# Standard I: School psychologists are committed to students and their learning.

*Performance Criteria*

1. The school psychologist identifies factors that positively influence student achievement and mental health.
2. The school psychologist, in collaboration with others, identifies why students are not being academically or socially successful.
3. The school psychologist uses data-driven processes that provide meaningful information to staff and families about how students learn.
4. The school psychologist helps develop strategic instructional, behavioral, or motivational interventions that strengthen the learning process.
5. The school psychologist participates in the review, monitoring, and evaluation of interventions.
6. The school psychologist actively participates in school-wide committees, system-wide committees, or system initiatives such as crisis management teams and school Positive Behavioral Supports (PBS) teams.

***Examples of evidence of beliefs and commitment to students and their learning***

The school psychologist…

|  |  |
| --- | --- |
| **Meets Standard** | **Below Standard** |
| Actively participates in formal and informal school- based meetings | Fails to actively participate in school-based meetings |
| Generates, models, and helps implement strategic instructional and behavioral interventions | No evidence of strategic instructional and behavioral interventions |
| Uses objective data-driven processes that provide meaningful information to teachers about how students learn | Does not use objective data-driven processes that provide meaningful information to teachers about how students learn |
| Engages in consultation and assessment practices that contribute to student improvement either academically or socially | Fails to use consultation and assessment practices that contribute to student improvement either academically or socially |
| Actively participates in the creation, review, monitoring, and evaluation of classroom interventions | Does not participate in the creation, review, monitoring, and evaluation of classroom interventions. |
| Volunteers for or participates in school, program, or system-wide initiatives that promote students’ social and emotional development. | No evidence of volunteering for or assisting school, program, or system-wide initiatives that promotes students’ social and emotional development. |
| Helps teachers develop student strategies for time management, study skills, social skills, and organization | Assumes that students and teacher know strategies and does not discuss or directly support teachers in their development |
| In collaboration with others, motivates and inspires in all students the willingness to learn, be self-confident, and/or persevere | Shows little or no concern for and/or discourages students’ willingness to learn, exhibit self-confidence, or perseverance |
| Promotes students’ social and emotional development | No evidence of active support of students’ social and emotional skill development |

# Standard II: School psychologists have knowledge and apply educational and psychological theories and practices that are evidence supported and know how to deliver these services to schools.



***Examples of evidence of knowledge of psychological principles in support of students and their learning:***

*Performance Criteria*

1. The school psychologist is knowledgeable and applies psychological principles and practices in consultation, assessment, counseling, and intervention.
2. The school psychologist uses reliable and valid materials, methods, and resources to assist students, staff and families in achieving learning and behavioral objectives.

The school psychologist…

|  |  |
| --- | --- |
| **Meets Standard** | **Below Standard** |
| Demonstrates flexibility in making decisions about interventions based on a sound integration of theory, practice, and information about the student | Demonstrates inflexibility in service delivery. Models a “one-size-fits-all” approach |
| Conducts professional development activities formally and informally for school staff, program and/or central office staff | No evidence of providing professional development activities |
| Delivers a variety of resources to staff, students, and parents that reflects strong knowledge of psychological theories, principles, and practices | Is unable to demonstrate knowledge and/or delivery of psychological theories, principles, and practices |
| Shares effective instructional, behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children | Is unable to demonstrate knowledge of effective instructional, behavioral, and social/emotional prevention and intervention strategies that promote positive outcomes for children |
| Shares research and other information on students’ developmental stages and how students think and learn | Does not share research or other information on students’ developmental stages and how students think and learn |
| Assists school and program teams in promoting diversity in development and learning | Is unable to assist school teams to promote diversity in development and learning |
| Helps teams focus on modern learning theories that emphasize the range of student diversity in instruction and social-emotional learning | Does not help teams focus on learning theory that reflects student diversity in instruction or social-emotional learning |
| Helps teachers design classrooms rich in multicultural resources; creates lessons that incorporate these resources; works with media specialist and other resources/experts to obtain multicultural resources | Uses few multicultural resources; makes no effort to obtain multicultural resources |

# Standard III: School psychologists demonstrate skills in consulting, collaborating, and communicating effectively with others.

*Performance Criteria*

* 1. School psychologists effectively communicate, consult, and share information to diverse audiences including: families, teachers, and other school personnel, policy makers, community leaders, elected officials, and others.
  2. School psychologists facilitate communication and collaboration among varied school personnel, families, community professionals, and others.
  3. The school psychologist establishes and maintains productive partnerships with families and staff by promoting and modeling openness and mutual respect.
  4. The school psychologist acts as a resource for colleagues, parents, and students in the application of psychology to effective schooling.

***Examples of evidence of consulting, collaborating and communicating effectively with others:***

The school psychologist…

|  |  |
| --- | --- |
| **Meets Standard** | **Below Standard** |
| Communicates instructional, behavioral, or social/emotional expectations or objectives that are clear, observable and measurable, and attainable | Communicates vague and unsubstantiated instructional, behavioral, or social/emotional expectations or objectives |
| Writes reports that include instructional and/or behavioral recommendations that answer referral questions and communicates results | Reports lack instructional and/or behavioral recommendations and does not answer referral questions |
| Writes reports that are easily understood by parents and staff | Writes reports that contain jargon and are difficult for staff and parents to understand |
| Demonstrates collaborative communication with colleagues, students, and parents | No evidence of collaborative communication |
| In collaboration with staff, supports educational, career and personal development of all students | Rarely collaborates with staff, typically making unilateral decisions concerning students’ educational, career, and personal development |
| Collaborates with staff to develop strategies that assist in meeting the needs of diverse populations | Does not consider the needs of diverse populations when collaborating with staff |
| Regularly collaborates with community and public agencies and private partners regarding the needs of students and families | Does not engage with community and public agencies and private partners regarding the needs of students and families |
| Establishes and maintains positive and productive relationships with families and staff | Does not demonstrate or maintain positive or productive relationships with families and staff |
| Communicates with families in a proactive approach using a variety of communication approaches | Little evidence of communication with families |
| Identifies appropriate programs and resources to meet the needs of all students in partnership with families | Limited awareness of programs and resources to meet the needs of all students and families |
| Assists families in accessing resources | Little evidence of assisting families in accessing resources |

# Standard IV: School psychologists utilize varied models and methods of authentic assessment and data collection/analysis to identify academic, social/emotional and mental health strengths and needs; develop effective services and programs and measure progress toward targeted outcomes.

*Performance Criteria*

1. The school psychologist, in collaboration with others, uses comprehensive (multi-source and multi-method), reliable and valid techniques to assess and then implement counseling and behavioral interventions.
2. The school psychologist assists with design and implementation of procedures to determine the degree to which recommended interventions have been applied (i.e., treatment fidelity) and uses systematic, reliable, and valid reliable data-collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
3. The school psychologist uses information and technology resources to enhance data collection and decision making.

***Examples of evidence of varied models and methods of data collection and progress monitoring:***

The school psychologist…

|  |  |
| --- | --- |
| **Meets Standard** | **Below Standard** |
| Regularly uses reliable and valid multi-source and multi-method techniques to assist school teams in making data-based decisions | Does not demonstrate knowledge or ability to implement comprehensive, reliable, and valid assessment techniques |
| Assists school teams in gathering a variety of data about student performance and other relevant information from multiple sources | Uses the same sources of information repeatedly regardless of the referral question |
| Uses a variety of formal and informal assessment tools and techniques to address individual needs | Does not adapt formal and informal assessment tools and techniques to address individual needs |
| Chooses assessment techniques that answer referral questions and meet the needs of students with differing learning styles or special needs | Rarely makes adjustments in assessments to reflect diverse student needs |
| Assists school teams in designing effective interventions (behavior and instructional supports and/or counseling) that are based on reason for referral and analysis of data collected | Does not use a clearly defined method for assisting school teams to design interventions, implement, analyze and monitor services provided |
| Uses psychological counseling skills such as rapport building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing | Fails to demonstrate the use of effective counseling skills |
| Collaborates with staff members to identify strategies and selection of appropriate tools to gather and monitor student data | Does not work with colleagues to develop tools to analyze and monitor student data |
| Facilitates, contributes, and supports school teams in the development of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) to current county expectations | Does not participate with school teams in the development of FBA and BIP to current county expectations |

# Standard V: School psychologists actively participate in activities designed to continue, enhance, and upgrade their professional skills to ensure high-quality service provision.

*Performance Criteria*

1. The school psychologist maintains awareness of effective current psychological practices and materials and uses newly acquired knowledge and skills in professional practice.
2. The school psychologist continues to seek continuous improvement opportunities that enhance and expand their professional practice.
3. The school psychologist seeks out opportunities to enhance instructional practice through workshops, professional organizations, conferences, and graduate-level courses.
4. The school psychologist collaborates with other disciplines in consultative or referral roles in providing services, as appropriate.
5. The school psychologist, in service to the MCPS Strategic Planning Framework and effective practices supported by NASP, actively participates in school or systemwide committees or system initiatives that enable student outcomes.
6. The school psychologist mentors, coaches, and supervises the development of school psychology interns and practicum students.

***Examples of evidence of ongoing professional development:***

The school psychologist…

|  |  |
| --- | --- |
| **Meets Standard** | **Below Standard** |
| Reflects on own strengths and weaknesses and modifies school psychological practice accordingly | Does not reflect on the effectiveness of their school psychological practice |
| Develops a professional development plan (PDP); implements strategies that support PDP outcomes | Does not develop a professional development plan (PDP); does not implement strategies that support PDP outcomes |
| Develops and maintains a portfolio or other means of assembling evidence of meeting evaluation standards | Assembles little or no evidence of meeting evaluation standards |
| Analyzes the success of efforts undertaken during the professional growth years of the cycle; initiates reflective conversations with PDP support team, other peers, or supervisory staff | Does not use the evaluation year to analyze the success of efforts undertaken during the professional growth years of the cycle; does not initiate reflective conversations with PDP support team, other peers, or supervisory staff |
| Attends workshops, seminars, in-service trainings and conferences related to the profession of school psychology | Rarely attends workshops, seminars, in-service trainings or conferences related to the profession of school psychology |
| Participates in local, state, or national school psychologists association, results in high-quality service provision | No evidence of participation in the local, state, or national school psychologists association |
| Participates actively in MCPS school or system-wide committees, work groups, and professional learning communities (PLC) | Participates infrequently in MCPS school or system-wide committees or work groups |
| Formally and informally mentors psychologists new to MCPS or new to the profession, and/or assumes responsibility for supervising interns and/or practicum students | Does not participate in supervising interns and/or practicum students and/or the mentoring of psychologists new to MCPS |
| Stays abreast of current practices and applies innovative evidence-based strategies and practices based on the reading | Does not read about or apply new techniques or practices as a way to improve or enhance skills |

|  |  |
| --- | --- |
| Teaches college and/or graduate-level courses results in high-quality service provision | Does not teach graduate-level courses |
| Writes articles for publication about issues relevant to the field of school psychology results in high-quality service provision | Does not write articles for publication about issues relevant to the field of school psychology |
| Makes workshop presentations to staff, parents, students and/or colleagues | Does not make workshop presentations to staff, parents, and/or students |

# Standard VI: School psychologists exhibit a high degree of professionalism.

*Performance Criteria*

1. The school psychologist meets professional obligations in a timely manner (including all reports and data collection), participates in meetings, and is willing to serve as a facilitator/mentor to others.
2. The school psychologist conducts him/herself in a professional manner when collaborating with colleagues, community and public agencies, and private partners on behalf of students’ families.
3. School psychologists are knowledgeable and respectful of diverse cultural backgrounds of all individuals.
4. The school psychologist takes a leadership role on committees, helps to plan staff meetings or workshops, and shares knowledge or expertise with colleagues
5. The school psychologist follows federal, state, and local policies and procedures and adheres to the NASP Code of Conduct.

***Examples of evidence of professionalism:***

The school psychologist…

|  |  |
| --- | --- |
| **Meets Standard** | **Below Standard** |
| Engages in practices and procedures that align with MCPS vision, goals, policies, and regulations | Uses practices and procedures that are inconsistent with MCPS vision, goals, policies, and regulations |
| Works with colleagues to analyze school needs and identify and implement strategies for school improvement and to support the mission of the school system | Does not participate in school improvement planning and implementation |
| Participates in and/or takes a leadership role in professional development activities, committees, or division/school-level decision making (i.e., collaboration committees, or professional learning communities) | Does not participate in required professional development or leadership activities within the department or school |
| Completes professional obligations in a timely manner, including regular attendance and participation in meetings | Is often late in completing professional obligations, does not keep a consistent attendance pattern, and only intermittently participates in meetings |
| Completes psychological assessment and consultation reports in a timely manner and monitors written material to be sure it is error free (specifically with regard to punctuation, grammar, and usage) | Fails to complete reports in a timely manner, written material needs to be edited (specifically with regard to punctuation, grammar, and usage) |
| Demonstrates sensitivity to individual differences without exception | Is insensitive to individual differences |
| Demonstrates awareness of the demographics of Montgomery County, school cluster, and of assigned school | Demonstrates little awareness of county, cluster, or school demographics |
| Is aware of personal biases and the impact these have on school psychology practices | Is unaware of personal biases or displays inappropriate biases in school psychology practice |
| Demonstrates clear oral and written communication skills | Demonstrates poor communication skills orally and/or in writing |
| Demonstrates interpersonal skills which contribute to positive relationship building | Fails to develop positive relationships; frequent assignment changes are necessary |
| Assists school staff and parents in understanding and adhering to legislation and regulations relevant to both general education and special education | Fails to communicate or adhere to legislation and regulations relevant to both general education and special education |

# Formal Evaluation Schedule

School psychologists follow the recognized MCPS Professional Growth System cycle. The psychologist is expected to consult the most recent MCPS PGS documentation and adhere to the evaluation cycle schedule.

# Supervision and Evaluation of School Psychologists—Sample of Suggested Practices

Due to the variance among school psychologist assignments, formative and summative conferencing, formal observation, and analysis of work products (e.g., psychological reports, student outcome data, student or group counseling data, behavior and/or instructional intervention plans, consultation data) form the foundation for the evaluation process and consist of but are not limited to:

Formative and summative conferences that serve to—

* + Set the stage for observations;
  + Gain agreement of expectations and outcomes;
  + Set expectations for positive growth and improvement;
  + Align what is being observed with the standard that it represents;
  + Allow for collaborative work: co-counseling, collaborative assessment, collaborative consultation;
  + Determine the observation method, and
  + Gain agreement on evaluation criteria, recording of meetings, and maintenance of records of the meetings.

Observations that may occur during—

* + Team activities such as grade-level, CPS, EMT, Section 504, IEP, or PBIS team meetings;
  + Development of functional assessment and behavior improvement plans;
  + Instructional or behavioral consultation activities;
  + Parent feedback conferences;
  + Psychological assessment (when approved by the child’s parent and observed by a certified school psychologist only);
  + Counseling or skill-building activities (when approved by the child’s parent and observed by a certified school psychologist only);
  + Group presentations or workshops;
  + 504 activities;
  + Manifestation or causation meetings;
  + Mediation or due process or hearings;
  + Professional development or presentations at psychologist meetings;
  + Professional development activities; and
  + Peer coaching, mentoring, or review activities.

Analysis of work products including, among others—

* + Reading, editing, and evaluating formal psychological evaluations, including formal review of the tests and measures used;
  + Reviewing counseling case notes;
  + Reviewing functional assessment and behavior improvement plans;
  + Reviewing case logs or assignment logs; and
  + Reviewing other collaborative activities.

# Definition of Formal Observation

During the formal evaluation year for school psychologists (probationary and tenured), at least two observations per calendar year must occur for a minimum of 30 minutes each. Due to the many activities that the school psychologist is engaged in, it is suggested that different activities be observed in different settings. The director or coordinator of the Division of Psychological Services typically conducts at least one of these observations for probationary school psychologists.

The director of the Division of Psychological Services may be consulted and asked to conduct observations of tenured school psychologists by principals, program managers, or supervisors.

Several activities of a school psychologist may require confidentiality. Permission to observe these confidential activities may be obtained verbally from the student’s parents during a pre-observation conference.

Summative conferences must be held within three school days after the observation. That time frame can be extended after mutual agreement.

School psychologists may respond to observation report summaries by submitting a written response to their file.

Written observation reports are to be reviewed and signed by the program manager, or supervisor, and the director of Psychological Services. Final evaluations are completed and signed by the director or coordinator of the Division of Psychological Services.

*Observations for the purpose of evaluation of school psychologists should be conducted and/or contributed to by staff knowledgeable about the practice of school psychology and the psychologist’s performance, such as:*

* + MCPS Director of the Division of Psychological Services
  + Director of Student Services or Special Education
  + School Principal and/or Assistant Principal at assigned location
  + Psychological Services Specialist
  + Special Education program managers, supervisors, or coordinators at assigned location
  + Other “Organization and Analysis of Teaching**—**1” (OAT 1) trained administrators, as needed

# Additional Data Sources

In addition to observations, other data sources must be included during a formal evaluation of school psychologists. School psychologists are strongly encouraged to assemble a portfolio of documents and artifacts that demonstrate that the professional standards for school psychologists have been met.

Additional factual information may include—

* + School psychologist logs;
  + Evidence of work on PDP;
  + School schedules;
  + Caseload records;
  + Functional assessments and behavior improvement plans;
  + Counseling notes;
  + Behavioral charts;
  + Informational publications generated by the school psychologist such as newsletters, PowerPoint presentations, and brochures;
  + Articles submitted or accepted for publication;
  + Surveys or other evidence of feedback from administrators, teachers, parents, and/or students;
  + Student work samples that resulted from direct instructional or behavioral consultation;
  + Meeting agendas, presentations, workshops, or staff development activities;
  + Written communication with administrators, parents, students, and/or staff;
  + Evidence of continuing professional development by way of online or university course completion; and
  + Evidence of attendance at local, state, or national professional meetings and subsequent integration of that which was learned into practice.