

OPGES FRAMEWORKS – SCHOOL PSYCHOLOGISTS

Domain 1: Planning & Preparation – School Psychologists				
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate needs.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1B - Demonstrating knowledge of child and adolescent development and psychopathology	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1C - Establishing goals for the psychology program appropriate to the setting and the students served	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.	Psychologist's goals for the Psychological services are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the Psychological services are clear and appropriate to the situation and to the age of the students.	Psychologist's goals for the Psychological services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of	Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity	Psychologist's knowledge of governmental regulations and or resources for the students is extensive, including those available through

		resources available more broadly.	with resources external to the district.	the school or district and in the community.
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	Ineffective Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Developing Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Accomplished Psychologist has developed a plan that includes the important aspects of work in the setting.	Exemplary Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1F - Developing a plan to evaluate the psychology program	Ineffective Psychologist has no plan to evaluate program or resists suggestions that evaluation is important.	Developing Psychologist has a rudimentary plan to evaluate the psychology program.	Accomplished Psychologist's evaluation plan is organized around clear goals and collection of evidence to indicate the degree to which the goals have been met.	Exemplary Psychologist's evaluation plan is sophisticated, with imaginative evidence and a clear path toward the program on an ongoing basis.

Domain 2: The Environment – School Psychologists

2A - Establishing rapport with students	Ineffective Psychologist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing center.	Developing Psychologist's interactions are a mix of positive and negative: the psychologist's efforts at developing rapport are partially successful.	Accomplished Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center.	Exemplary Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2B - Establishing a culture for positive mental health throughout the school	Ineffective Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Developing Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Accomplished Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Exemplary The culture in the school for positive mental health among students and teachers, while guided by the psychologist is maintained by both teachers and students.
2C - Establishing and maintaining clear procedures for referrals	Ineffective No procedures for referrals have been established: when teachers want to refer a student for	Developing Psychologist has established procedures for referrals, but the	Accomplished Procedures for referrals and for meetings with parents and	Exemplary Procedures for all aspects of referral and testing protocols are clear to everyone and

	special services, they are not sure how to go about it.	details are not always clear.	administrators are clear to everyone.	have been developed in consultation with teachers and administrators.
2D - Establishing standards of conduct in the testing center	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2E - Organizing physical space for testing the students and storage of materials	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
Domain 3: Delivery of Service – School Psychologists				
3A - Responding to referrals consulting with teachers and administrators	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3B - Evaluating student needs and compliance with National Association of School psychologists NASP guidelines	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow	Psychologist attempts to administer appropriate evaluation instruments to students but does	Psychologist administers appropriate evaluation instruments to students and ensures that all	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions

	established procedures and guidelines.	not always follow established time lines and safeguards.	procedures and safeguards are faithfully adhered to.	and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3C - Chairing evaluation team	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, assisting in the preparation of adequate IEP's.	Psychologist assumes leadership of the evaluation team as standard expectations: assists in development of IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Provides detailed information to assist in development of accurate IEP's.
3D - Planning interventions to maximize student's likelihood of success	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3E - Maintaining contact with physicians and community mental health service providers	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3F - Demonstrating flexibility and responsiveness	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the psychological services when confronted with evidence of the need for change.	Psychologist makes revisions in the psychological services when it is needed.	Psychologist is continually seeking ways to improve the psychological services and makes changes as needed in response to

student, parent, or teacher input.

Domain 4: Professional Responsibilities – School Psychologists

4A - Reflecting on practice	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist does not reflect on practice, or reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4B - Communicating with families	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4C - Maintaining accurate records	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist's records are in disarray, they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4D - Participating in a professional community	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist's relationships with colleagues are	Psychologist's relationships with colleagues are	Psychologist participates actively in school and	Psychologist makes a substantial contribution to

	negative or self-serving, and psychologist avoids being involved in school and district events and projects.	cordial, and psychologist participates in school and district events and projects when specifically requested.	district events and projects and maintains positive and productive relationships with colleagues.	school and district events and projects and assumes leadership with colleagues.
4E - Engaging in professional development	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4F - Showing professionalism	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.