

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 1 DATA-BASED DECISION-MAKING	STANDARD 2 ACCOUNTABILITY	STANDARD 3 CONSULTATION AND COLLABORATION	STANDARD 4 LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE
<p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery by identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p>	<p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery by identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p>	<p>The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery by promoting effective implementation of services.</p>	<p>The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist that includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p>
<p>Indicator 1 The school psychologist 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 settings.</p>	<p>Indicator 1 The school psychologist, as part of an interdisciplinary team, conducts psychoeducational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code.</p>	<p>Indicator 1 The school psychologist 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.</p>	<p>Indicator 1 The school psychologists respects individuals’ rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA).</p>
<p>Indicator 2 The school psychologist collects and uses assessment data to understand students’ difficulties and to select and implement evidence-based instructional and/or mental health services.</p>	<p>Indicator 2 The school psychologist develops multidisciplinary reports that are comprehensive (i.e., include all a suspected disability and Nevada Administrative Code standards), yet understandable.</p>	<p>Indicator 2 The school psychologist collects and uses assessment data to understand students’ difficulties and to select and implement instructional and/or mental health services.</p>	<p>Indicator 2 The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs.</p>
<p>Indicator 3 The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary.</p>	<p>Indicator 3 The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence.</p>	<p>Indicator 3 The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention.</p>	<p>Indicator 3 The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability.</p>
<p>Indicator 4 The school psychologist 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.</p>			

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 1: DATA-BASED DECISION-MAKING - INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
<p>Indicator 1 The school psychologist 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 settings.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Ensure multiple data sources were discussed in meeting and report
<p>Indicator 2 The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement evidence-based instructional and/or mental health services.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Decisions are based off of the data collected
<p>Indicator 3 The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Assessment results are interpreted accurately and used to drive decisions
<p>Indicator 4 The school psychologist 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.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • 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)

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 1: DATA-BASED DECISION-MAKING - PERFORMANCE LEVELS

Indicator 1 The school psychologist 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 settings.	Indicator 2 The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement evidence-based instructional and/or mental health services.	Indicator 3 The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary.	Indicator 4 The school psychologist 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.
Level 4 School psychologist meets level 3 <i>and</i> multiple sources of data are consistently integrated to develop and report on the student's learning profile.	Level 4 School psychologist meets level 3 and actively participates in the delivery of evidence-based services to students.	Level 4 School psychologist meets level 3 and actively participates on the school-based intervention team on a regular basis or provides some direct services to students.	Level 4 School psychologist meets level 3 and actively participates in the continuous school improvement process.
Level 3 School psychologist consistently collects and considers multiple sources of data as part of the decision-making process and uses data to drive assessments and interventions across settings.	Level 3 School psychologist consistently collects, analyzes, and uses assessment data to understand student difficulties and recommend services needed.	Level 3 School psychologist consistently uses and interprets appropriate assessment tools to assist with measuring student progress and revising interventions.	Level 3 School psychologist consistently promotes and reinforces systematic and valid data collection procedures using a variety of methods at the school site.
Level 2 School psychologist inconsistently collects and considers multiple sources of data as part of the decision-making process or inconsistently uses data to drive assessments or interventions across settings.	Level 2 School psychologist inconsistently collects, analyzes, and uses assessment data to understand student difficulties or recommend services needed.	Level 2 School psychologist inconsistently uses and interprets appropriate assessment tools to assist with measuring student progress and revising interventions.	Level 2 School psychologist inconsistently promotes systematic and valid data collection procedures at the school site.
Level 1 School psychologist rarely collects and considers multiple sources of data as part of the decision-making process and rarely uses data to drive assessments or interventions.	Level 1 School psychologist rarely collects, analyzes, and uses assessment data to identify student difficulties and to recommend services needed.	Level 1 School psychologist rarely uses and interprets appropriate assessment tools to assist with measuring student progress and revising interventions.	Level 1 School psychologist rarely promotes systematic and valid data collection procedures at the school site.

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 2: ACCOUNTABILITY - INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The school psychologist, 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.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Eligibility decisions are based on state/federal criteria
<p>Indicator 2 The school psychologist develops multidisciplinary reports that are comprehensive (i.e., include all a suspected disability and Nevada Administrative Code standards), yet understandable.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Decisions are based off of the data collected • Report includes information in all required areas of the suspected disability based on the NAC standards
<p>Indicator 3 The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • School psychologist pre/post conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Eligibility decision is supported by consistent data

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 2: ACCOUNTABILITY – PERFORMANCE LEVELS

Indicator 1 The school psychologist, 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.	Indicator 2 The school psychologist develops multidisciplinary reports that are comprehensive (i.e., include all a suspected disability and Nevada Administrative Code standards), yet understandable.	Indicator 3 The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence.
Level 4 School psychologist meets level 3 <i>and</i> state standards are consistently maintained across multifaceted cases that require differential analysis and complex synthesis of data.	Level 4 School psychologist meets level 3 and reports consistently include a paragraph summarizing the integration of assessment data across domains and the identification of the student’s overall learning profile.	Level 4 School psychologist meets level 3 and links the student’s strengths and weaknesses directly into targeted interventions, services, and supports.
Level 3 School psychologist consistently met State standards across various domains of functioning to assist with eligibility determination and educational programing.	Level 3 School psychologist reports consistently include all requisite domains of functioning as outlined by state standards with information synthesized and written understandably.	Level 3 Appropriate eligibility recommendations are consistently supported by the evidence found in the multidisciplinary report.
Level 2 School psychologist inconsistently met State standards across various domains of functioning to assist with eligibility determination and educational programing.	Level 2 School psychologist reports inconsistently include all requisite domains of functioning as outlined by state standards or the information is not synthesized or written understandably.	Level 2 Eligibility recommendations are inconsistently supported by the evidence found in the multidisciplinary report.
Level 1 School psychologist rarely met State standards across various domains of functioning to assist with eligibility determination and educational programing.	Level 1 School psychologist reports rarely include all requisite domains of functioning as outlined by state standards and the information is not synthesized or written understandably.	Level 1 Eligibility recommendations are rarely supported by the evidence found in the multidisciplinary report.

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 3: CONSULTATION AND COLLABORATION - INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
<p>Indicator 1 The school psychologist 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.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • Academic or behavioral intervention plan developed by team including school psychologist 	<ul style="list-style-type: none"> • School psychologist pre/post conference discusses intervention plan and outcomes • Interventions target students' specific weaknesses
<p>Indicator 2 The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • Academic or behavioral intervention plan developed by team including school psychologist 	<ul style="list-style-type: none"> • School psychologist pre/post conference discusses intervention plan and outcomes • Interventions are appropriately communicated with parents and school staff
<p>Indicator 3 The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention.</p>	<ul style="list-style-type: none"> • Direct observation • One (1) additional item from confirmatory evidence column 	<ul style="list-style-type: none"> • School psychologist report for evaluation • Academic or behavioral intervention plan developed by team including school psychologist 	<ul style="list-style-type: none"> • School psychologist pre/post conference discusses intervention plan and outcomes • School psychologist develops interventions with team systematically (e.g., including problem identification, analysis, plan implementation, and review)

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 3: CONSULTATION AND COLLABORATION - PERFORMANCE LEVELS

Indicator 1 The school psychologist 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.	Indicator 2 The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services.	Indicator 3 The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention.
Level 4 School psychologist meets level 3 and collaborates with team to develop an instrument to gather fidelity data.	Level 4 School psychologist meets level 3 and effectively communicates on diverse topics.	Level 4 School psychologist meets level 3 and actively contributes leadership to the continuous school improvement process.
Level 3 School psychologist consistently collaborates with team to provide academic or behavioral interventions that are well-designed and target a student's specific weaknesses.	Level 3 School psychologist consistently communicates with parents, school staff, and other individuals to identify strategies to support learning and educational outcomes for students.	Level 3 School psychologist consistently engages in consultation and collaboration (including problem identification, analysis, plan development and implementation, and review) as part of a multi-tiered system of support.
Level 2 School psychologist inconsistently collaborates with team to provide academic or behavioral interventions.	Level 2 School psychologist inconsistently communicates with parents, school staff, and other individuals to identify strategies to support learning or educational outcomes for students.	Level 2 School psychologist inconsistently engages in consultation or collaboration (including problem identification, analysis, plan development and implementation, and review) as part of a multi-tiered system of support.
Level 1 School psychologist rarely collaborates with team to provide academic or behavioral interventions.	Level 1 School psychologist rarely communicates with parents, school staff, and other individuals to identify strategies to support learning and educational outcomes for students.	Level 1 School psychologist rarely engages in consultation and collaboration (including problem identification, analysis, plan development and implementation, and review) as part of a multi-tiered system of support.

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 4: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE - INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes
<p>Indicator 1 The school psychologists respects individuals’ rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA.)</p>	<ul style="list-style-type: none"> • School psychologist pre/post conference • One confirmatory evidence source 	<ul style="list-style-type: none"> • Anonymous survey of staff feedback • Principal ratings 	<ul style="list-style-type: none"> • School psychologist pre/post conference discusses how school psychologist protects confidentiality of students • Staff feedback/ principal ratings include school psychologist’s protection of confidential information
<p>Indicator 2 The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs.</p>	<ul style="list-style-type: none"> • School psychologist pre/post conference • One confirmatory evidence source 	<ul style="list-style-type: none"> • Professional development certificate(s) • Nationally Certified School Psychologist (NCSP) Certification 	<ul style="list-style-type: none"> • Log of professional development is displayed at school psychologist pre/post conference
<p>Indicator 3 The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability.</p>	<ul style="list-style-type: none"> • School psychologist pre/post conference • One confirmatory evidence source 	<ul style="list-style-type: none"> • Anonymous survey of staff feedback • Principal ratings 	<ul style="list-style-type: none"> • School psychologist pre/post conference discusses how school psychologist conducts themselves professionally • Staff feedback/ principal ratings include school psychologist’s professional relations with staff

SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS

STANDARD 4: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE - *PERFORMANCE LEVELS*

Indicator 1 The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA).	Indicator 2 The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs.	Indicator 3 The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability.
Level 4 School psychologist meets level 3 and engages in one hour of professional development in the area of ethical practice and/or the legal regulation of school psychology.	Level 4 School psychologist meets level 3 and shares research-based knowledge and practices at the school, district, or state levels through presentations or written reports.	Level 4 School psychologist meets level 3 and seeks feedback from stakeholders about effectiveness of services provided and assumes leadership positions on school, district, or state committees.
Level 3 School psychologist consistently protects the privacy and confidentiality of individuals consistent with FERPA.	Level 3 School psychologist consistently engages in professional development related to individualized professional goals.	Level 3 School psychologist consistently maintains professional conduct at the school and district levels.
Level 2 School psychologist inconsistently protects the privacy and confidentiality of individuals consistent with FERPA.	Level 2 School psychologist inconsistently engages in professional development related to individualized professional goals.	Level 2 School psychologist inconsistently maintains professional conduct at the school or district levels.
Level 1 School psychologist rarely protects the privacy and confidentiality of individuals consistent with FERPA.	Level 1 School psychologist rarely engages in professional development related to individualized professional goals.	Level 1 School psychologist rarely maintains professional conduct at the school and district levels or has engaged in one or more egregious acts of unprofessionalism as defined by district discipline standards.