psychologist report for evaluation • School psychologist pre/ post conference	• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • School psychologist follows established guidelines when evaluating students whose native language is not English
Indicator 3 The school psychologist recognizes and promotes cultural diversity and educational equity among schools and families.	• School psychologist pre/ post conference • One confirmatory evidence source	• Multimedia presentation to school staff promoting cultural diversity • Participation in school diversity committee or event	• School psychologist pre/ post conference discusses how school psychologist spreads awareness to school staff of the importance of educational equity and cultural diversity in school (examples may include presenting to school staff or participating in diversity committee or event)

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 10: DIVERSITY IN DEVELOPMENT AND LEARNING - *PERFORMANCE LEVELS*

Indicator 1 **The school psychologist promotes educational equity and effective functioning for individuals and families with diverse characteristics, cultures, and backgrounds and across multiple contexts.**	Indicator 2 **The school psychologist understands and respects the implications of second language acquisition service delivery.**	Indicator 3 **The school psychologist recognizes and promotes cultural diversity and educational equity among schools and families.**
Level 4 School psychologist m**eets level 3 and seeks out and shares resources and information on diverse populations with other stakeholders.**	**Level 4** School psychologist meets level 3 and consistently utilizes a problem-solving framework for addressing the needs of students whose native language is not English.	**Level 4** School psychologist m**eets level 3 and works collaboratively with cultural brokers or cultural liaisons to understand and address the needs of diverse learners.**
Level 3 **School psychologist consistently promotes understanding of cultural diversity of individual learners and their families as it relates to student performance and outcomes.**	**Level 3** **School psychologist consistently adheres to established guidelines for students whose native language is not English.**	**Level 3** **School psychologists consistently learn about the diversity in their schools and promote the cultural richness and strengths of its students and families.**
Level 2 **School psychologist inconsistently promotes understanding of cultural diversity of individual learners and their families as it relates to student performance and outcomes.**	**Level 2** School psychologist inconsistently adheres to established guidelines for students whose native language is not English.	**Level 2** **School psychologists inconsistently learn about the diversity in their schools and promote the cultural richness and strengths of its students and families.**
Level 1 **School psychologist rarely promotes understanding of cultural diversity of individual learners and their families as it relates to student performance and outcomes.**	**Level 1** **School psychologist rarely adheres to established guidelines for students whose native language is not English.**	**Level 1** **School psychologists rarely learn about the diversity in their schools and promote the cultural richness and strengths of its students and families.**

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS (OPTIONAL)

STANDARD 11: RESEARCH AND PROGRAM EVALUATION - *INDICATORS*

What School Psychologist Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
Indicator 1 The school psychologist uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or system levels.	• School psychologist pre/post conference • One confirmatory evidence source	• Multiple sources of data at individual or group level • Intervention plan developed by team including school psychologists	• School psychologist pre/post conference discusses how school psychologist uses multiple sources of data
Indicator 2 The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.	• School psychologist pre/post conference • One confirmatory evidence source	• Progress measurement data • Intervention plan developed by team including school psychologist	• School psychologist pre/post conference discusses how school psychologist recommends evidence-based interventions

STANDARD 11: RESEARCH AND PROGRAM EVALUATION - PERFORMANCE LEVELS

Indicator 1 **The school psychologist uses various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group and/or system levels.**	Indicator 2 **The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.**
Level 4 School psychologist m**eets level 3 and uses various techniques and technologies to improve the effectiveness and efficiency of data analysis and to communicate results.**	**Level 4** School psychologist m**eets level 3 and applies research in practice or through writings.**
Level 3 **School psychologist consistently supports team in collecting and analyzing multiple sources of data at the individual and group levels.**	**Level 3** **School psychologist consistently recommends interventions that are evidence-based.**
Level 2 **School psychologist inconsistently supports team in collecting and analyzing multiple sources of data at the individual and group levels.**	**Level 2** **School psychologist inconsistently recommends interventions that are evidence-based.**
Level 1 **School psychologist rarely supports team in collecting and analyzing multiple sources of data at the individual and group levels.**	**Level 1** **School psychologist rarely recommends interventions that are evidence-based.**