

SCHOOL PSYCHOLOGIST FRAMEWORK

<p align="center">Domain 1: PLANNING AND PREPARATION</p>	<p align="center">Domain 2: ENVIRONMENT</p>
<p>1a Demonstrating Knowledge of Local, State, and Federal Regulations, and of Academic and Psychological Supports within and beyond the School and District</p> <ul style="list-style-type: none"> • Knowledge of regulations • Knowledge of supports <p>1b Demonstrating Knowledge of Child and Adolescent Development, Learning, and Psychopathology</p> <ul style="list-style-type: none"> • Current with research • Shares knowledge <p>1c Establishing Goals for the School Psychologist Appropriate To the Setting and the Students Served</p> <ul style="list-style-type: none"> • Clear and appropriate goals • Personalized with multiple factors <p>1d Considering Possible Interventions and Instructional Supports based on Student Needs</p> <ul style="list-style-type: none"> • Understanding of available resources • Leadership in collaboration • Proactive research in interventions <p>1e Demonstrating Knowledge of a Variety of Assessment Instruments and Identifying Measures that are Able to Evaluate Educational Needs and Eligibilities</p> <ul style="list-style-type: none"> • Knowledge of assessment instruments for systems, groups and individuals • Effective educational need and eligibility evaluations 	<p>2a Establishing Rapport with Students, Parents, School Personnel</p> <ul style="list-style-type: none"> • Appropriate to population served • Students are comfortable and trusting <p>2b Establishing a Positive Culture and Climate Throughout the School</p> <ul style="list-style-type: none"> • Models positive mental health • Knowledge and involvement in behavioral supports and interventions <p>2c Establishing and Maintaining Clear Procedures for Referrals and Using Time Effectively</p> <ul style="list-style-type: none"> • Appropriate referral practices • Established as resource for others • Time management skills <p>2d Establishing Standards of Student Conduct in the Evaluation and Counseling Environment and Organizing that Environment for Optimal Results</p> <ul style="list-style-type: none"> • Clear conduct standards • Student behavior monitored • Model for others • Meets needs of individuals
<p align="center">Domain 4: PROFESSIONAL RESPONSIBILITIES</p>	<p align="center">Domain 3: DELIVERY OF SERVICE</p>
<p>4a Reflecting on Professional Practice</p> <ul style="list-style-type: none"> • Accurate and objective • Specific references to characteristics • Suggestions for improvement <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Completion of evaluations • Proactive communication <p>4c Collaborating with Teachers, Administrators, Parents, Students and Appropriate Community Supports</p> <ul style="list-style-type: none"> • Initiates contacts • Response to parent inquiries <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Required meetings • Relationships with colleagues <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Proactive professional development • Contribution to the profession • Leadership role <p>4f Showing Professionalism, including Integrity, Advocacy and Maintaining Confidentiality</p> <ul style="list-style-type: none"> • Ethical standards • Student advocacy • Leadership in advocacy 	<p>3a Demonstrating the Ability to Communicate Effectively with Students at their Developmental Level</p> <ul style="list-style-type: none"> • Developmentally appropriate language • Clear directions and procedures • Uses student feedback <p>3b Interpreting Data to Facilitate Effective Instructional Decision-Making</p> <ul style="list-style-type: none"> • Clear, concise data interpretation • Decision-making for system, Groups and students <p>3c Promoting the Use of Evidence-based Interventions and Supports Based on Student Needs</p> <ul style="list-style-type: none"> • Initiates consultations • Consultation contributions • Aligns interventions <p>3d Administering and Interpreting the Appropriate Assessments in order to Make a Thorough Evaluation of Student Educational Needs</p> <ul style="list-style-type: none"> • Consistent administration of assessments • Accurate scoring and Communicating results • Contribution to eligibility determinations <p>3e Demonstrating Flexibility, Adaptability, and Responsiveness When working with Staff, Students, and Parents</p> <ul style="list-style-type: none"> • Response to input • Range of approaches for differentiation • Adjusts to meet student needs

