Domain 1: Planning and Preparation *(Domain weight 20%)*

Psychologist Evaluation Instrument				
Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
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 psychological instruments that are most appropriate to referral question.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations on the typical patterns.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the program are rudimentary, and are partially suitable to the situation and the age of the students.	Psychologist's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.
Evaluator Rating *(Component Weight 2%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1d. Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and 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 resources for students is extensive, including those available through the school or district, and in the community.
Evaluator Rating	*Performance Rating*			

Psychologist Evaluation Instrument				
Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**
(Component Weight 2%)	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students, including prevention	Program 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.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Domain 2: The Environment *(Domain weight 20%)*

Component	**Unsatisfactory**	**Needs Improvement/ Developing**	**Effective**	**Highly Effective**

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety	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.
Evaluator Rating *(Component weight 5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
2b: Establishing a culture for positive mental health throughout the school	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
Evaluator Rating *(Component weight 5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
2c: Establishing and maintaining clear procedures for referrals	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.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
Evaluator Rating *(Component Weight 2.5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during in evaluation.	Standards of conduct appear to have been established in testing center. Psychologist's attempts to monitor and correct student negative behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	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 of behavior.
Evaluator Rating *(Component weight 5%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
(Component Weight 2.5%)	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Domain 3: Delivery of Service *(Domain weight 40%)*

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
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.
Evaluator Rating *(Component Weight 9%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3b: Evaluating student needs in compliance with NASP 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 timelines 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 timelines and safeguards.
Evaluator Rating *(Component Weight 11%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3c: Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them, or 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.
Evaluator Rating *(Component Weight 10%)*	*Performance Rating*			
	❏	❏	❏	❏
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3d: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community service mental health service providers.	Psychologist maintains occasional contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers and initiates contacts when needed.
Evaluator Rating *(Component Weight 6%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3e: Demonstrating flexibility and responsiveness in providing services	Psychologist adheres to his or her plan, in spite of evidence of its inadequacy or conflicting evidence	Psychologist makes modest changes in the program/plan when confronted with evidence of the need for change.	Psychologist makes revisions in the program/ service recommendations when it is needed.	Psychologist is continually seeking way to improve the service plan, and makes changes as needed in response to student, parent, or teacher input.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Domain 4: Professional Responsibilities *(Domain weight 20%)*

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
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, objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the 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.
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4b: Communicating with families (establishing rapport, securing permissions)	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, insecure, or illegible.	Psychologist's records are accurate and legible, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	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.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4d: Participating in a professional community – emphasis on the positive and supportive interactions	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Evaluator Rating *(Component Weight 3%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	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 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, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.
Evaluator Rating *(Component Weight 4%)*	*Performance Rating*			
	❑	❑	❑	❑
	Unsatisfactory (0 points)	**Needs Improvement/ Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**