

Rubric for Evaluating Colorado's Specialized Service Professionals: School Psychologists

Definition of an Effective School Psychologist

Effective School psychologists are vital members of the education team. They are properly credentialed and demonstrate professional expertise in psychoeducational assessment practices, interventions, and crisis preparedness and response. Effective school psychologists provide services to help all children and youth succeed academically, socially, behaviorally, and emotionally. Effective school psychologists strive to support growth and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. They have a foundation in both psychology and education, are experts in addressing barriers to educational success. They engage in data-based decision making to plan and deliver effective and culturally responsive services. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

Quality Standard I: School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School psychologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates an understanding of typical vs. atypical development to guide an intervention approach.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates knowledge of physical, cultural, developmental, and social influences on learning and behavior.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Applies knowledge of how mental, behavioral, and emotional health impact learning and life skills to practice.	... and STUDENTS: <input type="checkbox"/> Participate in services appropriate for their developmental levels.	... and STUDENTS: <input type="checkbox"/> Perform at a level consistent with their developmental stages.
Element b: School psychologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Identifies the barriers to learning, including those related to mental health issues and crises.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Recommends interventions and adaptations (accommodations and modifications) that reduce the student's barriers to learning and increase access to the curriculum.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Uses a problem-solving process and knowledge of effective practices to develop solutions to barriers that inhibit learning.	... and STUDENTS: <input type="checkbox"/> Demonstrate an understanding of their own individual barriers to learning.	... and STUDENTS: <input type="checkbox"/> Demonstrate a reduction in barriers to learning that are related to their mental health.

Quality Standard I: School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: School psychologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands the concept of evidence-based psychoeducational practices and their importance in the learning environment.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Makes connections between student data and evidence-based psychoeducational practices	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Applies knowledge of evidence based interventions and programs in designing school-based intervention plans.	... and STUDENTS: <input type="checkbox"/> Develop skills necessary to manage their behavior.	... and STUDENTS: <input type="checkbox"/> Apply newly learned skills to new or unique situations.
Element d: School psychologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands how the home and family influence student behavior and achievement.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Incorporates information from family and/or outside agencies or community providers into service planning and delivery.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Partners with families and significant adults to help students meet educational and intervention goals. <input type="checkbox"/> Has knowledge of community/local resources.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Follow through with referrals and/or seek out support from community resources.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Increase their involvement and participation in educational planning.
Element e: School psychologists demonstrate knowledge of and expertise in their professions.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands the importance of crisis planning, prevention, response and intervention in the school setting.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Identifies strategies and key components for crisis planning, prevention, and intervention.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Contributes to the design, implementation and evaluation of crisis prevention and recovery activities. <input type="checkbox"/> Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.	... and STUDENTS: <input type="checkbox"/> Demonstrate knowledge of the school's crisis-related resources and procedures.	... and STUDENTS: <input type="checkbox"/> Access school and district crisis-related resources when needed.

Quality Standard I: School psychologists demonstrate mastery of and expertise in the domain for which they are responsible.

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Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

Quality Standard II: School psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School psychologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Fosters an educational environment in which students feel safe and experience a caring relationship.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Encourages positive relationships between and among students and staff that is conducive for all students to learn.	.. and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Fosters a safe and accessible environment which supports all students. <input type="checkbox"/> Models empathy and respect for individual students.	.. and STUDENTS: <input type="checkbox"/> Build and maintain positive relationships with peers and with adults in the school setting.	.. and STUDENTS: <input type="checkbox"/> Perceive the school climate as positive, safe, and caring.
Element b: School psychologists demonstrate respect for diversity within the home, school, and local and global communities.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Considers student and family background characteristics in planning assessments and/or interventions.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Uses intervention approaches and materials that reflect students' backgrounds. <input type="checkbox"/> Acknowledges the value of each student's contributions to educational and intervention planning.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. <input type="checkbox"/> Considers home and community factors as a context for assessment and intervention and STUDENTS: <input type="checkbox"/> Respect the backgrounds of fellow students.	... and STUDENTS: <input type="checkbox"/> Accept divergent contributions to learning from other students or the larger community.

Quality Standard II: School psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: School psychologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Recognizes student individual differences and unique situations.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Adjusts practices based on individual student characteristics. <input type="checkbox"/> Uses procedures and materials that are developmentally appropriate.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions. <input type="checkbox"/> In collaboration with others, addresses individual differences and needs in the design or implementation of services to improve student outcomes and STUDENTS: <input type="checkbox"/> Participate in services that are based on their unique interests, strengths, and needs.	... and STUDENTS: <input type="checkbox"/> Feel valued as individuals and are engaged in school.
Element d: School psychologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Promotes an educational environment that is inviting to families and significant adults.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Maintains appropriate and respectful relationships with students, their families, and significant adults. <input type="checkbox"/> Communicates effectively with diverse audiences e.g. parents, teachers, other school personnel, policy makers, & community service providers.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Works collaboratively with families and significant adults to help students meet education and intervention goals. <input type="checkbox"/> Works collaboratively with all school personnel to create a positive learning environment.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Initiate communication with school psychologists to discuss student needs. <input type="checkbox"/> Willingly share information that may impact student learning.	... and STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Seek the school psychologist's assistance to find resources and services to support student needs. <input type="checkbox"/> Partner with the school for the benefit of their students.

Quality Standard II: School psychologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: School psychologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Has rules to guide students to behave appropriately in the service setting.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Structures services to minimize interruption to instructional time.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Makes maximum use of service provision time. <input type="checkbox"/> Holds students accountable for adherence to school and class rules.	STUDENTS: <input type="checkbox"/> Develop awareness of expectations in the school setting . <input type="checkbox"/> Abide by school and classroom rules.	STUDENTS: <input type="checkbox"/> Develop skills necessary to become self-motivated and active learners.
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Quality Standard III: School psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School psychologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Considers legal requirements and district policies in assessment and intervention planning.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Supports academic standards and aligns intervention plans with legal requirements and local policies for IEPs, 504, and RtI.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Provides services that meet all legal requirements while taking into account the individual psychoeducational and academic needs of the student .	STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of their educational rights required by law.	STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.
Element b: School psychologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Considers the reliability and validity of assessment tools used. <input type="checkbox"/> Collects data from multiple sources.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Uses data from multiple sources to inform practice. <input type="checkbox"/> Follows standardized procedures for administration and scoring of psychoeducational tests.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools. <input type="checkbox"/> Communicates assessment results to colleagues, parents, and students as appropriate.	STUDENTS: <input type="checkbox"/> Experience services that are informed by findings from multiple formal and informal assessments.	STUDENTS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs .

Quality Standard III: School psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: School psychologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Consults with others about students.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Has knowledge of varied models and strategies of consultation. <input type="checkbox"/> Assists in planning for and/or providing mental health and behavioral interventions for students.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Applies the consultation model that best reflects the data sources to promote effective implementation of services. <input type="checkbox"/> Plans for and/or provides evidence-based mental health and/or behavioral interventions for students with fidelity.	... and STUDENTS: <input type="checkbox"/> Make progress towards educational, behavioral, and/or mental health intervention goals.	... and STUDENTS: <input type="checkbox"/> Develop the skills necessary to become self-regulated learners.
Element d: School psychologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Has an awareness of building/district software and technology as appropriate to the professional role.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Uses technology appropriately to improve student outcomes. <input type="checkbox"/> Enhances data collection and decision-making through the use of technology resources.	... and <input type="checkbox"/> STUDENTS: Demonstrate an awareness of available technology to enhance their learning.	... and <input type="checkbox"/> STUDENTS: Utilize information and technology resources to enhance cognitive and academic skills.

Quality Standard III: School psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: School psychologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Communicates high expectations for students.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services and educational placement .	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership and/or problem solving skills.	STUDENTS: <input type="checkbox"/> Make progress towards goals related to critical-thinking, self-advocacy, leadership and/or problem solving skills.	STUDENTS: <input type="checkbox"/> Establish high expectations for their own growth.
Element f: School psychologists communicate effectively with students.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands the importance of communicating effectively with students.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Uses communication skills to establish good working relationships (rapport) with students.	THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Provides students with feedback related to behavior, performance, and/or progress. <input type="checkbox"/> Tailors communications with students to be both developmentally and culturally relevant.	STUDENTS: <input type="checkbox"/> Utilize feedback to enhance their learning or change their behavior.	STUDENTS: <input type="checkbox"/> Communicate their own needs, goals, progress, and/or strengths.

Quality Standard III: School psychologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element g: School psychologists develop and/or implement services and/or specially designed instruction unique to their professions.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects and analyzes psychoeducational assessment data in planning services. 	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate assessment instruments and techniques, including interviews, observations, and targeted/diagnostic assessment tools to plan/implement services. 	<p>... and</p> <p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes data for decision making. <input type="checkbox"/> Presents data in a way that is understandable and relevant to stakeholder interest/needs. <input type="checkbox"/> Provides services based on professional practices grounded in psychoeducational data and evidence of success. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in the services provided by the school psychologist. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use psychoeducational findings to participate in setting individual goals.
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Quality Standard IV: School psychologists reflect on their practice.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Psychologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Understands the importance of considering student data to inform service provision.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Makes connections between school and classroom data and research-based practices for colleagues.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Analyzes student and system data to inform service provision. <input type="checkbox"/> Monitors and evaluates professional practices to determine what works for students.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Actively considers new ideas that support the students' social, emotional, psychological, and academic successes.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Applies and evaluates new and innovative strategies for continuous improvement of professional practice.
Element b: School psychologists link professional growth to their professional goals.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Completes professional development required for licensure renewal.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Selects and participates in professional development to improve professional practice. <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Develops professional goals based on current research and the likelihood of having a positive impact on student, school and district outcomes. <input type="checkbox"/> Develops and follows a long-term professional development plan.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Participates in professional learning opportunities consistent with the professional growth plan. <input type="checkbox"/> Applies knowledge and skills learned through professional development to practice.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Actively seeks feedback from colleagues, parents and/or supervisors and incorporates it into professional goals and practices. <input type="checkbox"/> Establishes continuous improvement strategies to identify and self-monitor for professional growth.
Element c: School psychologists respond to complex, dynamic environments.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates flexibility in his/her role in response to environmental changes.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Adapts services to new information about student or system needs.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Regularly scans the school and broader environments for changes that require new approaches to student care. <input type="checkbox"/> Prioritizes professional activities based on changing student needs.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Expands role in responding to changes in the school or student environments.

Quality Standard IV: School psychologists reflect on their practice.

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Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

Quality Standard V: School psychologists demonstrate collaboration, advocacy and leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Psychologists collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Maintains positive, productive and respectful relationships with colleagues.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Facilitates communication among various stakeholders.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Collaborates effectively with internal and external stakeholders regarding student and school-related issues.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Holds the needs of students foremost in seeking collaborations that would improve student outcomes.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Creates and maintains a multi-tiered continuum of services to support all students' attainment of goals in collaboration with colleagues.
Element b: School psychologists advocate for students, families, and schools.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect school climate and student learning.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Reaches out to students, families, and/or the community in order to understand their needs.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs and the diversity of the student population.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Advocates for curricular, school climate, and instructional improvements.	... and STUDENTS: <input type="checkbox"/> Self-advocate by giving feedback or offering suggestions that have the potential to improve their educational experiences.
Element c: School psychologists demonstrate leadership in their educational setting(s).				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Supports school goals and initiatives. <input type="checkbox"/> Contributes to school or district teams.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Seeks leadership roles as student, school, or district conditions indicate the need.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Provides leadership to school-based or district teams.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Mentors and/or supervises other professionals or trainees to facilitate their professional development.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Takes a leadership role in state-level organizations or professional associations.
Element d: School psychologists contribute knowledge and skills to educational practices and their profession.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Supports the work of colleagues with own expertise.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Provides relevant expertise when asked by colleagues.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Shares best practices through modeling and/or consultation.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Offers professional growth and development activities within district.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Assumes a state or national role in professional development activities.

Quality Standard V: School psychologists demonstrate collaboration, advocacy and leadership.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: School psychologists demonstrate high ethical standards.				
THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Maintains confidentiality of student records and information as required by law. <input type="checkbox"/> Understands the need to hold high ethical standards for self and others.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Adheres to current legal and ethical principles and standards. <input type="checkbox"/> Maintains confidentiality of all sensitive data.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior.	... and THE SCHOOL PSYCHOLOGIST: <input type="checkbox"/> Models and sets high expectations for ethical behavior for staff and students.
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