

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	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	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	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
<p>Indicator 1</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>Indicator 1</p> <p>The school psychologist, as part of an interdisciplinary team, conducts psychoeducational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code</p>	<p>Indicator 1</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>Indicator 1</p> <p>The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)</p>
<p>Indicator 2</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>Indicator 2</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>Indicator 2</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>Indicator 2</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>Indicator 3</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>Indicator 3</p> <p>The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence</p>	<p>Indicator 3</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>Indicator 3</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>Indicator 4</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>			

STANDARD 1: Data-Based Decision-Making
PERFORMANCE LEVELS

Indicator 1 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	Indicator 2 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	Indicator 3 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	Indicator 4 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
Level 4 Meets level 3 <i>and</i> multiple sources of data are consistently <i>integrated</i> to develop and report on the student's learning profile	Level 4 Meets level 3 and actively participates in the delivery of evidence-based services to students	Level 4 Meets level 3 and actively participates on the school- based intervention team on a regular basis or provides some direct services to students	Level 4 Meets level 3 and actively participates in the continuous school improvement process
Level 3 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	Level 3 Assessment data are consistently collected, analyzed, and used to understand student difficulties and recommend services needed	Level 3 Appropriate assessment tools are consistently used and interpreted to assist with measuring student progress and revising interventions	Level 3 Using a variety of methods, systematic and valid data collection procedures are consistently promoted and reinforced at the school site
Level 2 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	Level 2 Assessment data are inconsistently collected, analyzed, and used to understand student difficulties or recommend services needed	Level 2 Appropriate assessment tools are inconsistently used or interpreted to assist with measuring student progress and revising interventions	Level 2 Systematic and valid data collection procedures are inconsistently promoted at the school site
Level 1 Data are rarely collected and considered as part of the decision-making process and are rarely used to drive assessments or interventions	Level 1 Assessment data are rarely collected and used to identify student difficulties and to recommend services needed	Level 1 Appropriate assessment tools are rarely used and interpreted to assist with measuring student progress and revising interventions	Level 1 Systematic and valid data collection procedures are rarely promoted at the school site

STANDARD 1: Data-Based Decision-Making
INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 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>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Ensure multiple data sources were discussed in meeting and report
<p>Indicator 2 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>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • 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
<p>Indicator 3 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>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Assessment results are interpreted accurately and used to drive decisions
<p>Indicator 4 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>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Use of valid data collection methods (eg up-to- date assessment tests/norms)

STANDARD 2: Accountability
PERFORMANCE LEVELS

<p>Indicator 1 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>Indicator 2 The school psychologist develops multidisciplinary reports that are comprehensive (ie, include all a suspected disability and Nevada Administrative Code standards), yet understandable</p>	<p>Indicator 3 The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence</p>
<p>Level 4 Meets level 3 <i>and</i> state standards are consistently maintained across multifaceted cases that require differential analysis and complex synthesis of data</p>	<p>Level 4 Meets level 3 and 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>Level 4 Meets level 3 and links the student’s strengths and weaknesses directly into targeted interventions, services, and supports</p>
<p>Level 3 State standards are consistently met across various domains of functioning to assist with eligibility determination and educational programing</p>	<p>Level 3 Reports consistently include all requisite domains of functioning as outlined by state standards with information synthesized and written understandably</p>	<p>Level 3 Appropriate eligibility recommendations are consistently supported by the evidence found in the multidisciplinary report</p>
<p>Level 2 State standards are inconsistently met across various domains of functioning to assist with eligibility determination and educational programing</p>	<p>Level 2 Reports inconsistently include all requisite domains of functioning as outlined by state standards or the information is not synthesized or written understandably</p>	<p>Level 2 Eligibility recommendations are inconsistently supported by the evidence found in the multidisciplinary report</p>
<p>Level 1 State standards are rarely met across various domains of functioning to assist with eligibility determination and educational programing</p>	<p>Level 1 Reports rarely include all requisite domains of functioning as outlined by state standards and the information is not synthesized or written understandably</p>	<p>Level 1 Eligibility recommendations are rarely supported by the evidence found in the multidisciplinary report</p>

STANDARD 2: Accountability
INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1</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>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Eligibility decisions are based on state/federal criteria
<p>Indicator 2</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>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • 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 • Report includes information in all required areas of the suspected disability based on the NAC standards
<p>Indicator 3</p> <p>The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence</p>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • School psychologist's report for evaluation • School Psychologist Pre/Post Conference 	<ul style="list-style-type: none"> • The recommended setting for the direct observation of the school psychologist is during a special education eligibility meeting • Eligibility decision is supported by consistent data

STANDARD 3: Consultation and Collaboration

PERFORMANCE LEVELS

Indicator 1 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	Indicator 2 The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services	Indicator 3 The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention
Level 4 Meets level 3 and collaborates with team to develop an instrument to gather fidelity data	Level 4 Meets level 3 and effectively communicates on diverse topics	Level 4 Meets level 3 and actively contributes leadership to the continuous school improvement process
Level 3 School psychologists consistently collaborates with team to provide academic or behavioral interventions that are well designed and target a student's specific weaknesses	Level 3 School psychologist consistently communicates with parents, school staff, and other individuals to identify strategies to support learning and educational outcomes for students	Level 3 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
Level 2 School psychologists inconsistently collaborates with team to provide academic or behavioral interventions	Level 2 School psychologist inconsistently communicates with parents, school staff, and other individuals to identify strategies to support learning or educational outcomes for students	Level 2 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
Level 1 School psychologist rarely collaborates with team to provide academic or behavioral interventions	Level 1 School psychologist rarely communicates with parents, school staff, and other individuals to identify strategies to support learning and educational outcomes for students	Level 1 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

STANDARD 3: Consultation and Collaboration
INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 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>	<ul style="list-style-type: none"> • School Psychologists Pre/Post Conference • One confirmatory evidence source 	<ul style="list-style-type: none"> • School psychologist’s report for evaluation • Academic or behavioral intervention plan developed by team including school psychologists 	<ul style="list-style-type: none"> • School Psychologists Pre/Post Conference discusses intervention plan and outcomes • Interventions target students’ specific weaknesses
<p>Indicator 2 The school psychologist collects and uses assessment data to understand students’ difficulties and to select and implement instructional and/or mental health services</p>	<ul style="list-style-type: none"> • School Psychologists Pre/Post Conference • One confirmatory evidence source 	<ul style="list-style-type: none"> • School psychologist’s report for evaluation • Academic or behavioral intervention plan developed by team including school psychologist 	<ul style="list-style-type: none"> • School Psychologist Pre/Post Conference discusses intervention plan and outcomes • Interventions are appropriately communicated with parents and school staff
<p>Indicator 3 The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention</p>	<ul style="list-style-type: none"> • School Psychologists Pre/Post Conference • One confirmatory evidence source 	<ul style="list-style-type: none"> • School psychologist’s report for evaluation • Academic or behavioral intervention plan developed by team including school psychologist 	<ul style="list-style-type: none"> • School Psychologist Pre/Post Conference discusses intervention plan and outcomes • School psychologist develops interventions with team systematically (eg including problem identification, analysis, plan implementation, and review)

STANDARD 4: Legal, Ethical, and Professional Practice

PERFORMANCE LEVELS

Indicator 1 The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)	Indicator 2 The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs	Indicator 3 The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability
<p>Level 4</p> <p>Meets level 3 and engages in one hour of professional development in the area of ethical practice and/or the legal regulation of school psychology</p>	<p>Level 4</p> <p>Meets level 3 and shares research-based knowledge and practices at the school, district, or state levels through presentations or written reports</p>	<p>Level 4</p> <p>Meets level 3 and seeks feedback from stakeholders about effectiveness of services provided and assumes leadership positions on school, district, or state committees</p>
<p>Level 3</p> <p>Consistently protects the privacy and confidentiality of individuals consistent with FERPA</p>	<p>Level 3</p> <p>School psychologist consistently engages in professional development related to individualized professional goals</p>	<p>Level 3</p> <p>School psychologist consistently maintains professional conduct at the school and district levels</p>
<p>Level 2</p> <p>Inconsistently protects the privacy and confidentiality of individuals consistent with FERPA</p>	<p>Level 2</p> <p>School psychologist inconsistently engages in professional development related to individualized professional goals</p>	<p>Level 2</p> <p>School psychologist inconsistently maintains professional conduct at the school or district levels</p>
<p>Level 1</p> <p>Rarely protects the privacy and confidentiality of individuals consistent with FERPA</p>	<p>Level 1</p> <p>School psychologist rarely engages in professional development related to individualized professional goals</p>	<p>Level 1</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>

STANDARD 4: Legal, Ethical, and Professional Practice

INDICATORS

What School Psychologists Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1</p> <p>The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)</p>	<ul style="list-style-type: none"> School Psychologist Pre/Post Conference One confirmatory evidence source 	<ul style="list-style-type: none"> Anonymous survey of staff feedback Principal Ratings 	<ul style="list-style-type: none"> School Psychologist Pre/Post Conference discusses how school psychologist protects confidentiality of students Staff feedback/Principal ratings include school psychologist's protection of confidential information
<p>Indicator 2</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>	<ul style="list-style-type: none"> School Psychologist Pre/Post Conference One confirmatory evidence source 	<ul style="list-style-type: none"> Professional Development Certificate(s) Nationally Certified School Psychologist (NCSP) Certification 	<ul style="list-style-type: none"> Log of professional development is displayed at School Psychologist Pre/Post Conference
<p>Indicator 3</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>	<ul style="list-style-type: none"> School Psychologist Pre/Post Conference One confirmatory evidence source 	<ul style="list-style-type: none"> Anonymous survey of staff feedback Principal Ratings 	<ul style="list-style-type: none"> School Psychologist Pre/Post Conference discusses how school psychologist conducts themselves professionally Staff feedback/Principal ratings include school psychologist's professional relations with staff