

2019-2020

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Considers legal requirements, district policies, and academic standards in assessment and intervention planning.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Provides services that meet all legal requirements while taking into account the individual psychoeducational and academic needs of the student.	...and STUDENTS AND/OR FAMILIES: <input type="radio"/> Demonstrate an understanding of their educational rights.	...and STUDENTS AND/OR FAMILIES: <input type="radio"/> Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.
Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Identifies barriers to learning, including those related to mental health issues and crises.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Demonstrates an awareness of student needs when considering interventions and adaptations (accommodations and modifications). <input type="radio"/> Recommends interventions and adaptations that reduce the student's barriers to learning and increase access to the curriculum.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Uses a problem-solving process and knowledge of effective services to develop and implement strategies that reduce barriers to and support learning.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an understanding of individual barriers to learning.	...and STUDENTS: <input type="radio"/> Demonstrate a reduction in barriers to their learning.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands the concept of evidence-based psychoeducational practices. <input type="radio"/> Understands the importance of prevention, intervention, and crisis planning and response in the learning environment. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Makes connections between student data and evidence-based psychoeducational practices. <input type="radio"/> Identifies strategies and key components for prevention, intervention, and crisis planning and response. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery. <input type="radio"/> Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate an awareness of evidence-based practices and strategies to meet individual student needs. <input type="radio"/> Demonstrate an awareness of crisis-related resources and school/district procedures. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Apply newly learned strategies. <input type="radio"/> Access crisis-related resources and services when needed.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard I Summary: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.						
b. Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.						
c. Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.						

Total Points for Standard I

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship. <input type="radio"/> Recognizes the importance of establishing behavioral expectations for all students. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Models empathy and respect among students and significant adults. <input type="radio"/> Structures support and/or services to minimize interruption of instructional time. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Promotes a safe and accessible environment that fosters positive, nurturing relationships. <input type="radio"/> Delivers supports and/or services in a way that maximizes learning time. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Perceive the school climate as positive, safe, and caring. <p>...and SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Develop an awareness of effective strategies that address behavioral needs and challenges. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Participate in activities that foster positive and nurturing relationships. <p>...and SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Use effective strategies to increase positive student behaviors.
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Element B: Special Services Providers understand and respond to diversity within the home, school, and community.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands that student and family backgrounds, cultures, and experiences may influence development, behavior, and school performance. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Considers student and family backgrounds, cultures, and experiences in planning psychoeducational services. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Actively engage in activities that promote and enhance awareness of diversity in their school and community.
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* Meets State Standard
 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes student individual differences and unique situations. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions. <input type="radio"/> Uses procedures and materials that are developmentally appropriate and culturally relevant. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> In collaboration with others, addresses students' individual differences and needs through the implementation of supports and/or services. <input type="radio"/> Adjusts practices based on individual student characteristics and data. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Feel valued as individuals and are engaged in the learning environment. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Actively participate in services, as identified by the School Psychologist, that are based on their unique interests, strengths, and needs.
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Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes the importance of an educational environment that is inviting to families and significant adults. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers). <input type="radio"/> Incorporates information from family and/or outside agencies or community providers into service planning and delivery. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Works collaboratively with families and significant adults to help students meet education and intervention goals. <input type="radio"/> Demonstrates and shares knowledge of community and/or local resources/ services. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Increase their involvement and participation in educational planning and ongoing communication. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Access community/local resources/services that foster student development, mental health, and well-being.
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* Meets State Standard
 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Recognizes the impact of atypical development and skills deficits on learning and behavior.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Identifies cognitive, physical, social and emotional influences on learning, development, and behavior.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Applies knowledge of developmental influences to inform practice and service provision.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an understanding of individual child developmental levels and influences.	...and STUDENTS: <input type="radio"/> Participate in services appropriate for their developmental levels and demonstrate progress.
Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Considers the reliability and validity of assessment tools used.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Follows standardized procedures for administration and scoring of psychoeducational tests. <input type="radio"/> Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools).	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools. <input type="radio"/> Analyzes and synthesizes data for decision-making. <input type="radio"/> Communicates assessment results to colleagues, parents, and/or students in understandable terms.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs.	...and ADMINISTRATORS: <input type="radio"/> Consult with the School Psychologist when making systems-level decisions based upon psychoeducational data.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Has an awareness of building/district software and technology as appropriate to the professional role. <input type="radio"/> Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Utilizes technology appropriately to improve student outcomes.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Enhances data collection and decision-making through the use of technology resources.	<input type="radio"/> Enhances data collection and decision-making through the use of technology resources. <input type="radio"/> Demonstrate an awareness (e.g., request information or support) of available technology to enhance student learning.	...and TEACHERS OR OTHER EDUCATORS: <input type="radio"/> Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.
Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Recognizes the importance of high expectations for learning and behavior for all students.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services, and educational placement.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership, and/or problem-solving skills.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Monitor student progress towards achieving social/emotional goals and expectations.	...and STUDENTS: <input type="radio"/> Demonstrate self-advocacy, critical-thinking and problem-solving skills based on their individual developmental level.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Consults and collaborates with others about students' needs and goals. <input type="radio"/> Has knowledge of varied models and strategies of consultation. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Plans for and provides evidenced-based mental health and/or behavioral interventions for students. <input type="radio"/> Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services. <input type="radio"/> Engages in data-based decision-making when planning for and/or providing services to address student needs and goals. 	<p>...and SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Adapt their practices based on consultation to better meet student needs. 	<p>...and SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Generalize or transfer knowledge gained through consultation to other contexts/other students.
Element F: Special Services Providers model and promote effective communication.				
<p>THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands the importance of communicating effectively. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Uses communication skills to establish good working relationships (rapport) with students and significant adults. 	<p>...and THE SCHOOL PSYCHOLOGIST:</p> <ul style="list-style-type: none"> <input type="radio"/> Provides feedback related to student behavior, performance, and/or progress to students and/or significant adult(s). <input type="radio"/> Tailors communications to be both developmentally and culturally relevant. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Utilize feedback to enhance student learning and growth. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate effective communication related their needs.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard III Summary: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Artifact Titles	Description						Element Ratings (points per rating)						B (0)	PP (1)	P (2)	A (3)	E (4)	Pts	
Total Points for Standard III																			
B (0-4)		PP (5-10)		P (11-16)		A (17-21)		E (22-24)		Standard III Rating									
Evaluator Comments:																			
Comments of the person being evaluated:																			

2019-2020

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers demonstrate high standards for ethical and professional conduct..				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Understands that school psychological services must be provided within the context of ethical, professional, and legal standards and regulations. <input type="radio"/> Maintains confidentiality of student records and information as required by law.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. <input type="radio"/> Maintains positive, productive, and respectful relationships with colleagues	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Adheres to current ethical, professional, and legal standards and regulations. <input type="radio"/> Maintains confidentiality of all sensitive data, information, and communications.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Models high expectations for ethical behavior for staff and students. <input type="radio"/> Encourages colleagues to demonstrate ethical behavior.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected and legal channels.
Element B: Special Services Providers link professional growth to their professional goals.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Completes required professional development according to state and/or district/BOCES policies. <input type="radio"/> Develops professional goals.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Selects and participates in professional development to improve professional practice. <input type="radio"/> Uses performance feedback from supervisor and/or colleagues to improve practice.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes. <input type="radio"/> Participates in professional learning opportunities consistent with the professional growth plan.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Applies knowledge and skills learned through professional development to practice.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers respond to a complex, dynamic environment.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Demonstrates flexibility in his/her role in response to environmental changes.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Adapts professional practices based on new information about student or system needs.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Prioritizes professional activities based on progress monitoring data, changing student needs, and/or changes in the school and broader environments.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Expands role in responding to changes in the school or student environments.
Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.				
THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Demonstrates an awareness of district/school policies and/or procedures. <input type="radio"/> Contributes to school or district teams.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Reaches out to students, teachers, families, and/or the community in order to understand their needs and advocate for them.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Discusses potential revisions to policies and/or procedures with administrators and/or other team members in order to better address student and school needs. <input type="radio"/> Provides leadership within the school, district, and/or BOCES.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Advocates for curricular, instructional, school climate and behavioral health improvements. <input type="radio"/> Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.	...and THE SCHOOL PSYCHOLOGIST: <input type="radio"/> Participates in activities that promote social justice and systems-level change. <input type="radio"/> Takes a leadership role in state or national-level organizations or professional associations, committees, and/or task forces.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard V: Psychologists build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: Psychologists demonstrate compassion, empathy, and graciousness in their schools.

<p>There is some evidence that the Psychologists:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to the needs of others. <input type="checkbox"/> Is kind, patient, and positive when interacting with others within the school environment. <input type="checkbox"/> Participates in developing positive solutions to repair, restore, and maintain relationships. 	<p>The Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the needs of others. <input type="checkbox"/> Is working towards effective relationships with others in the school environment. <input type="checkbox"/> Is developing capacity to restore relational issues efficiently so that damage is minimized. 	<p>...and the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves consistently when the needs of others are apparent. <input type="checkbox"/> Protects and supports the dignity of others as relational issues arise. <input type="checkbox"/> Solves relational issues quickly and efficiently by demonstrating compassion, empathy and graciousness to others. 	<p>...and the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment to become more compassionate, empathetic, and gracious. <input type="checkbox"/> Designs programs and/or activities that fosters compassion, empathy, and graciousness within the school environment. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students consistently reflect the Psychologist’s commitment to compassion, empathy, and graciousness within the classroom. <input type="checkbox"/> Colleagues consistently recognize the Psychologist as a key leader in developing compassion, empathy, and graciousness within the school.
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Element B: Psychologists demonstrate professionalism inside and outside of the school environment.

<p>There is some evidence that the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses good judgment when interacting with others. <input type="checkbox"/> Fulfills assigned tasks and responsibilities with fidelity. <input type="checkbox"/> Conducts professional practices and interactions with others with integrity. 	<p>The Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to fulfill all assigned tasks and responsibilities. <input type="checkbox"/> Is working toward utilizing good judgement when making decisions or interacting with others. <input type="checkbox"/> Is developing capacity to conduct themselves with integrity. 	<p>...and the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fulfills all assigned tasks and responsibilities efficiently. <input type="checkbox"/> Uses good judgment when making decisions or interacting with others. <input type="checkbox"/> Works collaboratively with others to resolve conflict and to restore relationships. <input type="checkbox"/> Is an individual with utmost integrity demonstrating honesty, kindness, and principled leadership daily. 	<p>...and the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by modeling professionalism and supporting colleagues to become more professional. <input type="checkbox"/> Designs programs and/or activities that fosters professionalism inside and outside of school. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Psychologist mentors others to become more professional. <input type="checkbox"/> Students reflect the professionalism of the Psychologist by being responsible, kind, positive and acting with integrity.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V: Psychologists build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element C: Psychologists build community by engaging all stakeholders to create shared ownership and responsibility.

<p>There is some evidence that the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students, parents, or colleagues. <input type="checkbox"/> Has engaged stakeholders to create ownership and responsibility for student learning and growth. <input type="checkbox"/> Works productively with others to develop cohesiveness and a team approach to increasing student learning. 	<p>The Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to communicate with all stakeholders. <input type="checkbox"/> Is developing systems to increase community among stakeholders. <input type="checkbox"/> Is developing capacity to work collaboratively and not in isolation regarding increasing student learning. 	<p>...and the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with all stakeholders efficiently and effectively. <input type="checkbox"/> Uses the feedback acquired from stakeholders to adjust/modify instruction. <input type="checkbox"/> Builds community by working well with others and refrains from solving issues in isolation. 	<p>...and the Psychologist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by designing systems that build community by engaging all stakeholders to create ownership and responsibility. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate community within the classroom by sharing ownership and responsibility for their learning. <input type="checkbox"/> Stakeholders consistently recognize the Psychologist for building deep, meaningful relationships and for building a community that shares ownership and responsibility for student learning and growth.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V Summary: Psychologists build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Psychologists demonstrate compassion, empathy, and graciousness in their schools.						
b. Psychologists demonstrate professionalism inside and outside of the school environment.						
c. Psychologists build community by engaging all stakeholders to create shared ownership and responsibility.						

Total Points for Standard V

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Overall Professional Practices Rating Summary

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating (10%)	Wtd Pts

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating (10%)	Wtd Pts

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.						
B (0-4)	PP (5-10)	P (11-16)	A (17-21)	E (22-24)	Standard III Rating (10%)	Wtd Pts

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating (10%)	Wtd Pts

Standard V: Psychologists build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating (60%)	Wtd Pts

OVERALL PROFESSIONAL PRACTICES RATING						
B (0-3)	PP (4-7)	P (8-12)	A (13-17)	E (18-20)	Overall Professional Practices	Wtd Pts

End of Report