

# Southfield Psychologist - Danielson (v.2021)

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## Domain 1: Planning and Preparation

### 1b Demonstrating knowledge of child and adolescent development and psychopathology

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology. <i>(1b.I)</i>	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology. <i>(1b.ME)</i>	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology. <i>(1b.E)</i>	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and is able to articulate to the team and parents the variations on the typical patterns. <i>(1b.HE)</i>

### 1e Psychologist develops a cohesive therapy plan based on goals as well as school based programs ( i.e. PBIS, SEL Curriculum)

Ineffective	Minimally Effective	Effective	Highly Effective
Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. <i>(1e.I)</i>	Psychologist's plan includes a number of worthwhile activities, but some of them don't fit with the broader goals. <i>(1e.ME)</i>	Psychologist has developed a plan that is coherent and aligned to the needs of the students and/or program. <i>(1e.E)</i>	Psychologist's plan promotes and provides strategies for students to independently meet goals in a wide variety of settings. <i>(1e.HE)</i>

## Domain 2: The Learning Environment

### 2a Establishing rapport with students, staff, and parents

Ineffective	Minimally Effective	Effective	Highly Effective
Psychologist's interactions with students, staff, parents, and community are negative or inappropriate. <i>(2a.I)</i>	Psychologist's interactions are a mix of positive and negative. <i>(2a.ME)</i>	Psychologist's interactions with students, staff, parents, and community are positive and respectful. <i>(2a.E)</i>	Students, staff, parents, and community seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. <i>(2a.HE)</i>

### 2c Managing routines and procedures

Ineffective	Minimally Effective	Effective	Highly Effective
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Psychologist's routines for psychology/counseling program or classroom work are nonexistent or in disarray. (2c.I)

Psychologist has rudimentary and partially successful routines for the psychology/counseling program or class. (2c.ME)

Psychologist's routines work effectively across settings and enhance the learning experience. (2c.E)

Psychologist's routines work seamlessly and students assist in maintaining them. (2c.HE)

## Domain 3: Delivery of Service

### 3a Responding to referrals, consulting with teachers, administrators

Ineffective

Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. (3a.I)

Minimally Effective

Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. (3a.ME)

Effective

Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. (3a.E)

Highly Effective

Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral. (3a.HE)

### 3b Evaluating student needs in compliance with NASP guidelines

Ineffective

Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. (3b.I)

Minimally Effective

Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards. (3b.ME)

Effective

Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to. (3b.E)

Highly Effective

Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards. (3b.HE)

### 3c Participation on the Student Support Team

Ineffective

Psychologist declines to participate on the Student Support Team. (3c.I)

Minimally Effective

Psychologist assumes leadership of the Student Support Team when directed to do so, preparing adequate IEP's. (3c.ME)

Effective

Psychologist displays leadership of the Student Support Team as a standard expectation: prepares detailed IEP's. (3c.E)

Highly Effective

Psychologist consistently displays leadership of the Student Support Team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner. (3c.HE)

### 3d Developing plans to maximize students' likelihood of success

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## Ineffective

Psychologist fails to develop treatment plan(s) suitable to student(s) or mismatched with the findings of the assessments. (3d.I)

## Minimally Effective

Psychologist's develops treatment plan(s) that are partially suitable for them, or sporadically aligned with identified needs. (3d.ME)

## Effective

Psychologist's develops treatment plan(s) for student(s) that are suitable for them, and are aligned with identified needs. (3d.E)

## Highly Effective

Psychologist develops comprehensive plan(s) for student(s) finding ways to creatively meet student needs and incorporate researched based practices/interventions. (3d.HE)

## Domain 4: Professional Responsibilities

### 4c Communicating with families (establishing rapport, securing permissions)

#### Ineffective

Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner. (4c.I)

#### Minimally Effective

Psychologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions. (4c.ME)

#### Effective

Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions. (4c.E)

#### Highly Effective

Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust. (4c.HE)

### 4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality

#### Ineffective

Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality. (4f.I)

#### Minimally Effective

Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality. (4f.ME)

#### Effective

Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. (4f.E)

#### Highly Effective

Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues. (4f.HE)