

## SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
<p><b>Data-Based Decision-Making</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>Accountability</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>Consultation and Collaboration</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services</p>	<p><b>Legal, Ethical, and Professional Practice</b></p> <p>The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist This includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills</p>

<p><b>STANDARD 1</b></p> <p><b>Data-Based Decision-Making</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>STANDARD 2</b></p> <p><b>Accountability</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>STANDARD 3</b></p> <p><b>Consultation and Collaboration</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services</p>	<p><b>STANDARD 4</b></p> <p><b>Legal, Ethical, and Professional Practice</b></p> <p>The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist This includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills</p>
<p><b>Indicator 1</b></p> <p>The school psychologist systematically collects data from multiple sources as a foundation for decision making and considers ecological factors (eg, classroom, observation, family, community characteristics) as a context for assessment and intervention in general and special education settings</p>	<p><b>Indicator 1</b></p> <p>The school psychologist, as part of an interdisciplinary team, conducts psycho-educational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code</p>	<p><b>Indicator 1</b></p> <p>The school psychologist participates in team-based planning to develop, review, and design academic or behavioral interventions and collaborates to recommend specific, observable, and measurable goals to evaluate effectiveness</p>	<p><b>Indicator 1</b></p> <p>The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)</p>

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<p><b>Indicator 2</b></p> <p>The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement evidence-based instructional and/or mental health services</p>	<p><b>Indicator 2</b></p> <p>The school psychologist develops multidisciplinary reports that are comprehensive (ie, include all a suspected disability and Nevada Administrative Code standards), yet understandable</p>	<p><b>Indicator 2</b></p> <p>The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services</p>	<p><b>Indicator 2</b></p> <p>The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs</p>

<p><b>STANDARD 1</b></p> <p><b>Data-Based Decision-Making</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>STANDARD 2</b></p> <p><b>Accountability</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>STANDARD 3</b></p> <p><b>Consultation and Collaboration</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services</p>	<p><b>STANDARD 4</b></p> <p><b>Legal, Ethical, and Professional Practice</b></p> <p>The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist This includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills</p>
<p><b>Indicator 3</b></p> <p>The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary</p>	<p><b>Indicator 3</b></p> <p>The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence</p>	<p><b>Indicator 3</b></p> <p>The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention</p>	<p><b>Indicator 3</b></p> <p>The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability</p>

<p><b>STANDARD 1</b></p> <p><b>Data-Based Decision-Making</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>STANDARD 2</b></p> <p><b>Accountability</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes</p>	<p><b>STANDARD 3</b></p> <p><b>Consultation and Collaboration</b></p> <p>The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services</p>	<p><b>STANDARD 4</b></p> <p><b>Legal, Ethical, and Professional Practice</b></p> <p>The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist This includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills</p>
<p><b>Indicator 4</b></p> <p>The school psychologist promotes the use of systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs</p>			

## SCHOOL PSYCHOLOGIST PROFESSIONAL PERFORMANCE STANDARDS AND INDICATORS

STANDARD 1: DATA-BASED DECISION-MAKING							
The school psychologist participates as part of a systematic and comprehensive process of effective decision- making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes							
Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school psychologist systematically collects data from multiple sources as a foundation for decision making and considers ecological factors (eg, classroom, observation, family, community characteristics) as a context for assessment and intervention in general and special education settings</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting</li> <li>• Ensure multiple data sources were discussed in meeting and report</li> </ul>	<p>Meets level 3 <i>and</i></p> <p>Multiple sources of data are consistently <i>integrated</i> to develop and report on the student’s learning profile</p>	<p>Multiple sources of data are consistently collected and considered as part of the decision-making process and used to drive assessments and interventions across settings</p>	<p>Multiple sources of data are inconsistently collected and considered as part of the decision- making process or are inconsistently used to drive assessments or interventions across settings</p>	<p>Data are rarely collected and considered as part of the decision- making process and are rarely used to drive assessments or interventions</p>

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The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes

Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement evidence-based instructional and/or mental health services</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist's report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting Decisions are based off of the data collected</li> </ul>	<p>Meets level 3 and</p> <p>Actively participates in the delivery of evidence-based services to students</p>	<p>Assessment data are consistently collected, analyzed, and used to understand student difficulties and recommend services needed</p>	<p>Assessment data are inconsistently collected, analyzed, and used to understand student difficulties or recommend services needed</p>	<p>Assessment data are rarely collected and used to identify student difficulties and to recommend services needed</p>

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Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting</li> <li>• Assessment results are interpreted accurately and used to drive decisions</li> </ul>	<p>Meets level 3 and</p> <p>Actively participates on the school-based intervention team on a regular basis or provides some direct services to students</p>	<p>Appropriate assessment tools are consistently used and interpreted to assist with measuring student progress and revising interventions</p>	<p>Appropriate assessment tools are inconsistently used or interpreted to assist with measuring student progress and revising interventions</p>	<p>Appropriate assessment tools are rarely used and interpreted to assist with measuring student progress and revising interventions</p>



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Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b> The school psychologist promotes the use of systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting</li> <li>• Use of valid data collection methods (e.g. up-to- date assessment tests/norms)</li> </ul>	<p>Meets level 3 and</p> <p>Actively participates in the continuous school improvement process</p>	<p>Using a variety of methods, systematic and valid data collection procedures are consistently promoted and reinforced at the school site</p>	<p>Systematic and valid data collection procedures are inconsistently promoted at the school site</p>	<p>Systematic and valid data collection procedures are rarely promoted at the school site</p>

**STANDARD 2: ACCOUNTABILITY**

The school psychologist participates as part of a systematic and comprehensive process of effective decision- making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes

Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school psychologist, as part of an interdisciplinary team, conducts psycho-educational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting</li> <li>• Eligibility decisions are based on state/federal criteria</li> </ul>	<p>Meets level 3 <i>and</i></p> <p>State standards are consistently maintained across multifaceted cases that require differential analysis and complex synthesis of data</p>	<p>State standards are consistently met across various domains of functioning to assist with eligibility determination and educational programing</p>	<p>State standards are inconsistently met across various domains of functioning to assist with eligibility determination and educational programing</p>	<p>State standards are rarely met across various domains of functioning to assist with eligibility determination and educational programing</p>

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What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school psychologist develops multidisciplinary reports that are comprehensive (ie, include all a suspected disability and Nevada Administrative Code standards), yet understandable</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting Decisions are based off of the data collected</li> <li>• Report includes information in all required areas of the suspected disability based on the NAC standards</li> </ul>	<p>Meets level 3 and</p> <p>Reports consistently include a paragraph summarizing the integration of assessment data across domains and the identification of the student’s overall learning profile</p>	<p>Reports consistently include all requisite domains of functioning as outlined by state standards with information synthesized and written understandably</p>	<p>Reports inconsistently include all requisite domains of functioning as outlined by state standards or the information is not synthesized or written understandably</p>	<p>Reports rarely include all requisite domains of functioning as outlined by state standards and the information is not synthesized or written understandably</p>

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What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• School Psychologist Pre/Post Conference</li> </ul>	<ul style="list-style-type: none"> <li>• The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting</li> <li>• Eligibility decision is supported by consistent data</li> </ul>	<p>Meets level 3 and</p> <p>Links the student’s strengths and weaknesses directly into targeted interventions, services, and supports</p>	<p>Appropriate eligibility recommendations are consistently supported by the evidence found in the multidisciplinary report</p>	<p>Eligibility recommendations are inconsistently supported by the evidence found in the multidisciplinary report</p>	<p>Eligibility recommendations are rarely supported by the evidence found in the multidisciplinary report</p>

**STANDARD 3:CONSULTATION AND COLLABORATION**

The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services

Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school psychologist participates in team-based planning to develop, review, and design academic or behavioral interventions and collaborates to recommend specific, observable, and measurable goals to evaluate effectiveness</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>School Psychologists Pre/Post Conference</li> <li>One confirmatory evidence source</li> </ul>	<ul style="list-style-type: none"> <li>School psychologist's report for evaluation</li> <li>Academic or behavioral intervention plan developed by team including school psychologists</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologists Pre/Post Conference discusses intervention plan and outcomes</li> <li>Interventions target students' specific weaknesses</li> </ul>	<p>Meets level 3 and</p> <p>Collaborates with team to develop an instrument to gather fidelity data</p>	<p>School psychologists consistently collaborates with team to provide academic or behavioral interventions that are well designed and target a student's specific weaknesses</p>	<p>School psychologists inconsistently collaborates with team to provide academic or behavioral interventions</p>	<p>School psychologist rarely collaborates with team to provide academic or behavioral interventions</p>

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Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>School Psychologists Pre/Post Conference</li> <li>One confirmatory evidence source</li> </ul>	<ul style="list-style-type: none"> <li>School psychologist's report for evaluation</li> <li>Academic or behavioral intervention plan developed by team including school psychologist</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologist Pre/Post Conference discusses intervention plan and outcomes</li> <li>Interventions are appropriately communicated with parents and school staff</li> </ul>	<p>Meets level 3 and</p> <p>Effectively communicates on diverse topics</p>	<p>School psychologist consistently communicates with parents, school staff, and other individuals to identify strategies to support learning and educational outcomes for students</p>	<p>School psychologist inconsistently communicates with parents, school staff, and other individuals to identify strategies to support learning or educational outcomes for students</p>	<p>School psychologist rarely communicates with parents, school staff, and other individuals to identify strategies to support learning and educational outcomes for students</p>

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The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services

Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>• School Psychologists Pre/Post Conference</li> <li>• One confirmatory evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist’s report for evaluation</li> <li>• Academic or behavioral intervention plan developed by team including school psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• School Psychologist Pre/Post Conference discusses intervention plan and outcomes</li> <li>• School psychologist develops interventions with team systematically (e.g. including problem identification, analysis, plan implementation, and review)</li> </ul>	<p>Meets level 3 and</p> <p>Actively contributes leadership to the continuous school improvement process</p>	<p>The school psychologist consistently engages in consultation and collaboration (including problem identification, analysis, plan development and implementation, and review) as part of a multi-tiered system of support</p>	<p>The school psychologist inconsistently engages in consultation or collaboration (including problem identification, analysis, plan development and implementation, and review) as part of a multi-tiered system of support</p>	<p>The school psychologist rarely engages in consultation and collaboration (including problem identification, analysis, plan development and implementation, and review) as part of a multi-tiered system of support</p>

STANDARD 4: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE							
The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist This includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills							
Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>School Psychologist Pre/Post Conference</li> <li>One confirmatory evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Anonymous survey of staff feedback</li> <li>Principal Ratings</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologist Pre/Post Conference discusses how school psychologist protects confidentiality of students</li> <li>Staff feedback/Principal ratings include school psychologist's protection of confidential information</li> </ul>	<p>Meets level 3 and</p> <p>Engages in one hour of professional development in the area of ethical practice and/or the legal regulation of school psychology</p>	<p>Consistently protects the privacy and confidentiality of individuals consistent with FERPA</p>	<p>Inconsistently protects the privacy and confidentiality of individuals consistent with FERPA</p>	<p>Rarely protects the privacy and confidentiality of individuals consistent with FERPA</p>



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Indicators				Performance Levels			
What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>School Psychologist Pre/Post Conference</li> <li>One confirmatory evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Certificate(s)</li> <li>Nationally Certified School Psychologist (NCSP) Certification</li> </ul>	<ul style="list-style-type: none"> <li>Log of professional development is displayed at School Psychologist Pre/Post Conference</li> </ul>	<p>Meets level 3 and</p> <p>Shares research-based knowledge and practices at the school, district, or state levels through presentations or written reports</p>	<p>School psychologist consistently engages in professional development related to individualized professional goals</p>	<p>School psychologist inconsistently engages in professional development related to individualized professional goals</p>	<p>School psychologist rarely engages in professional development related to individualized professional goals</p>

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What School Psychologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability</p> <p><b>National Standards embedded within the Standard</b></p>	<ul style="list-style-type: none"> <li>School Psychologist Pre/Post Conference</li> <li>One confirmatory evidence source</li> </ul>	<ul style="list-style-type: none"> <li>Anonymous survey of staff feedback</li> <li>Principal Ratings</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologist Pre/Post Conference discusses how school psychologist conducts themselves professionally</li> <li>Staff feedback/Principal ratings include school psychologist's professional relations with staff</li> </ul>	<p>Meets level 3 and</p> <p>Seeks feedback from stakeholders about effectiveness of services provided and assumes leadership positions on school, district, or state committees</p>	<p>School psychologist consistently maintains professional conduct at the school and district levels</p>	<p>School psychologist inconsistently maintains professional conduct at the school or district levels</p>	<p>School psychologist rarely maintains professional conduct at the school and district levels, or has engaged in one or more egregious acts of unprofessionalism as defined by district discipline standards</p>