

Rubric for Evaluating North Carolina’s School Psychologists

Standard 1: School psychologists demonstrate leadership. School psychologists demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen the student, school, home, and community partnerships and alleviate barriers to learning in the twenty-first century. School psychologists contribute significantly to the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. School psychologists understand the influences of school, family, community, and cultural differences on academic achievement. School psychologists are knowledgeable of relevant laws and policies and improve the school psychology profession by demonstrating high ethical standards and following the codes of ethics set out for the profession. School psychologists demonstrate leadership by participating in school and district-level activities and committees to address system-level issues.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Psychologists demonstrate leadership in the schools. School psychologists work collaboratively with all school personnel to create a safe, positive learning community and assist in facilitating problem solving. School psychologists provide leadership and collaborate with other school personnel to provide effective school psychological services. School psychologists analyze and use local, state, and national data to assist in the development of prevention and intervention programs. Such programs assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools. School psychologists assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions. They demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. School psychologists assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes. School psychologists assist in promoting safe and effective learning environments. School psychologists collaborate with their colleagues to hire, mentor, and support other school psychologists, thereby improving the effectiveness of student support services in the schools.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands how to collect, manage, and interpret various kinds of group and individual data. <input type="checkbox"/> Understands that the use of data promotes effective learning environments. <input type="checkbox"/> Is familiar with a systematic problem-solving model and its use in the school. 	<p align="center">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists school personnel in understanding legislation and regulations related to school psychological services. <input type="checkbox"/> Collaborates with school personnel to create a safe, positive learning community. 	<p align="center">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses data to help schools identify needs for prevention and intervention programs. <p>Participates in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing and implementing the school improvement plan <input type="checkbox"/> Hiring, mentoring, and/or supporting other school psychologists, interns, or school psychology students. 	<p align="center">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the effectiveness of core instruction, and/or prevention and intervention services and programs. <input type="checkbox"/> Provides professional development to school staff on a variety of topics. 	

Standard 1: School psychologists demonstrate leadership.

b. School Psychologists enhance the school psychology profession. School psychologists strive to enhance the school psychology profession. School psychologists actively participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists. School psychologists communicate the goals of the school psychological services to stakeholders. School psychologists maintain current and appropriate resources for students, parents, school, home, and community. School psychologists promote professional growth and collaborate with their colleagues, professional associations, and school psychology training programs to improve the profession.

<ul style="list-style-type: none"> <input type="checkbox"/> Communicates the role of school psychologists to stakeholders. <input type="checkbox"/> Promotes and advocates for the school psychology profession. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for decision-making structures that take advantage of school psychologists' specialized knowledge and skills. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to promote professional growth and improve the profession 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves in a leadership role in to improve the profession. 	
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c. School Psychologists advocate for students, families, schools, and communities. School psychologists advocate for positive change in policies and practices affecting student learning. School psychologists share individual, classroom, building, and system data with administrators to promote school improvement and student outcomes. School psychologists support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources. School psychologists use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs. School psychologists collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments. School psychologists provide direct services to individuals and groups of students to improve student learning. School psychologists promote family involvement in the educational process.

<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of family involvement in the educational process. <input type="checkbox"/> Supports policies and practices that positively affect student learning. <input type="checkbox"/> Demonstrates sensitivity to issues related to disproportionality of minority populations. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares data with administrators to improve student learning outcomes. <input type="checkbox"/> Promotes family involvement. <input type="checkbox"/> Advocates on behalf of students and families to meet their needs. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes data to promote school improvement and improved student outcomes. 	<p style="text-align: center;">... and</p> <p>Develops internal and external partnerships to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote positive student outcomes. <input type="checkbox"/> Support educational and mental health programs. <input type="checkbox"/> Advocates for students by making recommendations about improving school psychology programs aligned with analysis and synthesis of data. 	
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Standard 1: School psychologists demonstrate leadership.

d. School Psychologists demonstrate high ethical standards. School psychologists practice in ways that meet all appropriate ethical, professional, and legal standards. School psychologists demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others. School psychologists maintain confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary. School psychologists deliver services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP) <http://nasponline.org/standards/ethics.aspx>, and/or American Psychological Association (APA) (<http://www.apa.org/ethics>), the Code of Ethics for North Carolina Educators (effective June 1, 1997), and the Standards for Professional Conduct adopted April 1, 1998.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Upholds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Code of <i>Ethics for North Carolina Educators</i>. <input type="checkbox"/> The <i>Standards for Professional Conduct</i>. <input type="checkbox"/> The ethical standards of the American Psychological Association and/or the National Association of School Psychologists. (See Appendix C) <input type="checkbox"/> Recognizes limits of expertise. <input type="checkbox"/> Maintains confidentiality of student records and information. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stays current in legal, ethical, and professional standards. <input type="checkbox"/> Models the tenets of legal, ethical, and professional standards. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a problem-solving model to address ethical issues in providing student support services. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes a leadership role in supporting colleagues to address issues of ethical practice. 	

Examples of suggested artifacts that may be used as evidence of performance on this standard:
• Documentation of presentations
• Participation in School Improvement Planning
• Program Evaluation Reports
• Communications about the school psychology program
• Workshop agendas
• Materials used in working with students
• Analysis of disaggregated EOG subgroup data
• Handouts for teachers that includes information and strategies for working with students with specific disabilities
• Service on committees
• Collaboration with colleagues to develop early intervention activities
• Participation in professional organizations
• Leadership in community organizations
• Research activities
• Professional Learning Communities
• Formal and informal mentoring
• Supervising an intern or practicum student
• National Certifications
• IDEA evaluations and recommendations
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Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)
Comments of Person Being Evaluated: (Optional)

Standard 2: School psychologists promote a respectful environment for diverse populations. School psychologists promote a safe, positive, and respectful learning environment in which individual differences are valued. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds. They incorporate information about student backgrounds when designing interventions, conducting assessments, and providing consultation. School psychologists use knowledge of language development, including knowledge of second language acquisition, when evaluating and working with students of diverse language backgrounds. School psychologists collect and analyze local, state, and national data to assist in designing, implementing, and evaluating programs that reduce school violence and improve school safety. School psychologists promote fairness and social justice in educational programs and services. They utilize a problem-solving framework when addressing the needs of diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Psychologists promote an environment in which each student has positive nurturing relationships with caring adults. School psychologists encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School psychologists provide developmentally appropriate and prevention-oriented strategies to nurture students’ relationships with caring adults. School psychologists advocate for student and family involvement in the educational process at all levels. School psychologists consider relevant individual differences (e.g., developmental level, cultural background, and area of disability) when selecting assessment procedures and when recommending educational services or interventions. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education. They use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Encourages an inviting, respectful, supportive, inclusive, and flexible learning environment. <input type="checkbox"/> Engages students and family members in the educational process. <input type="checkbox"/> Considers relevant individual differences when determining services needed. <input type="checkbox"/> Demonstrates sensitivity to issues related to disproportionality of minority populations. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides developmentally-appropriate and prevention-oriented strategies that nurture students’ relationships with caring adults. <input type="checkbox"/> Facilitates communication and collaboration among school personnel, families, community professionals, and others. <input type="checkbox"/> Provides culturally competent services. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies factors that have an impact on family-school partnerships and interactions with community providers. <input type="checkbox"/> Addresses the factors above when providing services for families. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes a respectful and supportive school climate that includes collaboration and a commitment to quality instruction and services. 	

Standard 2: School psychologists promote a respectful environment for diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>b. School Psychologists use a global perspective to embrace diversity in the school, home, and community. School psychologists recognize issues of diversity that affect their interactions with other people and organizations. School psychologists demonstrate their knowledge of diverse cultures and their role in shaping global issues. School psychologists recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. School psychologists strive to understand how a student’s culture and background may influence his or her school performance. School psychologists provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. School psychologists modify or adapt their practices in order to effectively meet diverse needs.</p>				
<p>Understands how:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A student’s culture and background influence school performance, development, and personality. <input type="checkbox"/> His/her own biases and those of others influence decision-making, instruction behavior, and interactions with others. <input type="checkbox"/> Values the differences and contributions of each student in the learning environment. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies or adapts practices to meet diverse student needs <p>Selects materials and activities that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counteract stereotypes. <input type="checkbox"/> Incorporate contributions of all cultures. <input type="checkbox"/> Demonstrates sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. <input type="checkbox"/> Provides professional development opportunities on diversity for parents, teachers, administrators, and the community. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks ways to overcome barriers to effective family and community involvement. <input type="checkbox"/> Modifies practices to more effectively meet the student needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to eliminate systemic barriers to student achievement. 	

Standard 2: School psychologists promote a respectful environment for diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Psychologists support high expectations for all students. School psychologists maintain high expectations, including graduation from high school, for students of all backgrounds. School psychologists appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School psychologists assist students, individually and in groups, in developing social, affective, and adaptive skills. School psychologists understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students. They understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates. School psychologists assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students.</p>				
<p>Understands the importance of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Setting high expectations for all students. <input type="checkbox"/> Early reading and math literacy. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist students in developing social, affective, and adaptive skills. <input type="checkbox"/> Sets and maintains high expectations for all students. <input type="checkbox"/> Collaborates with administrators, teachers, and a range of specialists to help meet students' special needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies current empirically based research on learning and cognition to the development of instructional strategies. <input type="checkbox"/> Assists school personnel in considering relevant ecological factors and diversity characteristics as a context for making decisions about students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership in implementation of reading and math literacy programs that increase high school graduation rates. 	
<p>d. School Psychologists work collaboratively with students and families. School psychologists recognize that educating students is a shared responsibility involving the students, schools, families, and communities. School psychologists improve communication and collaboration among the student, school, home, and community in order to promote trust and understanding and build partnerships among the student, school, home, and community. School psychologists use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education. School psychologists participate in planning and implementing prevention programs to address the social and affective needs of students, including school or system-level crisis response.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that educating students is a shared responsibility involving the students, schools, families, and communities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates communication and collaboration among the student, school, home, and community. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes trust and understanding and builds partnerships among the student, school, home, and community. <input type="checkbox"/> Coordinates services when programming for children involves multiple agencies. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively addresses systemic problems such as truancy, dropout, bullying, youth suicide, or school violence. 	

Standard 2: School psychologists promote a respectful environment for diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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e. School Psychologists provide services that benefit students with unique needs. School psychologists collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students. School psychologists are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning. They use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning. School psychologists use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs. School psychologists understand the physical and mental health conditions of children and adolescents. They provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children. School psychologists provide counseling to individuals or groups of students as appropriate. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education.

<input type="checkbox"/> Is knowledgeable about and skillful in using a problem-solving process to identify assessment measures <input type="checkbox"/> Understands the physical and mental health needs of children and adolescents.	<p>... and</p> <input type="checkbox"/> Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students.	<p>... and</p> <input type="checkbox"/> Develop evidence-based interventions for students whose behavioral, affective, or social needs have an impact on their learning. <input type="checkbox"/> Uses data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs.	<p>... and</p> <input type="checkbox"/> Provides leadership in collecting data to identify service gaps in meeting the social, affective, and developmental needs of children.	
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Examples of artifacts that may be used as evidence of performance on this standard:

- Behavior plans
- Logs of completed evaluations
- Agenda or lesson plans from small group sessions
- School plans that address prevention and intervention
- Agenda from crisis team meeting
- Material from crisis preparedness workshop
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Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)

Comments of person being evaluated: (Optional)

Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement. School psychologists align their services to support the *North Carolina Standard Course of Study* and best practices. School psychologists incorporate information about students' ethnic, racial, language, cultural, or socio-economic backgrounds when providing consultations, conducting evaluations, and designing interventions. School psychologists demonstrate knowledge of learning, child development, language development, curricula, and instruction in the development of evidence-based academic interventions. School psychologists have knowledge of universal screening, early reading and math literacy. They participate in designing prevention and intervention methods to address problems that impact student learning. School psychologists assist teachers and administrators in collecting and analyzing data to effectively design and implement programs that influence learning and behavior. School psychologists participate in the implementation and evaluation of programs that promote safe schools and communities. School psychologists participate in the development of school improvement plans to improve the school climate, student learning, and instruction.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Psychologists deliver comprehensive services unique to their specialty area. School psychologists possess a rich and deep understanding of students, schools, families, and communities. School psychologists utilize skills such as assessment, consultation, counseling, and collaboration to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities. School psychologists support and encourage student and family involvement. School psychologists provide and interpret information about relevant research findings to school personnel, parents, and the public. School psychologists assist in the development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data.</p>				
<p>Has a deep and rich understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students. <input type="checkbox"/> Schools. <input type="checkbox"/> Families. <input type="checkbox"/> Communities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies students in need of instructional or behavioral support. <input type="checkbox"/> Provides a continuum of developmentally appropriate and targeted mental health and education interventions. <input type="checkbox"/> Participates in school crisis teams as appropriate. 	<p>... and</p> <p>Provides relevant research findings to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School personnel. <input type="checkbox"/> Parents. <input type="checkbox"/> The public. <p>Assists in development, implementation, and evaluation of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Screenings. <input type="checkbox"/> Programs. <input type="checkbox"/> Interventions. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs, implements, and evaluates the fidelity and effectiveness of school wide or system wide interventions. 	

Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>b. School Psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner. School psychologists understand the link between school psychological services and the <i>North Carolina Standard Course of Study</i>. School psychologists understand the implications of demographic and socio-economic factors that influence student achievement. School psychologists communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting. School psychologists communicate and collaborate effectively with community professionals and agencies (e.g., local physicians and mental health care providers) regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate. School psychologists understand the way the relationship between school and classroom environment and curriculum and instruction can affect student learning. They use a problem-solving process to design, implement, and evaluate evidence-based intervention to improve student learning. They assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions.</p>				
<p>Understands:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The link between school psychological services and the <i>North Carolina Standard Course of Study</i>. <input type="checkbox"/> The potential impact of school environment on student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates design and delivery of instructional strategies that promote academic achievement. <input type="checkbox"/> Conducts assessments to determine the learning needs of students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists school staff in collecting and analyzing progress monitoring data. <input type="checkbox"/> Helps school staff use progress monitoring data to design, implement and evaluate instruction and interventions. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes recommendations for school and/or district level improvements based on evaluation findings. 	
<p>c. School Psychologists facilitate student acquisition of twenty-first century skills. School psychologists are knowledgeable about the social, affective, and adaptive domains of child development. School psychologists identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs. School psychologists incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School psychologists help students understand the relationship between the <i>North Carolina Standard Course of Study</i> and twenty-first century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School psychologists facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success. They collaborate with administrators to address school and/or system needs and priorities.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the relationship between the <i>North Carolina Standard Course of Study</i>, 21st century skills and the delivery of psychological services. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the links between the <i>North Carolina Standard Course of Study</i>, 21st century skills, and the delivery of psychological services. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates 21st century skills and content into delivery of services. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school and district staff to facilitate student acquisition of the <i>North Carolina Standard Course of Study</i> and 21st century skills. 	

Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>d. School Psychologists develop comprehensive school psychological services that are relevant to all students. School psychologists use data to develop comprehensive psychological services that are relevant to all students. They consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students. School psychologists participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students. They incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century. School psychologists use findings from intervention research when designing educational or mental health intervention programs for students.</p>				
<input type="checkbox"/> Understands the components of a comprehensive psychological services program.	<p>... and</p> <input type="checkbox"/> Provides comprehensive psychological services based on best practices and student needs.	<p>... and</p> <input type="checkbox"/> Uses research findings to design educational and/or mental health programs and services.	<p>... and</p> <input type="checkbox"/> Analyzes and interprets data to evaluate and improve practices.	
<p>Examples of artifacts that may be used as evidence of performance on this standard:</p>				
<input type="checkbox"/> Service delivery logs				
<input type="checkbox"/> IDEA Assessment logs				
<input type="checkbox"/> Technology use				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<p>Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)</p>				
<p>Comments of Person Being Evaluated: (Optional)</p>				

Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach. School psychologists understand how social, emotional, psychological, and environmental factors influence students' academic performance and achievement. School psychologists use a problem-solving process to assist in early identification of student learning problems. They use an ecological perspective to assess students' cognitive and academic performance using a variety of instruments and techniques. School psychologists assist school staff in the collection of universal screening data and progress monitoring data. This data is then used to adjust academic instruction and interventions.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Psychologists use a variety of strength-based methods. School psychologists help schools develop challenging, but achievable, cognitive and academic goals for all students. School psychologists collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts. When working with teachers, administrators, and families school psychologists utilize a strength-based approach that influences learning and behavior. School psychologists also use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.</p>				
<input type="checkbox"/> Understands how to apply a strengths-based approach to the practice of school psychology.	<p>... and</p> <input type="checkbox"/> Incorporates a strength-based approach to assess and address learning and behavior problems	<p>... and</p> <input type="checkbox"/> Collaboratively establishes challenging but achievable cognitive and academic goals for students.	<p>... and</p> <input type="checkbox"/> Takes a leadership role in incorporating student strengths into school-based services.	<input type="checkbox"/>
<p>b. School Psychologists help students develop critical thinking and problem solving skills. School psychologists address issues that interfere with students' ability to problem solve and think critically. School psychologists are knowledgeable about and skillful in the use of various evaluative techniques (e.g., behavioral observations, functional behavioral assessments, student, parent, and staff interviews, and threat assessments) regarding behavioral, affective, social, and adaptive functioning. School psychologists assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students (e.g., counseling, crisis intervention, mentoring, and individual safety plans as appropriate). School psychologists use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards.</p>				
<input type="checkbox"/> Demonstrates an understanding of various evaluative techniques regarding behavioral, affective, social, and adaptive functioning.	<p>... and</p> Assists students in developing skills necessary to: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate effectively. <input type="checkbox"/> Synthesize knowledge. <input type="checkbox"/> Think creatively. <input type="checkbox"/> Make informed decisions. <input type="checkbox"/> Provides counseling and/or other direct services.	<p>... and</p> <input type="checkbox"/> Uses relevant information to guide improvements to problem-solving and critical thinking skills.	<p>... and</p> <input type="checkbox"/> Provides leadership in promoting students critical thinking skills.	

Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Psychologists support students as they develop leadership qualities. School psychologists help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills. School psychologists use a strength-based approach to help students identify their interests, talents, and abilities. School psychologists assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable about techniques for helping students to develop leadership skills. <input type="checkbox"/> Understands the importance of student interpersonal skills and self-knowledge. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a strength-based approach to help students identify their interests, talents, and abilities <input type="checkbox"/> Helps students take advantage of opportunities to develop leadership skills. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively designs and implements school wide efforts to develop students' leadership qualities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes and advocates for students to have opportunities to develop and demonstrate their leadership skills. 	
<p>d. School Psychologists possess effective communication skills. School psychologists employ perceptive listening skills and are able to communicate effectively with students, school staff, families, and communities even when language is a barrier. School psychologists demonstrate effective written and oral communication skills. School psychologists write effective and practical assessment reports of student evaluations that adequately address referral question(s) and provide useful recommendations for teachers.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of effective listening and communication skills. <input type="checkbox"/> Demonstrates effective written communication skills. <input type="checkbox"/> Adheres to timelines established by the school, district, and/or state. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts communication strategies to fit the needs different stakeholders. <input type="checkbox"/> Writes effective and practical assessment reports. <input type="checkbox"/> Submits required documents in a high quality and timely manner. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students, families, school staff, and the community even when barrier are present. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates and responds to communication barriers. 	

Examples of artifacts that may be used as evidence of performance on this standard:
<input type="checkbox"/> Interventions
<input type="checkbox"/> Relevant data
<input type="checkbox"/> Evaluation Reports and recommendations
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all ratings.)
Comments of Person Being Evaluated: (Optional)

Standard 5: School psychologists reflect on their practice. School psychologists demonstrate accountability for managing and delivering comprehensive school psychology services that strengthen home, school, and community partnerships in support of student learning. School psychologists analyze formal and informal data to evaluate the effectiveness of service delivery. School psychologists adapt their practice based on current and relevant research findings and data to best meet the needs of students, families, schools, and communities. School psychologists utilize collaborative relationships with colleagues, families, and communities to reflect upon and improve their practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Psychologists analyze the impact of the school psychological services on student learning. School psychologists think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological, and academic success. School psychologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school psychologists’ adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.</p>				
<input type="checkbox"/> Thinks systematically and critically about the impact of comprehensive school psychological services on student success.	<p>... and</p> <input type="checkbox"/> Uses research findings from a variety of sources as a foundation for effective service delivery.	<p>... and</p> <input type="checkbox"/> Collects and analyzes data to evaluate the effectiveness of service delivery.	<p>... and</p> <input type="checkbox"/> Adapts professional practices to meet the needs of students, schools, families, and communities based on relevant research findings and data.	
<p>b. School Psychologists link professional growth to their professional goals. School psychologists continually participate in high quality professional development specific to school psychological practice. School psychologists also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education’s priorities and initiatives. School psychologists join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice.</p>				
<input type="checkbox"/> Identifies links between professional development, professional growth and professional goals.	<p>... and</p> <input type="checkbox"/> Stays current with professional standards of practice.	<p>... and</p> <input type="checkbox"/> Expands expertise in a specialized area.	<p>... and</p> <input type="checkbox"/> Is sought out by colleagues for guidance and assistance due to specialized knowledge and skills.	

Standard 5: School psychologists reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Psychologists function effectively in a complex, dynamic environment. School psychologists understand that change is constant; therefore, they actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes. School psychologists demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation. School psychologists use findings from scientifically based intervention research when designing educational, mental health, or treatment programs for children. School psychologists adapt their practice based on current research findings and data to best meet the needs of all students.</p>				
<input type="checkbox"/> Actively investigates and considers new ideas that support students' social, emotional, psychological, and academic successes.	<p>... and</p> <input type="checkbox"/> Demonstrates flexibility and adaptability in incorporating new knowledge into practice.	<p>... and</p> <input type="checkbox"/> Monitors the effect of program adaptations on students and colleagues.	<p>... and</p> <input type="checkbox"/> Uses results of monitoring activities to guide additional refinements of professional practice.	
Examples of artifacts that may be used as evidence of performance on this standard:				
<input type="checkbox"/> Professional Growth Plan				
<input type="checkbox"/> Program design and implementation				
<input type="checkbox"/> Membership in Professional Organizations				
<input type="checkbox"/> Research Results				
<input type="checkbox"/> Participation in Professional Learning Communities				
<input type="checkbox"/> Participation in professional development				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments: (Required for all "Not Demonstrated" ratings, recommended for all others.)				
Comments of Person Being Evaluated (Optional)				

Rubric Signature Page

School psychologist Signature

Date

Principal/Evaluator Signature

Date

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

Note: The school psychologist's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the school psychologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Psychologist Evaluation Process.