

Manchester Public Schools

Professional Educator Performance and Practice Continuum

School Psychologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	<p>A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology</p> <p>B: Prioritizes continuous professional growth</p> <p>C: Understands individual student needs and rights and complies with all legal requirements</p> <p>D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services</p> <p>E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate</p>
2: Service Environment	<p>A: Promotes a positive climate that is responsive and respectful</p> <p>B: Establishes rapport with students and promotes student engagement</p> <p>C: Sets clear expectations for self and students</p> <p>D: Establishes appropriate standards of behavior for students</p>
3: Planning and Preparation	<p>A: Conducts file reviews for the purpose of compiling comprehensive educational history</p> <p>B: Communicate with school staff and parents regarding current levels of performance</p> <p>C: Collects and analyzes student progress through the use of data</p> <p>D: Write accurate, comprehensive and clear reports</p> <p>E: Strategically coordinates meetings in adherence with mandated federal, state and district timelines</p> <p>F: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs</p>
4: Consultation & Collaboration	<p>A: Engages in consultation and collaboration with school staff</p> <p>B: Engages in consultation and collaboration with parents and families</p>

Domain 1: Professional Environment				
Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A: Conducts self as a professional in	<i>In addition to characteristics of effective practice:</i>	School Psychologist consistently ensures the	School Psychologist occasionally ensures	School Psychologist rarely ensures the

<p>accordance with CT State Department of Education Guidelines for the Practice of School Psychology</p>	<p>School Psychologist is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>highest ethical standards.</p> <p>School Psychologist consistently models respect for all members of the school community.</p>	<p>the highest ethical standards.</p> <p>School Psychologist occasionally models respect for all members of the school community.</p>	<p>highest ethical standards.</p> <p>School Psychologist rarely models respect for all members of the school community.</p>
<p>B: Prioritizes continuous professional growth</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Psychologist actively seeks out professional learning opportunities.</p> <p>School Psychologist shares learning and resources with their colleagues and staff.</p>	<p>School Psychologist consistently participates actively in professional learning opportunities.</p> <p>School Psychologist consistently utilizes supervisor feedback.</p> <p>School Psychologist consistently applies professional learning to improve planning, preparation, consultation, collaboration and assessment.</p>	<p>School Psychologist occasionally participates <i>actively</i> in professional learning opportunities.</p> <p>School Psychologist occasionally utilizes supervisor feedback.</p> <p>School Psychologist occasionally applies professional learning to improve planning, preparation, consultation, collaboration and assessment.</p>	<p>School Psychologist rarely participates <i>actively</i> in professional learning opportunities.</p> <p>School Psychologist rarely accepts or applies supervisor feedback.</p> <p>School Psychologist rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>
<p>C: Understands individual student needs and rights and complies with all legal requirements</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>School Psychologist actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.</p>	<p>School Psychologist consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School Psychologist consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.</p>	<p>School Psychologist occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School Psychologist occasionally reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.</p>	<p>School Psychologist rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School Psychologist rarely reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and</p>

				accommodations as necessary.
D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services	<i>In addition to the characteristics of effective practices:</i> School Psychologist always integrates assessment results with classroom performance in order to make highly informed decisions regarding student eligibility with regard to best practices.	School Psychologist consistently integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist occasionally integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist rarely integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.
E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate	<i>In addition to characteristics of effective practice:</i> School Psychologist facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community. School Psychologist communicates with families about student progress and offers guidance with school readiness.	School Psychologist consistently utilizes a variety of communication methods to inform and involve families of the educational program. School Psychologist consistently develops collaborative relationships and makes a contribution to the professional community. School Psychologist consistently challenges practices in the school that impede the school's ability to serve all students.	School Psychologist occasionally utilizes methods of communication to inform families of the educational program. School Psychologist occasionally develops collaborative relationships and makes a contribution to the professional community. School Psychologist occasionally challenges practices in the school that impede the school's ability to serve all students.	School Psychologist rarely utilizes methods of communication to inform families of the educational process. School Psychologist rarely develops collaborative relationships and makes a contribution to the professional community. School Psychologist rarely challenges practices in the school that impede the school's ability to serve all students.

Domain 2: Service Environment				
Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A: Promotes a positive climate that	<i>In addition to the characteristics of effective practices:</i>	School Psychologist consistently promotes high academic and behavioral expectations for all students.	School Psychologist occasionally promotes academic and behavioral expectations for students.	School Psychologist rarely promotes academic and behavioral

<p>is responsive and respectful</p>	<p>School Psychologist supports students in becoming role models for treating others with respect.</p>	<p>School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School Psychologist consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School Psychologist occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>expectations for students.</p> <p>School Psychologist rarely contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School Psychologist rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
<p>B: Establishes rapport with students and promotes student engagement</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist promotes student self-reflection and self-awareness so that the student can develop meaningful social and academic relationships (examples could include, self advocacy, social skills, etc.).</p>	<p>School Psychologist consistently uses appropriate strategies and supports to engage students in the educational environment.</p> <p>School Psychologist consistently fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.</p>	<p>School Psychologist occasionally uses appropriate strategies and supports to engage students in the educational environment.</p> <p>School Psychologist occasionally fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.</p>	<p>School Psychologist rarely uses appropriate strategies and supports to engage students in the educational environment.</p> <p>School Psychologist rarely fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.</p>
<p>C: Sets clear expectations for self and students</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist exhibits evidence of the application of new learning to case management.</p>	<p>School Psychologist consistently demonstrates evidence of collaborative practices to support reinforcement of appropriate social skills.</p>	<p>School Psychologist occasionally demonstrates evidence of collaborative practices to support reinforcement of appropriate social skills.</p>	<p>School Psychologist rarely demonstrates evidence of collaborative practices to support reinforcement of appropriate social skills.</p>
<p>D: Establishes appropriate standards of behavior for students</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist supports staff and collaborates with families</p>	<p>School Psychologist consistently provides guidance to establish clear behavior expectations and consequences for</p>	<p>School Psychologist occasionally provides guidance to establish clear behavior expectations and consequences for</p>	<p>School Psychologist rarely provides guidance to establish clear behavior expectations and consequences for</p>

	<p>and outside agencies to help individual students to generalize appropriate behaviors outside of the school environment.</p> <p>School Psychologist provides guidance to staff to promote student use of:</p> <ul style="list-style-type: none"> - self-regulation - conflict-resolution - problem-solving <p>in support of social skills and ethical and responsible behavior.</p>	<p>individual students as needed.</p> <p>School Psychologist consistently monitors/adjusts behavior expectations/management that supports the student in the school environment.</p>	<p>individual students as needed.</p> <p>School Psychologist occasionally monitors/adjusts behavior expectations/management that supports the student in the school environment.</p>	<p>individual students as needed.</p> <p>School Psychologist rarely monitors/adjusts behavior expectations/management that supports the student in the school environment.</p>
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Domain 3: Planning and Preparation				
Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
<p>A: Conducts file reviews for the purpose of compiling comprehensive educational history</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist integrates information and provides insight from student's educational history for the purpose of appropriate instructional planning.</p>	<p>School Psychologist consistently completes a review of general education and special education records as a component of educational planning and evaluations.</p>	<p>School Psychologist occasionally completes a review of general education and special education records as a component of educational planning and evaluations.</p>	<p>School Psychologist rarely completes a review of general education and special education records as a component of educational planning and evaluations.</p>
<p>B: Communicate with school staff and parents regarding current levels of performance</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist always communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist always seeks feedback</p>	<p>School Psychologist consistently communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist consistently seeks feedback from appropriate school staff and parents regarding</p>	<p>School Psychologist occasionally communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist occasionally seeks feedback from appropriate school staff and parents regarding</p>	<p>School Psychologist rarely communicates with appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>School Psychologist rarely seeks feedback from appropriate school staff and parents regarding student</p>

	<p>from appropriate school staff and parents regarding student functioning and current levels of performance.</p> <p>Communication and feedback is drawn from multiple sources of information and presented in a positive and supportive way.</p>	<p>student functioning and current levels of performance.</p>	<p>student functioning and current levels of performance.</p>	<p>functioning and current levels of performance.</p>
<p>C: Collects and analyzes student progress through the use of data</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist identifies trends and guides classroom evaluations and benchmarks.</p>	<p>School Psychologist consistently draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.</p>	<p>School Psychologist occasionally draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.</p>	<p>School Psychologist rarely draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.</p>
<p>D: Write accurate, comprehensive and clear reports</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist provides additional recommendations and insights for parents to use at home to reinforce learning and school readiness.</p>	<p>School Psychologist consistently writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.</p>	<p>School Psychologist occasionally writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.</p>	<p>School Psychologist rarely writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.</p>
<p>E: Strategically coordinates meetings in adherence with mandated federal, state and district timelines</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School Psychologist takes a leadership role in proactively scheduling and rescheduling meetings in spite of timeline conflicts.</p>	<p>School Psychologist consistently schedules meetings in accordance with mandated deadlines</p>	<p>School Psychologist occasionally schedules meetings in accordance with mandated deadlines.</p>	<p>School Psychologist rarely schedules meetings in accordance with the mandated deadlines.</p>
<p>F: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs</p>	<p><i>In addition to the characteristics of effective practices:</i></p> <p>School psychologist uses assessment measures and shares</p>	<p>School Psychologist consistently uses assessment measures that are valid, reliable, and address referral concerns.</p>	<p>School Psychologist occasionally uses assessment measures that are valid, reliable, and address referral concerns.</p>	<p>School Psychologist rarely uses assessment measures that are valid, reliable, and address referral concerns.</p>

resources with
colleagues.

Domain 4: Consultation and Collaboration

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A: Engages in consultation and collaboration with school staff	<p><i>In addition to the characteristics of effective practices:</i></p> <p>Assists with the development and/or delivery of staff professional development on collaboration and consultation; and/or</p> <p>Provides mentoring and coaching to colleagues regarding consultation stratifies; and/or</p> <p>Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</p>	School Psychologist consistently engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).
B: Engages in consultation and collaboration with parents and families	<p><i>In addition to the characteristics of effective practices:</i></p> <p>Assists with the development and/or delivery of staff professional development on collaboration and consultations; and/or</p> <p>Provides mentoring and coaching to colleagues regarding consultation strategies; and/or</p>	School Psychologist consistently engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).



	<p>Applies knowledge in innovative ways to assist students and families; and/or</p> <p>Conducts and/or assists with parent education sessions and trainings.</p>			
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