

**Components of Professional Practice for School Psychologist
from Charlotte Danielson's**

Adapted from "Enhancing Professional Practice: A Framework for Teaching"

Domain 1: Organizational Skills

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
1a. Works to Improve Education of Children	Is interested in the welfare of children, but not actively involved.	Interested in the welfare of children, but primarily involved in special education.	Limited interaction with children on a wide range of issues, such as behavior, discipline, presentations, and life preparation.	Interacts frequently with children on a wide range of issues, such as behavior, discipline, presentations, and life preparation.
1b. Maintains Contacts within the Community that are Beneficial to Welfare of Children	Limited contact with the professional community; lacks collaboration skills.	Has contact with physicians and other mental health professionals.	Have contacts with physicians and other community service providers. Makes contact on an individual basis and works with staff to maintain contact.	Serves on committee with outside organizations that focus on the welfare of children.
1c. Maintains Professional Records with State Dept. of Education	Does not maintain complete professional records.	Records follow the general form of what is required.	Records are neat and understandable. Reading level is appropriate for most parents.	Is sought by others for advice and explanation about the records. Is considered an authority by peers and other professionals.
1d. Maintains Technological Proficiency	Does not utilize the computer independently.	Can use e-mail, the internet browsers and word processing.	Uses word processing, spreadsheets, PowerPoint, and database proficiently	Provide assistance to others about technology and does some programming/develops templates to meet her/his own needs.

Domain 2: Coordinating Functions

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
2a. Provides Guidance & Assistance to School Staff on Professional Subjects	Is not available to staff for questions and assistance. Does not provide feedback.	Is available to staff and welcomes their questions.	Often engages and is engaged with the staff in discussion about topics of concern to the staff.	Is sought out by staff members for advise about issues.
2b. Facilitates the Evaluation Team in an Effective Manner to Meet Requirements of SpEd Regulations	Guidelines are not followed/loosely followed. District guidelines for special education process are not followed.	Evaluations are completed within the state guidelines and adhering to NASP standards of evaluations.	Broad knowledge of the regulations.	Is sought by staff for advice on regulations and clarification and implements effectively.
2c. Constructs Intervention & Prevention Plans for Students' Behavior, Academics & Mental Health	Does not construct prevention plans.	Helps/Constructs program and implements. Serves time on the STAT teams.	Constructs effective programs, uses progress monitoring to determine effects, follow-up.	Constructs programs based on current research, does progress monitoring and follow up. Guides the support staff in implementing the programs (including teaching).
2d. Promotes Positive Mental Health for Staff & Students	Is not involved with positive mental health.	Provides basic information about mental health to staff and students.	In-services/presentation for teachers and for students. Provides basic services to students and staff.	Involved in community mental health issues and provides guidance for staff and students.
2e. Provides Inservice to Staff & Parents	No In-service	In-service to staff during staff meetings.	Provides knowledgeable in-service to parents and staff about issues of concern.	Speaks to groups of parents, staff, and community members.
2f. Serves on District & Building Level Committees	Does not serve on any district or building level committees.	Serves on building level committees.	Serves on district level committees.	Currently serves on district level committees and is or has been in a leadership role on district level committees.

Domain 3: Communication Skills

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
3a. Communicates Effectively with Children & Parents, Simplifying Complex Issues While Retaining the Complexity of the Information	Lacks the ability to explain complex issues to parents and staff in an understandable way.	Limited ability to explain complex issues, uses too many technical terms.	Explains issues clearly and understandably, provides additional information.	Able to explain complex issues and provides additional information to students/parents/staff about the issues and agencies to contact for more information.
3b. Makes Self Available to Staff & Parents	Is not available to staff or parents. Does not make an effort to contact staff and parents when needed.	Meets with staff and parents during meetings.	Is readily available to schools on assigned days and makes self available when possible on other days for consult. Is available to meet with parents, teachers outside meetings.	Meets with parents and students, makes considerable effort to meet with parents and students beyond normal meeting times.

3c. Consults with Teachers & Admin. Concerning Meeting Needs of Students w/in the Scope of District, State & Federal Regulations	Does not consult with others.	Collaborates with others when addressing student need.	Effectively collaborates with others.	Effectively collaborates with others as a preventative tool for all students with scope of district, state, and federal regulations.
3d. Discusses Professional Subjects w/Staff from a Basis of Knowledge & Understanding	Does not discuss professional subjects with others.	Discusses professional subjects with staff from basic knowledge.	Discusses professional subjects with staff from a broad knowledge base.	Discusses professional subjects with staff from a broad knowledge base and help others to understand knowledge.
3e. Effectively Counsels with Children, Parents & Staff	Does not counsel with children, parents, or staff.	Counsels with children, parents and/or staff.	Uses counseling theories when working with others.	Effectively applies counseling theories when working with children, parents and/or staff.
3e. Is Congenial with Staff & Students	Is rude and unkind to others on the staff and to the students.	Is civil.	Is courteous to staff and students and works well with others.	Serves as an example to staff, and students by using consistent good manners, and effectively courtesy.

Domain 4: Professional Responsibilities

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
4a. Performs Professional Responsibilities in Accordance with Best Practices of the NASP	Does not follow best practices.	Is aware of best practices and makes an attempt to follow them.	Is aware of and follows most best practices.	Has read the best practices book and diligently incorporates all aspects into their work as a school psychologist.
4b. Competent to Administer a Host of Assessment Instruments in a Variety of Areas to Respond to Questions re: Children's' Academic, Emotional & Behavioral Performance	Assessments do not answer questions of concern.	Uses a limited number of assessments: 1-4 Administers assessments to answer referral questions.	Uses 5-8 different assessment instruments on a regular basis to answer questions.	Uses 6+ different assessment instruments in accordance to student needs and referral questions.
4c. Demonstrates Professional Preparation as Described by the Best Practices of the NASP	Is not professionally prepared.	Skill preparation is adequate.	Prepared to work effectively with students. Seeks to answer questions and further professional preparation.	Is well prepared with skills and knowledge to effectively work with student concerns.
4d. Functions Independently in a Professional Manner	Does not function independently.	Works independently with little or no guidance.	Functions independently.	Is able to think and act on own judgment in a variety of areas.
4e. Continues Professional Development Through a Combination of Associations with Professional Organizations, Reading & Research	Is not concerned with professional development.	A member of professional organizations.	Member of professional organizations, current on new research through reading.	Member NASP/ISPA, current on new research through reading, and does/helps with research.