

RBB School Psychologist

1. Assessment, Data Based Decision Making, and Accountability Number of Competencies: 6

Domain Description: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

1.1. Competency Utilizes appropriate assessment and data collection methods	Highly Effective	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff. <p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose.
	Effective	<p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> -Appropriate for the student, and -Administered, scored, and interpreted correctly <p>But are</p> <ul style="list-style-type: none"> -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).
	Improvement Necessary	<p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.
	Ineffective	<p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.

1. Assessment, Data Based Decision Making, and Accountability

Number

of Competencies: 6

Domain Description: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

1.2. Competency
Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

- Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),

- Conducts a needs assessment to guide the development and delivery of building/district school-wide programs,

- Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or

- Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.

School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).

Example activities include

- Collects, or assists with collection, of student data to inform core curriculum and instructional practices,

- Researches and helps select assessments for universal screening,

- Summarizes universal screening and/or benchmarking data,

- Applies data to curricular decisions and/or instructional practices.

Effective

School Psychologist is

- Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and

- Involved in continued professional growth and learning regarding school-wide practices.

Improvement Necessary

School Psychologist

- Lacks knowledge about school-wide assessment and data-based decision making practices,

- Lacks knowledge about the collection and use of school-wide data, and/or

- Fails to take advantage of opportunities to engage in school-wide assessment practices.

Ineffective

1. Assessment, Data Based Decision Making, and Accountability

Number

of Competencies: 6

Domain Description: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

1.3. Competency

Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.

Highly Effective

- School Psychologist fulfills the criteria for Level 3 and additionally
- Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),
- Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements,
- Conducts supplemental diagnostic assessments to assist in intervention selection,
- Assists with the development and/or delivery of staff

Effective

-
- School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.
- Example activities include
- Collects, or assists with collection, of student progress monitoring data,
- Researches and helps select assessments for progress monitoring,
- Summarizes progress monitoring data, and

Improvement Necessary

- School Psychologist is
- Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and
- Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.

Ineffective

- School Psychologist
- Lacks knowledge about data-based problem solving practices,
- Lacks knowledge about the collection and use of progress monitoring data, and/or
- Fails to take advantage of opportunities to engage in progress monitoring practices

1. Assessment, Data Based Decision Making, and Accountability

Number

of Competencies: 6

Domain Description: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

1.4. Competency Conducts special education evaluations to inform eligibility, service, and programming decisions.	Highly Effective	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.
	Effective	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.
	Improvement Necessary	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.
	Ineffective	School Psychologist conducts evaluations that are - Compliant with minimum requirements of Article 7, - Appropriate for the student being evaluated, and - Informative for instructional and/or programming purposes.
1.5. Competency Completes evaluations in a timely manner.	Highly Effective	Completed all in a timely manner
	Effective	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control
	Improvement Necessary	Few evaluations completed after compliance due dates for reasons within the school psychologist's control
	Ineffective	Multiple evaluations completed past the compliance due dates

1. Assessment, Data Based Decision Making, and Accountability

Number

of Competencies: 6

Domain Description: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

1.6. Competency
Utilizes technology as
part of data-based
decision making
practices.

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

- Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance,
- Provides mentoring and coaching to colleagues regarding the use of technological tools and programs,

School Psychologist utilizes technology to meet the expectations of role and responsibilities.

Example activities include using technological tools to

Effective

- collect assessment data, when appropriate,

- score data,

- summarize data,

- graph data, and/or

- share data and findings with others.

Improvement
Necessary

School Psychologist is

- Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or

- Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s).

Ineffective

School Psychologist

- Lacks knowledge about the use of technological tools and programs,

- Lacks the skills needed to use technological tools and programs, and/or

- Fails to engage in professional growth and learning to gain needed knowledge and skills.

2. Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Number of Competencies: 4

Domain Description: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

<p>2.1. Competency Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p>	<p>Highly Effective</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.
	<p>Effective</p>	<p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include</p> <ul style="list-style-type: none"> -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities.
	<p>Improvement Necessary</p>	<p>School Psychologist is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.
	<p>Ineffective</p>	<p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.

2. Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Number of Competencies: 4

Domain Description: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

2.2. Competency
Contributes to intervention practices for academic, social-emotional, and behavioral domains.

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally
-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),
-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or
-Assists with the development and/or delivery of staff professional development to support intervention practices.

School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).

Example activities include

- Researches and helps select intervention strategies and approaches for school(s),
- Helps develop intervention plans for individual students or small groups of students,
- Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.
- Assists staff in learning and implementing new intervention strategies, approaches, or programs,
- Provides intervention services to individual students or small groups, or
- Assists in the collection of information about implementation integrity.

Effective

Improvement Necessary

School Psychologist is
-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and
-Involved in continued professional growth and learning regarding intervention practices

Ineffective

School Psychologist
-Lacks knowledge about intervention strategies and practices,
- Fails to take advantage of opportunities to engage in continued professional growth and learning.

2. Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Number of Competencies: 4

Domain Description: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

2.3. Competency
Contributes to crisis response and intervention practices.

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally
-Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or
-Assists with the development and/or delivery of staff professional development on crisis response and intervention.
-Collaborates with community agencies to provide coordinated response and services to crisis situations.

Effective

School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s).
Example activities include
- Assists in the development of crisis response and intervention plans,
-Participates in school-wide crisis response and intervention training,
-Provides crisis intervention services to students, staff, and community.

Improvement Necessary

School Psychologist is
-Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and
-Involved in continued professional growth and learning regarding crisis response and intervention.

Ineffective

School Psychologist
-Lacks knowledge about crisis response and intervention practices.
- Fails to take advantage of opportunities to engage in continued professional growth and learning

2. Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Number of Competencies: 4

Domain Description: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

<p>2.4. Competency Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p>	<p>Highly Effective</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.</p>
	<p>Effective</p>	<p>School Psychologist -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population.</p>
	<p>Improvement Necessary</p>	<p>School Psychologist -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes But practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.</p>
	<p>Ineffective</p>	<p>School Psychologist -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. - Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

3. Consultation and Collaboration

Number of Competencies: 3

Domain Description: School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

3.1. Competency
Engages in
consultation and
collaboration with
school staff.

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

- Assists with the development and/or delivery of staff professional development on collaboration and consultation.

- Provides mentoring and coaching to colleagues regarding consultation strategies.

- Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.

School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).

Example activities include

- Assists teachers with identifying concerns to target through intervention practices,

- Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc.,

- Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or

- Utilizes facilitation and conflict resolution skills and strategies.

Effective

School Psychologist

- Is involved in continued professional growth regarding consultation and collaboration strategies,

However individual's practices

- Demonstrate limited application of knowledge and skills to expected roles and responsibilities

Improvement
Necessary

School Psychologist

- Lacks knowledge and skills about effective consultation strategies and practices, and/or

- Fails to take advantage of opportunities to engage in continued professional growth and learning.

Ineffective

3. Consultation and Collaboration

Number of Competencies: 3

Domain Description: School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

3.2. Competency
Engages in
consultation and
collaboration with
parents and
families

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

- Assists with the development and/or delivery of staff professional development on collaboration and consultation.

- Provides mentoring and coaching to colleagues regarding consultation strategies

- Applies knowledge in innovative ways to assist students and families.

- Conducts and/or assists with parent education sessions and trainings

School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).

Example activities include

- Discusses parent concerns and provides suggestions for strategies to use at home,

- Clearly explains assessment data and intervention strategies,

- Explains school procedures for services such as special education, intervention, etc.

- Clearly explains evaluation findings following special education evaluation, and

- Answers questions clearly and comprehensively.

Effective

School Psychologist

- Is involved in continued professional growth regarding consultation and collaboration strategies,

However individual's practices do not

- Demonstrate application of this knowledge to expected roles and responsibilities

Improvement
Necessary

School Psychologist

- Lacks knowledge about effective consultation strategies and practices, and/or

- Fails to take advantage of opportunities to engage in continued professional growth and learning.

Ineffective

3. Consultation and Collaboration

Number of Competencies: 3

Domain Description: School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

3.3. Competency
Engages in
consultation and
collaboration with
community
agencies and
providers.

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

- Assists with the development and/or delivery of staff professional development on collaboration and consultation.

- Provides mentoring and coaching to colleagues regarding consultation strategies.

- Applies knowledge in innovative ways to assist students, families, schools, and community,

- Conducts professional development for community agencies and providers

School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).

Example activities include

- Contacts community providers to obtain information needed for instructional programming,

- Clearly explains school procedures for services and practices,

- Refers students and families to community providers for needed services,

- Communicates with community providers in a clear and ethical manner.

Effective

Improvement
Necessary

School Psychologist

- Is involved in continued professional growth regarding consultation and collaboration strategies,

However individual's practices do not

- Demonstrate application of this knowledge to expected roles and responsibilities

Ineffective

School Psychologist

- Lacks knowledge about effective consultation strategies and practices, and/or

- Fails to take advantage of opportunities to engage in continued professional growth and learning.

4. Leadership

Number of Competencies: 3

Domain Description: School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

4.1. Competency
Seeks professional growth and learning opportunities to advance own knowledge and skill

Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally
-Reflects critically on own skills and identifies professional learning needs,
-Shares newly learned knowledge and practices with colleagues and school staff,
-Seeks opportunities to provide professional learning sessions for colleagues and school staff

Effective

School Psychologist
-Responds well to constructive feedback,
-Utilizes feedback to identify areas for professional growth,
-Initiates attendance at optional professional learning events,
-Engages in professional reading of current research and practice,
-Demonstrates application of knowledge/skills addressed in attended professional learning events.

Improvement Necessary

School Psychologist
-Attends mandatory professional learning events
But does not
-Respond to constructive feedback,
-Demonstrate application of knowledge/skill addressed in professional learning events, or
-Initiate attendance at optional professional learning events.

Ineffective

School Psychologist
-Fails to seek or take advantage of opportunities to engage in professional learning, and/or
-Fails to respond to feedback from supervisor(s) regarding the need for professional learning.

4. Leadership Number of Competencies: 3

Domain Description: School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

4.2. Competency Contributes to School and/or Profession of School Psychology	Highly Effective	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns.
	Effective	<p>School Psychologist</p> <ul style="list-style-type: none"> -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, -Maintains membership in professional organizations and participates in sponsored activities.
	Improvement Necessary	<p>School Psychologist</p> <ul style="list-style-type: none"> -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) <p>But does not</p> <ul style="list-style-type: none"> -Initiate involvement in such activities.
	Ineffective	<p>School Psychologist</p> <ul style="list-style-type: none"> -Rarely or never contributes ideas to improve school, district, or cooperative efforts, -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional practice of school psychologists.
4.3. Competency Advocates for student success	Highly Effective	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.
	Effective	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner
	Improvement Necessary	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates a concern about student failure or lack of progress <p>But does not</p> <ul style="list-style-type: none"> -Advocate for student needs.
	Ineffective	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

5. Core Professionalism

Number of Competencies: 4

Domain Description: School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

5.1. Competency Attendance	Meets Standard	-Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.
	Does Not Meet Standard	-Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
5.2. Competency Punctuality	Meets Standard	-Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.
	Does Not Meet Standard	-Individual has demonstrated a pattern of unexcused late arrivals or early departures.
5.3. Competency Respect	Meets Standard	-Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.
	Does Not Meet Standard	-Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.
5.4. Competency Policies and Procedures	Meets Standard	-Individual follows state, corporation, and school policies and procedures.
	Does Not Meet Standard	-Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.

