The Connecticut Common Core of Teaching (CCT)
Rubric for Effective Service Delivery 2014

Evidence Guide
Illustrative Examples of School Psychologist

Sample evidence of teacher practice developed by Connecticut educators

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014
and the CCT Rubric for Effective Service Delivery 2014*

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The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999),* revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*[1] are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

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1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a "caseload" of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014.* Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

> **Please note, Connecticut Evidence Guides:**
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> - **ARE NOT** to be used as a checklist of "look fors."
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> - **DO NOT** serve as a rubric for evaluation.
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> - **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1a: Promoting a positive learning environment that is respectful and equitable.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**Reference: National Association of School Psychologists (NASP) Practice Model**			
	Does not promote the use of evidence-based strategies to design, implement and evaluate effective policies that promote positive school collaboration.	***Promotes the use of evidence-based strategies to design, implement and evaluate effective policies and practices that promote positive school collaboration.***	***Identifies diverse cultural issues, context and other factors that have an impact on positive school interaction.*** ***Helps to create linkages and coordination of services between school, students, families, and community.***	***Promotes education to the school community regarding influence of student involvement on school achievement and advocates for student involvement in school governance and policy development.***
	The learning environment is absent of structures and evidence-based strategies to promote positive school collaboration.	The school psychologist provides only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan without allowing for developmentally and culturally appropriate standards.	The school psychologist regularly communicates with, and seeks collaborative input from students, their families and the school community to create, share, and/or identify strategies for supporting learning and development at school and home.	The school psychologist regularly communicates with, and seeks collaborative input from students to create, share, and/or identify strategies for supporting learning and development at school and home. Successfully encourages students to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	The school psychologist does not use strategies to support students to participate actively and appropriately in the school community through effective communication, collaboration and information sharing.	The school psychologist uses only a minimal number of strategies to support students to participate actively and appropriately in the school community through effective communication, collaboration and information sharing.	The school psychologist uses a variety of strategies to support students to participate actively and appropriately in the school community through effective communication, collaboration and information sharing.	The school psychologist uses a two-way system that supports frequent, proactive, and personalized communication about individual student learning, behavior, and wellness. The school psychologist is able to model this element. The school psychologist engages most students and sustains their active and appropriate participation in the school community. The school psychologist conveys to most students, their families, and the school community clear, user-friendly expectations for student learning, behavior, and wellness based on developmentally and culturally appropriate standards, and is able to model this element.
Specific Example:	The school psychologist exhales and says, "Let's just move on to the next question if you cannot be serious about our work together" during an observation session of an education assessment.	At the beginning of the education assessment, the school psychologist asks the student two questions about his life outside school but does not make eye contact with the student or comment. The school psychologist is preparing assessment materials at this time.	At the beginning of the education assessment, the school psychologist spends the first 5 minutes asking the student about his outside interests. The student becomes more verbal as time passes.	At the beginning of the education assessment, the school psychologist provides a "Getting to Know You" sheet with questions on it. The student is encouraged to ask the school psychologist questions after answering the questions himself.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/ or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	SAMPLE EVIDENCE			
	Reference: National Association of School Psychologists (NASP) Practice Model			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	***Does not establish an environment in which students generally demonstrate respect for individual differences.***	***Establishes an environment in which students generally demonstrate respect for individual differences.***	***In collaboration with others, promotes fairness and social justice and develops prevention and crisis intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.***	***Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. The school psychologist is able to model this element.***
	The school psychologist does not consider family cultures, contexts or other factors to establish a learning environment that is respectful and equitable.	The school psychologist may communicate respectfully and make efforts to take into account different family cultures, contexts, and other factors that have an impact on family-school partnerships but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	In collaboration with others, the school psychologist promotes fairness and social justice and develops prevention and crisis intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	The school psychologist anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identifies ways that lead students to be able to do the same independently. The school psychologist always communicates respectfully with families and demonstrates understanding and appreciation of diverse cultural issues, context, and other factors that affect family-school partnerships, and addresses these factors when communicating with families. Is able to model this element.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/ or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Specific example:	During the session, all materials used are based in Caucasian culture despite the fact that the group includes three African-American students, one student from Puerto Rico, one student from India, and one Caucasian student.	All materials used during this session reflect Caucasian culture except for one book that focuses on the African-American culture but was extremely dated.	All materials used during this lesson are fully reflective of the students involved in the group. Additionally, room décor is reflective of the rich diversity of the student body of the school.	Six students share an "object of meaning" from their cultural background. All students are encouraged to ask questions throughout the presentation.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Reference: National Association of School Psychologists (NASP) Practice Model			
	Has no knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services. ***Does not demonstrate an understanding of progress monitoring systems to ensure successful learning and school adjustment.*** ***Does not demonstrate nor utilize a solid knowledge base of curriculum and instruction.***	***Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment.*** ***Demonstrates and utilizes a solid knowledge base of curriculum and instruction.***	***Incorporates evidenced-based strategies, in collaboration with others, in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home school partnerships.*** ***Works to build strong relationships with key staff and collaborates to meet school goals.***	***Uses his/her knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision-making and collaboration, and a commitment to quality instruction and services.*** ***Participates in the development of school improvement plans.*** ***Promotes the development and maintenance of learning environments that support resilience and academic growth, increases high rates of academic engaged time, and reduce negative influences on learning and behavior***
	The school psychologist does not apply knowledge of evidence-based intervention programs to create a learning environment that encourages students to take intellectual risks.	The school psychologist may participate in planning and decision making at the school, department, and/or grade level but inconsistently applies knowledge of evidence-based interventions and programs. Within and beyond the classroom, the school psychologist inconsistently reinforces schoolwide behavior and learning	The school psychologist applies knowledge of evidence-based interventions in the planning and development of existing school based programs and services.	The school psychologist uses data in the evaluation of existing programs and services while using knowledge of evidence based interventions to plan, develop and facilitate the creation of new programs and services. Individually and with colleagues, the school psychologist develops strategies and actions that

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.
		expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.		contribute to the learning and productive behavior of all students at the school and is able to model this element.
Specific example:	In a meeting with parents to review the results of a recent education assessment of their son, the mother asks, "What does that mean?" The school psychologist repeats what was initially said. Mother appears puzzled but does not ask any additional questions for the remainder of the meeting.	In a meeting with parents to review the results of a recent education assessment of their son, the mother asks, "What does that mean?" The school psychologist responds with a textbook definition. Mother continues to ask for clarification. The school psychologist finally says, "Let's come back to that later." This follow up never occurs.	In a meeting with parents to review the results of a recent education assessment of their son, the mother asks, "What does that mean?" The school psychologist answers the question in layman's terms and asks both mom and dad if that explanation helped when he was done. Parents agreed that it was most helpful.	In a meeting with parents to review the results of a recent education assessment of their son, the mother asks, "What does that mean?" The school psychologist answers the question in layman's terms and asks both mom and dad if that explanation helped when he was done. Parents agreed that it did. Parents are encouraged to ask any additional questions and engage in two-way dialogue throughout the meeting.

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ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.

SAMPLE EVIDENCE				
Reference: National Association of School Psychologists (NASP) Practice Model				

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Has no knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services. *Does not demonstrate an understanding of progress monitoring systems to ensure successful learning and school adjustment.*	*Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment.*	*Works to build strong relationships with key staff and collaborates to meet school goals.*	*Uses his/her knowledge of organizational development and systems theory to assist others in promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services*
	The school psychologist does not engage other school personnel to develop, implement and assess interventions or instructional practices and demonstrates limited understanding of how to engage students in learning.	The school psychologist works with other school personnel to develop, implement, and assess interventions or instructional practices that motivate and engage some students but leave others uninvolved and/or passive.	The school psychologist consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices likely to motivate and engage most students during the lesson, activity or session.	The school psychologist uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures and backgrounds and across multiple contexts.
Specific example:	During a group for teenage girls, the school psychologist says, "OK, let's forget this activity. I can see you are not getting it. I need to find something at your level."	The school psychologist says to one student, "Why don't you go on to the next one. This one is very difficult," and to another student, "Stick with it. I know you can do it."	The school psychologist opens the session with, "Yesterday, we all learned a lot about the stages of grief and a lot of information was discussed. It was hard work for us. Today we will learn how we can use this knowledge to help us cope with the loss of someone we love."	During the opening review portion of the lesson, one student said, "Ms. P I'm really confused about how to use what we learned yesterday." Several students offered their personal stories on loss to assist this student.

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*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.				

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Does not integrate behavioral supports and mental health services with academic and learning goals for children.	***Integrates behavioral supports and mental health services with academic and learning goals for children.***	***Applies ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management.***	***Utilizes a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, and personal safety in the classroom, that promote social–emotional learning. Evaluates the implementation and results for these services at the individual, group, and school level.***
The school psychologist recommends behavioral supports and/or strategies absent of developmental knowledge of the student(s) and other student learning goals.	The school psychologist recommends supports and/or strategies that are misaligned with general knowledge of child and adolescent development.	The school psychologist applies knowledge of students' developmental levels and the different ways that students learn and/or behave when proposing appropriate supports and strategies.	The school psychologist demonstrates knowledge of students' developmental levels and the different ways that students learn and/or behave, and applies this knowledge by proposing appropriate supports and strategies for students that prove effective in enabling students to make significant progress toward meeting stated outcomes and goals.

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Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery.
Specific example:	During a classroom lesson, #3 in a series of 8, utilizing the "Second Step" curriculum, no posted norms of behavior are observed and the school psychologist did not verbalize any norms for behavior. Out of 28 students, 25 were off task, engaging in disruptive behavior for at least 3 minutes each.	During a classroom lesson, #3 in a series of 8, utilizing the "Second Step" curriculum, posted norms of behavior are observed but the school psychologist did not review and/or establish these norms with students.	During a classroom lesson, #3 in a series of 8, utilizing the "Second Step" curriculum, posted norms of behavior are observed and the school psychologist reviews these, group-established norms verbally with students. Only one violation of these norms is observed and the school psychologist deals with this student quickly and discreetly.	During a classroom lesson, #3 in a series of 8, utilizing the "Second Step" curriculum, posted norms of behavior are observed. The school psychologist asks students to review the norms with each other and empowers them to ensure that all follow the norms. Two students are overheard quietly redirecting their peers when norm violations occur during the session.

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Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self- regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	*No reinforcement of schoolwide behavior and learning expectations for students is present. Makes no contribution to their learning by failure to share responsibility for meeting their needs.*	*Within and beyond the classroom, inconsistently reinforces school wide behavior and learning expectations for some students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.*	*Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.*	*Individually and with colleagues, develops and models strategies and actions that contribute to the learning and productive behavior of all students at the school.*
	The school psychologist provides little to no support to educators and students in setting and clearly communicating goals and expectations for work, effort and behavior based on assessment data and evidence-based practice.	The school psychologist inconsistently provides support to educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice.	The school psychologist assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice.	Individually and with colleagues, the school psychologist consistently assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice.
Specific example:	The school psychologist does not have a lesson plan for the student group session. No articulation of learning goals are communicated to students. The group session becomes a competition for "air time" among students with no goal for the day.	The school psychologist's focus for this session is on "responsibility for learning." Characteristics of an effective learner are discussed, but students do not have an opportunity to make a connection to their work within their learning environment.	The group session focuses on the importance of giving back to the community. All group members are asked to report out on a recent opportunity to volunteer in their community and to discuss how it made them feel.	During the group session, students are asked to share a time when they took responsibility for a mistake they had made. All students engage in active listening and offer their thoughts and suggestions.

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Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to prior needs of students *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
	SAMPLE EVIDENCE			
	Reference: National Association of School Psychologists (NASP) Practice Model			
	Does not make effective use of time. Does not communicate effectively in either verbal or written format. Is consistently late for meetings. Does not respond to parents in a timely manner. Does not work effectively with peers. Does not demonstrate effective problem solving.	*Uses the problem-solving process as a vehicle for planning, communicating, consulting and collaboration.* *Attends meetings, responds to phone calls/emails, and is visible to staff and parents in school.*	*Demonstrates timeliness for meetings, returning phone calls and emails.* *Communicates information for diverse audiences, such as parents, teachers, and other school personnel, policymakers, community leaders, and others.* *Participates in school-based meetings and demonstrates attempts to collaborate/consult with school personnel, parents, and community.*	*Functions as a potential change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district.* *Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.*
	The school psychologist does not collaborate with colleagues/families to create and maintain a multitiered continuum of services to support attainment of student goals.	The school psychologist does not consistently collaborate with colleagues/families in ways that create and maintain a multitiered continuum of services to support attainment of student goals. The school psychologist inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times, the school psychologist provides advice that is inappropriate or poorly formulated and/or implemented to effectively	The school psychologist consistently and effectively collaborates with colleagues/families through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each student's attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. The school psychologist consistently	The school psychologist consistently and effectively collaborates with colleagues/families through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each student's attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. The school psychologist is able to model

1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
		address student needs.	uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of appropriate and targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.	and teach this element. The school psychologist presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development. He or she takes initiative to review and explain findings before and/or after team meetings as needed to ensure optimal communication and coordination among colleagues. The school psychologist presents key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development; provides additional opportunities for presenting and discussing findings as needed.

1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence** and **interdependence** in learning and facilitate a positive learning community by:*

Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
Specific example:	The school psychologist arrives 10 minutes late for an Early Intervention Team meeting. Upon her arrival, she indicates that she does not have the necessary paperwork with her and leaves to retrieve the documents from her office.	The school psychologist starts the Early Intervention Team meeting on time and thought all necessary paperwork was prepared and available. During the meeting, the psychologist took several minutes to put her papers in order.	The school psychologist starts the Early Intervention Team meeting on time and has all necessary paperwork prepared and available for sharing. The meeting is well organized and ends on time.	The school psychologist starts the Early Intervention Team meeting on time and has all necessary paperwork prepared and available. Each educator in the room is asked to present his/her information and is encouraged to ask questions throughout to ensure comprehension of material being presented. The meeting is well organized and ends on time.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan is aligned with standards *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, and/or discipline- specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, and/or discipline-specific state and national guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
	SAMPLE EVIDENCE			
	Reference: National Association of School Psychologists (NASP) Practice Model			
	Does not develop behavioral supports and mental health services to support academic and learning goals for children.	*Develops behavioral supports and mental health services to support academic and learning goals for children.*	*Facilitates design of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making.* *Uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.*	*Designs a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. Develops an evaluation system to monitor the implementation and results for these services at the individual and group level.* *Designs behavior change programs at individual, group, classroom, and schoolwide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) for student discipline and classroom management.*

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, and/or discipline- specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, and/or discipline-specific state and national guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
	The school psychologist designs prevention/intervention that is misaligned with standards and establishes an environment that does not promote respect for individual differences.	The school psychologist designs prevention/intervention activities somewhat aligned with standards and establishes an environment in which students generally demonstrate respect for individual differences.	In collaboration with others, the school psychologist designs prevention/intervention activities that directly align with standards and promote fairness and social justice. The school psychologist develops prevention and intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	The school psychologist anticipates and develops strategies to manage potential sources of conflict or misunderstandings arising from differences in backgrounds, languages, and identifies prevention/intervention strategies that lead students to be able to do the same independently. The school psychologist is able to model this element.

The school psychologist develops prevention/intervention strategies that sustain an environment in which students respect and affirm their own and others' differences, and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. The school psychologist is able to model this element. |

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, and/or discipline- specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, and/or discipline-specific state and national guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
Specific example	The plan submitted by the school psychologist entitled "Providing Crisis Management Services at Our School" is not based in any scientifically research-based model of intervention and does not address staff, students and parents.	The plan submitted by the school psychologist entitled "Providing Crisis Management Services at Our School" is not based in any scientifically research-based model of intervention but does address staff, students and parents.	The plan submitted by the school psychologist entitled, "Providing Crisis Management Services at Our School" is based on Ewing's model of crisis management and contains all necessary components.	The plan submitted by the school psychologist entitled, "Providing Crisis Management Services at Our School" is based on Ewing's model of crisis management and contains all necessary components. Additionally, the plan was developed by representatives of the student and faculty body under the direction of the school psychologist.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention rests on evidence-based practice, student need and appropriate level of challenge *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Does not plan prevention/ intervention using evidence-based practice, student need or appropriate level of challenge.	Partially plans prevention/ intervention using evidence-based practice, student need and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
	SAMPLE EVIDENCE:			
	Reference: National Association of School Psychologists (NASP) Practice Model			
	Has little to no knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services.	*Has some knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*	*Communicates findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development.*	*Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development. Takes initiative to review and explain findings before and/or after team meetings as needed to ensure optimal communication and coordination among colleagues.*
	The school psychologist does not collaborate with colleagues in ways that create a multitiered continuum of services to support attainment of student goals.	The school psychologist does not consistently collaborate with colleagues in ways that create a multitiered continuum of services to support attainment of student goals.	The school psychologist consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each student's attainment of academic, social, emotional, and behavioral goals at both the classroom and school level.	The school psychologist consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each student's attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. The psychologist is able to model and teach this element.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention rests on evidence-based practice, student need and appropriate level of challenge	Does not plan prevention/ intervention using evidence-based practice, student need or appropriate level of challenge.	Partially plans prevention/ intervention using evidence-based practice, student need and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
Specific example:	The lesson plan for a ninth-grade, small-group session focused on peer interaction skills is aligned to sixth-grade standards.	The lesson plan for a ninth-grade, small-group session focused on peer interaction skills partially aligns to standards in this area. It does not include any differentiation of tasks for the variety of skill sets of the students in this group.	The lesson plan for a ninth-grade, small-group session focused on peer interaction skills is to aligned standards in this area. It also includes differentiation of tasks for the variety of skill sets of the students in this group.	The lesson plan for a ninth-grade, small-group session focused on peer interaction skills is aligned to standards in this area. It also includes differentiation of tasks for the variety of skills sets of the students in this group. Additionally, the plan embeds several opportunities for the students themselves to facilitate a portion of the lesson.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/ intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.

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SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

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BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Does not seek data to inform planning and delivery of services. *Implementation is inconsistent.* *Does not plan assessment of student learning, behavior, and development.* *Does not follow up on assessment recommendations and interventions by checking with colleagues about their effectiveness.* *Does not relate assessment findings to educational performance and needs.* *Recommendations lack specificity or relevance.*	*Seeks data to inform some aspects of planning and delivery of services but implementation is inconsistent.* *Plans assessment of student learning, behavior, and development using a limited repertoire of assessment methods, without full consideration of student differences in culture, language, level of functioning, and referral concerns.* *Follows up on some assessment recommendations and interventions by checking with colleagues about their effectiveness.* *Relates assessment findings to educational performance and needs, but recommendations lack specificity or relevance.*	*Presents key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development* *Seeks and uses data to inform planning and delivery of services. The school psychologist shares the data with others as appropriate to enhance the services provided to students and stakeholders.* *Strategically selects from a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.* *Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with*	*Seeks and uses data to inform planning and delivery of services. Shares the data with others as appropriate to enhance the services provided to students and stakeholders. Uses the data to inform those at the district and school level of progress.* *Strategically selects from a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns. Informs, encourages, or trains colleagues in the use of assessment measures that are responsive to student differences.* *Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in*

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs	Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/ intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
			colleagues and/or of recommendations proposed in assessment of students. *Skillfully interprets assessment findings, and relates them to educational performance and needs and to recommendations.*	***assessment of students; Uses data to modify interventions and/or recommendations accordingly.*** *Skillfully interprets assessment findings, and relates them to educational performance and needs, and to recommendations. Consistently provides valuable insights and child-specific, evidence-based recommendations.*
	The school psychologist selects assessments of student learning with little to no consideration of student differences in culture, language, level of functioning and referral concerns.	The school psychologist selects assessments of student learning, behavior, and development using a limited repertoire of assessment methods, without full consideration of student differences in culture, language, level of functioning, and referral concerns.	The school psychologist strategically selects from a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.	The school psychologist strategically selects from a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns. Informs, encourages, or trains colleagues in the use of assessment measures that are responsive to student differences.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs	Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/ intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
Specific example:	The draft Behavior Intervention Plan (BIP) submitted for student AL contains only minimal baseline data on one of the three target goals.	The draft BIP submitted for student AL contains all baseline data for the three target goals. The draft BIP contains a menu of reinforcers that do not include input from AL.	The draft BIP submitted for student AL contains all baseline data for the three target goals and contains a menu of reinforcers that include input from AL.	The draft BIP submitted for student AL contains all baseline data for the three target goals and contains a menu of reinforcers that include input from AL. AL attended the meeting with the school psychologist and other staff members and presents the BIP highlighting the areas where he made edits or additions to the plan.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Connection to school setting and larger world. *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Does not use a problem-solving process to collaborate and consult with colleagues. *Provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs.* *Does not collaborate with colleagues in ways that create and maintain a multitiered continuum of services to support attainment of student goals.*	*Inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs.* *Does not consistently collaborate with colleagues in ways that create and maintain a multitiered continuum of services to support attainment of student goals.*	*Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of appropriate and targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.* *Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each student's attainment of academic, social, emotional, and behavioral goals at both the classroom and school level.*	*Consistently uses and is able to model a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of successfully created appropriate and effective targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.* *Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each student's attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. Is able to model and teach this element.*

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a: Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Connection to school setting and larger world.	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.
Specific example:	The school psychologist proposes a student-learning goal absent of student self-assessment and analysis of student data.	The school psychologist proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	The school psychologist proposes challenging, measureable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Individually and with colleagues, the school psychologist builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. The psychologist is able to model this element.
	In the learning agenda created for student MC, how the acquisition of new skills would be tracked throughout a variety of school settings is not indicated.	In the learning agenda created for student MC, there is a data collection sheet available to general education teachers. The plan does not include how teachers would be trained to use this tool. The plan does not include how data would be collected in unstructured settings.	In the learning agenda created for student MC, a comprehensive plan for collecting behavioral data across all school settings is included. Additionally, a training session for teachers is scheduled.	In the learning agenda created for student MC, a comprehensive plan for collecting behavioral data across all school settings is included. A training session for teachers is scheduled. A scaffolding plan is included that provided MC the opportunity to chart his own progress. A training session with MC is also scheduled.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2b: Planning prevention/intervention to actively engage students in content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.

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<tr><td colspan="5" align="center">SAMPLE EVIDENCE:</td></tr>
<tr><td colspan="5" align="center">Reference: National Association of School Psychologists (NASP) Practice Model</td></tr>
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| *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.* | *Does not work with other school personnel to develop and implement interventions or instructional practices that motivate and engage students.*

Does not use appropriate practices and/or supports to accommodate differences and fails to address an adequate range of differences.

Does not provide support to educators and students in multiple settings.

Does not communicate goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice. | *Works with other school personnel to develop and implement interventions or instructional practices that motivate and engage some students but leave others uninvolved and/or passive.*

May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.

Inconsistently provides support to educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice. | *Consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices likely to motivate and engage most students during the lesson, activity, or session.*

Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts.

Assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice. | *Consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work and is able to model this element.*

Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts. Is able to model this element.

Individually and with colleagues, consistently assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence-based practice. |

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2b: Planning prevention/intervention to actively engage students in content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
	The school psychologist creates learning experiences absent of student involvement in the identification of strengths, interests and needs, therefore limiting their ability to challenge themselves to take risks.	The school psychologist creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	The school psychologist consistently creates learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenge them to succeed.	In collaboration with others, the school psychologist consistently creates opportunities for students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.
Specific example:	In the PowerPoint designed for a teacher professional development session on "De-Escalation Techniques for the Classroom" there is no time provided for questions from teachers nor are there any opportunities embedded for participants to practice and/or discuss new learning.	In the PowerPoint designed for a teacher professional development session on "De-Escalation Techniques for the Classroom" ample time is provided for questions from teachers.	In the PowerPoint designed for a teacher professional development session on "De-Escalation Techniques for the Classroom," ample time is provided for questions from teachers and there are opportunities embedded for participants to practice and/or discuss new learning.	In the PowerPoint designed for a teacher professional development session on "De-Escalation Techniques for the Classroom," ample time was provided for questions from teachers with opportunities embedded for participants to practice and/or discuss new learning. Additionally, the school psychologist had participants fill out a pre-presentation assessment and made modifications to the PowerPoint based on that pre-assessment.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2b: Planning prevention/intervention to actively engage students in content.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Resources and flexible groupings support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	**SAMPLE EVIDENCE**			
	Reference: National Association of School Psychologists (NASP) Practice Model			
	Does not participate in planning and decision making at the school, department, and/or grade level. *Does not apply knowledge of evidence-based interventions and programs.* *Does not reinforce schoolwide behavior and learning expectations for all students, and/or makes no contribution to their learning by sharing responsibility for meeting their needs.*	***May participate in planning and decision making at the school, department, and/or grade level but inconsistently applies knowledge of evidence-based interventions and programs.*** *Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.*	***Applies knowledge of evidence-based interventions in the planning and development of existing school-based programs and services.*** *Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.*	***Uses data in the evaluation of existing programs and services while using knowledge of evidence based interventions to plan, develop and facilitate the creation of new programs and services.*** *Models the development of strategies and actions that contribute to the learning and productive behavior of all students at the school.*
	The school psychologist makes little attempt to adapt instruction, services, plans, communication and/or assessments to make learning accessible for all students.	The school psychologist occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students.	Based on assessment data and research on effective interventions and supports, the school psychologist consistently adapts and improves instruction, services, plans, communication, and/or assessments, to make curriculum/supports accessible to all students.	Individually and with colleagues, the school psychologist consistently adapts instruction, services, plans, communication, and/or assessment to make curriculum/supports accessible to all students and is able to model this element.

2: PLANNING FOR ACTIVE LEARNING

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** *and to* **promote their curiosity about the world at large** *by:*

Indicator 2b: Planning prevention/intervention to actively engage students in content.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
				In addition to the characteristics of **Proficient***, including one or more of the following:*
Resources and flexible groupings support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.
Specific example:	The lesson plan for session two of the "Children of Divorce" group reflects that all information in the 30-minute session will be delivered via lecture format.	The lesson plan for session two of the "Children of Divorce" group reflects a combination of lecture and activities. Materials used were from the 1980's.	The lesson plan for session two of the "Children of Divorce" group reflects a combination of lecture and activities. All activities use technology and are interactive.	The lesson plan for session two of the "Children of Divorce" group reflects a combination of lecture and activities. All activities use interactive technology. The lesson plan concludes with a post-assessment of the expected learning outcomes for the day, an opportunity for students to express their feelings about the activities and options for future learning.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Proposes goals that are misaligned to identified student need.	***Proposes goals that are vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.***	***Proposes challenging, measureable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.***	***Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.***
	The school psychologist develops lessons with few elements of appropriate student engagement strategies, activities and resources.	The school psychologist develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, activities and resources.	The school psychologist develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources.	The school psychologist develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources to attend to individual student needs. The school psychologist is able to model this element.
Specific example:	The lesson plan for the first session of a six-week series on "Developing Flexible Thinking" does not include an agenda for learning, identified goals for the series or a pre-test to assess current student understanding.	The lesson plan for the first session of a six-week series on "Developing Flexible Thinking" includes an agenda for learning and scripted identified goals for the series.	The lesson plan for the first session of a six-week series on "Developing Flexible Thinking" includes an agenda for learning, scripted goals for the series and a pre-test to assess current student understanding.	The lesson plan for the first session of a six-week series on "Developing Flexible Thinking" includes an agenda for learning, scripted goals for the series, a pre-test for students and an opportunity for students to write their own individual learning goals.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				In addition to the characteristics of **Proficient**, including one or more of the following:
Ongoing assessment of student learning *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/ intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/ intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
	SAMPLE EVIDENCE			

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Does not provide required findings, strategies and supports to promote student learning and development; does not engage students and families to promote student learning and development.	*Provides required findings and some strategies and supports to promote student learning and development; minimally engages students and families to promote student learning and development.*	*Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of appropriate and targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.*	*Is able to model a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of successfully created appropriate and effective targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.*
	The school psychologist plans assessments with little attention to strategies and supports to promote student learning and development. Students and families are not engaged in developing intended outcomes.	The school psychologist plans assessments that provide some strategies and supports to promote student learning and development; minimally engages students and families in developing intended outcomes.	The school psychologist plans assessments to present key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development of intended outcomes.	The school psychologist plans assessments to present key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development of intended outcomes; provides additional opportunities for presenting and discussing findings as needed.

2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/ intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/ intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
Specific example:	In planning the last session in a series entitled "Managing My Anxiety," students are asked only to define key terms taught throughout the series.	In planning the last session in a series entitled "Managing My Anxiety," students are asked to define key terms and answer yes/no questions.	In planning the last session in a series entitled "Managing My Anxiety," students are asked to define key terms and answer open-ended questions.	In planning the last session in a series entitled "Managing My Anxiety," students are asked to define key terms and answer open-ended questions. In addition, students are asked to create an action plan to take with them, based on their learning, to assist them in managing their anxiety across all environments.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world** at large by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/ intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.				

SAMPLE EVIDENCE:

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Does not integrate behavioral supports and mental health services with academic and learning goals for children. Does not effectively deliver curricula and/or programs to students. Does not employ systematic decision-making. Does not provide a continuum of appropriate service. Does not create and maintain a respectful environment. Does not effectively manage conflict.	*Integrates behavioral supports and mental health services with academic and learning goals for children.*	*Facilitates delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making.* *Employs systematic decision-making to address the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.*	*Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. In addition, the school psychologist evaluates the implementation and results for these services at the individual and group level.* *Develops and implements behavior change programs at individual, group, classroom, and schoolwide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management.*

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world** at large by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/ intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
	The school psychologist implements prevention/intervention activities with little attention to establishing an environment where students demonstrate respect for individual differences.	The school psychologist implements prevention/intervention activities that establish an environment in which students generally demonstrate respect for individual differences.	In collaboration with others, the school psychologist implements prevention/intervention activities that promote fairness and social justice, and develops prevention and intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	The school psychologist employs strategies to manage potential sources of conflict or misunderstandings arising from differences in backgrounds, languages, and identifies prevention/intervention strategies that lead students to be able to do the same independently. Is able to model this element. Implements intervention/prevention strategies that sustain an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. The psychologist is able to model this element.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world** at large by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/ intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
Specific example:	During the first group session for "Understanding and Reducing My Anxiety," the school psychologist offers no explanation of the purpose of the pretest and posttest, does not review the agenda for learning for the next six weeks and does not identify goals for each student.	During the first group session for "Understanding and Reducing My Anxiety," the school psychologist offers only that the purpose of the group will be for the students to have a better understanding of anxiety and the role it plays in their lives.	During the first group session for "Understanding and Reducing My Anxiety," the school psychologist offers each student a written outline of the next eight sessions. Learning goals are identified for each session.	During the first group session for "Understanding and Reducing My Anxiety," the school psychologist offers each student a written outline of the next eight sessions. Learning goals are identified for each session. In addition, students are provided with a template to create an action plan for learning. This template includes the categories of "why I joined the group, what I would like to work on, what I need to learn and what result I would like to see at the end of the eight sessions."

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan precision	Makes multiple errors in the delivery of the prevention/ intervention plan.	Makes minor errors in the delivery of the prevention/ intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.				

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Does not maintain a safe environment for all. Does not engage in effective problem solving.	*Maintains a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.*	*Works with others to implement evidence-based routines and interventions that maintain a safe physical, social and intellectual environment where students take academic and pro-social risks and most behaviors that interfere with learning are addressed.*	*Uses rituals, routines, and proactive responses that maintain a safe physical and intellectual environment, where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.*
	The school psychologist does not use a problem solving process to collaborate and consult with colleagues to address student needs.	The school psychologist inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times, he or she provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs.	The school psychologist consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of appropriate and targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.	The school psychologist is able to model and consistently use a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of successfully created appropriate and effective targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention plan precision	Makes multiple errors in the delivery of the prevention/ intervention plan.	Makes minor errors in the delivery of the prevention/ intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
Specific example:	During an eight-grade presentation, the "You Can Stop Bullying" PowerPoint created for the student body contains several errors regarding legal references and state mandates around this initiative.	During an eighth-grade presentation, the "You Can Stop Bullying" PowerPoint created for the student body contains one error: a date of implementation for one of the state mandates.	During an eight-grade presentation called "You Can Stop Bullying," all information contained in the PowerPoint is accurate.	During an eighth-presentation called "You Can Stop Bullying," all information contained in the PowerPoint is accurate. Students are asked to respond to several prompts during the presentation and at the end of the PowerPoint, to generate specific ideas for addressing bullying at the eighth-grade level. Compacts are signed by all students indicating that they would do their part to end bullying. Students identify next steps to keep this concept alive.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention progression and level of challenge	Delivers prevention/ intervention that lacks a logical progression; is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.			SAMPLE EVIDENCE	
	Does not effectively communicate. Does not collaborate with peers. Does not utilize data effectively. Does not effectively assess student learning.	*Makes limited attempts to involve students in school community via meetings and planning. Exhibits limited attention to communication and information sharing with students.*	*Uses a variety of strategies to participate actively and appropriately in the school community through effective communication, collaboration and information sharing with students.*	*Through effective communication, collaboration and information sharing with students, successfully engages students and sustains their active and appropriate participation in the school community. Demonstrates knowledge of varied models and strategies to promote effective engagement and is able to model this element.*
	The school psychologist does not use data to inform planning and delivery of services. Assessments and methods do not consider student differences in culture, language, level of functioning and referral concerns.	The school psychologist uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent. Assesses student learning, behavior, and development using a limited repertoire of assessment methods, without full consideration of student differences in culture, language, level of functioning and referral concerns.	The school psychologist uses data to inform delivery of services. Shares the data with others as appropriate to enhance the services provided to students and stakeholders. Uses a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.	The school psychologist uses data to inform delivery of services, shares the data with others as appropriate to enhance the services provided to students and stakeholders, and uses the data to inform those at the district and school level of progress. Uses targeted assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns. Informs, encourages, or trains colleagues in the use of assessment measures that are responsive to student differences.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/Intervention progression and level of challenge	Delivers prevention/ intervention that lacks a logical progression; is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
Specific evidence:	While facilitating a parent workshop entitled "The Terrible Twos and You," the school psychologist is not able to provide any source references to parents. The PowerPoint prepared for this presentation did not include an agenda for learning.	While facilitating a parent workshop entitled "The Terrible Twos and You," the school psychologist provides source references to parents. The PowerPoint prepared for this presentation includes an agenda for learning.	While facilitating a parent workshop entitled "The Terrible Twos and You," the school psychologist provides written source references to parents. The PowerPoint prepared for this presentation includes an agenda for learning and several activities.	While facilitating a parent workshop entitled "The Terrible Twos and You," the school psychologist provides written source references to parents. The PowerPoint prepared for this presentation includes an agenda for learning and several activities. Parents are afforded the opportunity to talk with one another and respond to prompts provided by the school psychologist. The session ended with parents selecting two new strategies that they would try with their two-year-olds. A second session is scheduled in response to parent requests.

3: SERVICE DELIVERY

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** *and to* **promote their curiosity about the world at large** *by:*

Indicator 3a: Implementing service delivery for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient***, including one or more of the following:*
Connection to school and larger world	Delivers prevention/ intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/ intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/ intervention that consistently integrates into the school setting and larger worlds.	Provides opportunities for students to independently use prevention/ intervention strategies in the school setting and larger world.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Does not effectively collaborate with colleagues. Does not create relevant, challenging and/or measurable goals for students.	*Works with school staff to implement positive learning outcomes for assigned students only.* *Knowledge of research-based intervention practices is limited.*	*Understands and applies current research on cognition and learning in the development of research-based intervention practices that promote positive learning outcomes.*	*Applies all available data sources to assist others in developing targeted intervention strategies.* *Uses trend analysis to identify the learning needs of large groups of students.*
	The school psychologist does not create student-learning goals using self-assessment or analysis of multiple sources of student data.	The school psychologist implements one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	The school psychologist implements challenging, measureable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of multiple sources of student data.	Individually and with colleagues, the school psychologist builds capacity to implement and monitor challenging, measurable goals based on thorough self-assessment and analysis of multiple sources of student data and is able to model this element.
Specific evidence:	During session three of an eight-week "Leadership Development" program with six seventh-grade students, the focus of the session is "Doing for Others." A 30-minute Red Cross volunteer video is shown. Students discuss how the video makes them feel.	During session three of an eight-week "Leadership Development" program with six seventh-grade students, the focus of the session is "Doing for Others." A 30-minute Red Cross volunteer video is shown. Students discuss the importance of volunteers and service to others.	During session three of an eight-week "Leadership Development" program with six seventh-grade students, the focus of the session was "Doing for Others." A 30-minute Red Cross volunteer video is shown. Students discuss the importance of volunteers and service to others. Students create a plan to volunteer as a group on a community project of their choosing.	In River View Park, the school psychologist is overseeing the "Leadership Development" group while they clean and paint a community playground for young children. Prior to beginning the work, he or she runs a 20-minute group asking students to articulate why service to others is an important concept for the community as a whole.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information.
	SAMPLE EVIDENCE			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	***Does not facilitate student groups. Does not provide skills-based intervention. Does not utilize assessment data to plan intervention. Does not plan intervention utilizing a strength-based model.***	***Teaches some interpersonal, group, and communication skills and provides occasional opportunities for students to work in groups.***	***In collaboration with others, uses assessment data to implement and evaluate evidence-based services that facilitate the development of students' interpersonal, group, and communication skills, and provides opportunities for students to learn in groups with diverse peers.***	***Teaches, reinforces, and models interpersonal group and communication skills so that students seek out their peers as resources.***
	The school psychologist implements learning experiences that do not lead students to identify needs, ask for support and challenge themselves to take risks.	The school psychologist implements some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	The school psychologist consistently employs learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; support the development of their mental and physical health; and challenge them to succeed.	In collaboration with others, the school psychologist consistently provides opportunities for students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress and is able to model this element.
Specific example:	All questions used by the school psychologist are formatted to require a yes or no response.	One out of every three questions asked by the school psychologist requires a short phrase answer.	Students are required to engage in active listening (using the Whole Body Listening model), articulate key concepts, provide examples from their own life and ask relevant questions of their peers in the group.	Students are asked to create questions and answers based on the topic of the day. A modified version of Jeopardy is then facilitated by the school psychologist with students working as part of a team.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Resources and flexible groupings	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Does not adapt instruction, plans or assessments as necessary to meet student needs. Does not collaborate effectively with colleagues. Does not seek out professional growth opportunities.	***Inconsistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.***	***Effectively teams with others to evaluate research-based interventions that promote student engagement.***	***Proactively seeks out professional learning opportunities to stay current with research on human learning, cognition, and developmental processes.***
	The school psychologist does not adapt instruction, services, plans, communication and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	The school psychologist occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Based on assessment data and research on effective interventions and supports, the school psychologist consistently adapts and improves instruction, services, plans, communication, and/or assessments, to make curriculum/supports accessible to all students for whom the educator has responsibility.	Individually and with colleagues, the school psychologist consistently adapts instruction, services, plans, communication, and/or assessment to make curriculum/supports accessible to all students for whom the educator has responsibility and is able to model this element.
Specific example:	While presenting to the entire school staff on "Our PBIS Plan," the school psychologist uses whole-group instruction for this one-hour presentation.	While presenting to the entire school staff on "Our PBIS Plan," the school psychologist uses a PowerPoint as a springboard for conversation.	While presenting to the entire school staff on "Our PBIS Plan," the school psychologist uses a PowerPoint as a springboard for conversation. Several interactive tasks are embedded into her presentation.	While presenting to the entire school staff on "Our PBIS Plan," the school psychologist uses a PowerPoint as a springboard for her conversation with staff. Many interactive tasks are embedded in her presentation. In addition, staff is grouped by grade and provided time to create specific PBIS activities appropriate for that grade.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Student responsibility and independence	Implements prevention/ intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners	Implements prevention/ intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/ intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/ intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.

BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Does not provide learning experiences that enable students to challenge themselves, develop independent critical thinking skills and to identify their strengths and interests.	***Employs some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.***	***In collaboration with others, consistently implements learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenges them to succeed.***	***Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress and is able to model this element.***
The school psychologist implements lessons that are primarily provider-directed with few elements of appropriate student engagement strategies, activities and resources.	The school psychologist implements lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, activities, and resources.	The school psychologist delivers well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources.	The school psychologist delivers well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources to attend to individual student needs. Is able to model this element.

3: SERVICE DELIVERY

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** *and to* **promote their curiosity about the world at large** *by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of* **Proficient**, *including one or more of the following:*
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE			

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Does not implement effective behavior change or general intervention programming.	*Implements behavior change programs that lack measurable outcomes and limit opportunities for students to self-assess progress.*	*Implements behavior change programs at individual, group, classroom, and schoolwide levels that include measurable outcomes and that afford students with multiple opportunities to self-assess progress.*	*Incorporates student self-assessment data to develop goal criteria that promotes students' development of effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making.*
Specific example:	When developing the Behavior Intervention Plan for student LS, the school psychologist does not identify how the student will be transitioned off the plan and what success measures will be used to determine when weaning would begin and end.	When developing the Behavior Intervention Plan for student LS, the school psychologist indicates the end targets for each of the three goals.	When developing the Behavior Intervention Plan for student LS, the school psychologist indicates the end targets for each of the three goals. In addition, a plan for transitioning the student off this plan and specific success measures are included.	When developing the Behavior Intervention Plan for student LS, the school psychologist indicates the end targets for each of the three goals. In addition, a plan for transitioning the student off the plan and specific success measures are included. The BIP additionally incorporates how LS will monitor his own success and a plan for how often this will be reviewed by the school psychologist and LS.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress towards achievement of intended prevention/ intervention outcomes.	Assesses student learning with focus on progress towards the prevention/ intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	SAMPLE EVIDENCE:			

SAMPLE EVIDENCE:

Reference: National Association of School Psychologists (NASP) Practice Model

BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Has little to no knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services. Does not demonstrate knowledge of progress monitoring systems to ensure successful learning and school adjustment.	***Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment.***	***Incorporates evidence-based strategies, in collaboration with others, in the implementation and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home-school partnerships.*** ***Works to build strong relationships with key staff and collaborates to meet school goals***	***Uses his/her knowledge of organizational development and systems theory to assist in maintaining a respectful and supportive atmosphere that promotes shared decision-making and collaboration, and a commitment to quality instruction and services.*** ***Participates in the implementation of school improvement plans.*** ***Promotes the implementation and maintenance of learning environments that support resilience and academic growth, increases high rates of academic engagement, and reduces negative influences on learning and behavior.***

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress towards achievement of intended prevention/ intervention outcomes.	Assesses student learning with focus on progress towards the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
	The school psychologist conducts assessments with few strategies and supports to promote student learning and development. Students and their families are not engaged in the process.	The school psychologist conducts assessments that provide some strategies and supports to promote student learning and development yet minimally engages students and families to promote student learning and development.	The school psychologist conducts assessments and presents key, relevant assessment findings to students and families in a clear, concise, nontechnical, respectful manner. The psychologist engages them in constructive conversation to promote student learning and development.	The school psychologist conducts comprehensive assessments and presents key, relevant assessment findings to students and families in a clear, concise, nontechnical, respectful manner. The psychologist engages them in constructive conversation to promote student learning and development and provides additional opportunities for presenting and discussing findings as needed.
Specific example:	During the third session in a series of six focused on reducing self-injurious behavior, the school psychologist asks students to turn in their journals. When one student asks, "Can we discuss what we wrote?" the school psychologist answers, "That's not necessary. I just want you to keep writing your entries."	During the third session in a series of six focused on reducing self-injurious behavior, the school psychologist asks students to turn in their journals. Students are asked if they want to share their latest entry.	During the third session in a series of six focused on reducing self-injurious behavior, the school psychologist asks students to turn in their journals. All participants in this group are asked to share their latest entry, if desired, and do so without hesitation.	During the third session in a series of six focused on reducing self-injurious behavior, the school psychologist asks students to turn in their journals. All participants in this group are asked to share their latest entry, if comfortable, and do so. They are asked how this latest entry demonstrates growth in meeting their previously established goal. All students are asked to provide feedback to the speaker and to act as "critical friends" to one another.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
	SAMPLE EVIDENCE			
	Reference: National Association of School Psychologists (NASP) Practice Model			
This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.	***Does not provide learning experiences that challenge students or encourage them to develop as independent learners and/or to develop self-awareness.***	***Uses some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.***	***In collaboration with others, consistently employs learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenges them to succeed.***	***In collaboration with others, consistently employs learning experiences that facilitate group interactions, and empower students to seek feedback from peers for the purpose of gaining greater insight of one's "self" as a learner.***
	The school psychologist provides learning experiences that minimally prompts students to reflect on their thinking with little to no guided feedback and support.	The school psychologist creates learning situations that prompt students to occasionally reflect on their thinking with minimal guided feedback and support.	The school psychologist creates learning situations that provide questions that prompt students to identify and clarify possible causes of conflict and to examine alternative solutions to problems with guided feedback and support.	The school psychologist creates a social-learning environment that provides students with opportunities to express what they think is important, to seek other points of view/feedback and to reassess their own thinking.
Specific example:	During a group session dealing with eating disorders, one student says that she had a very difficult week that led to an episode of binge eating. The school psychologist responds, "I completely understand. That used to happen to me too."	During a group session dealing with eating disorders, one student says that she had a very difficult week that led to an episode of binge eating. The school psychologist responds, "I'm sorry you had a tough week, Ashley. I'm sure it will get better."	During a group session dealing with eating disorders, one student says that she had a very difficult week that led to an episode of binge eating. The school psychologist responds, "I'm sorry you had a tough week Ashley. Tell me more about what triggered this and maybe we can find a control strategy that will help you next time."	During a group session dealing with eating disorders, one student says that she had a very difficult week that led to an episode of binge eating. The school psychologist responds, "Can anyone else here relate to Ashley's actions? What are some strategies that you have found to be successful?"

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/ Intervention adjustments	Makes no attempts to adjust delivery of prevention/ intervention plan.	Makes some attempts to adjust delivery of prevention/ intervention plan.	Adjusts delivery of prevention/ intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/ intervention plan that will be effective for them as individuals.

This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.

SAMPLE EVIDENCE

Reference: National Association of School Psychologists (NASP) Practice Model

BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Does not work collaboratively with colleagues to ensure the attainment of state and local academic benchmarks by students. Does not utilize current research in developing intervention/prevention strategies. Does not adjust or tailor intervention strategies for individual students.	***Works with other school personnel to ensure the attainment of state and local academic benchmarks by all students.***	***Applies current empirically based research on learning and cognition and adapts instructional strategies that promote student learning at the individual, group and systems level.***	***Uses information and assistive technology resources and incorporates all available assessment information in recommending instructional strategies to meet the individual academic, social, and emotional learning needs of students.***
The school psychologist makes no attempt to adapt instruction, services, plans, communication or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	The school psychologist occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Based on assessment data and research on effective interventions and supports, the school psychologist adapts and improves instruction, services, plans, communications, and/or assessments. to make curriculum/supports accessible to all students for whom the educator has responsibility.	Individually and with colleagues, the school psychologist consistently adapts instruction, services, plans, communications, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility and is able to model this element.

3: SERVICE DELIVERY

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/ Intervention adjustments	Makes no attempts to adjust delivery of prevention/ intervention plan.	Makes some attempts to adjust delivery of prevention/ intervention plan.	Adjusts delivery of prevention/ intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/ intervention plan that will be effective for them as individuals.
Specific example:	During a staff professional development session on Restorative Discipline, 20 percent of the staff members are on their electronic devices at some point during the presentation. No norms are established.	During a staff professional development session on Restorative Discipline, 20 percent of the staff members are on their electronic devices at some point during the presentation. The school psychologist attempts to re-engage participants by referencing established norms.	During a staff professional development session on Restorative Discipline, 20 percent of the staff members are on their electronic devices at some point during the presentation. The school psychologist says to those present, "I feel like I am missing the mark with you all. What can I do to help get us back on track and address your needs?"	During a staff professional development session on Restorative Discipline, 20 percent of the staff members are on their electronic devices at some point during the presentation. The school psychologist says to those present, "I feel like I am missing the mark with you all. What can I do to help get us back on track and meet your needs?" Those present indicate that they need more time to absorb the initial concepts of RD provided. The school psychologist develops a visual organizer of concepts presented with participant input.