



Georgia School Psychologist Services Evaluation Instrument

(GASP-SEI)

Georgia Association of School Psychologists

Development Team

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Introduction

The role of school psychologists, both in Georgia and throughout the United States, has evolved over time in response to both the demands of an increasingly diverse school population, as well as, advancements in the field. In 1975, the field of school psychology expanded dramatically as there became a greater need for those trained in special needs populations and who were served under the newly created PL 94-142- Education for All Handicapped Children Act. School psychologists became heavily associated with special education under this expansion. The long-standing traditional role was seen as evaluation specialists with expertise in individualized ability assessment, diagnosis, and intervention.

This perception has been supported by research specific to Georgia with the work of McAfee (1988), Kimball (1998) and most recently Rogers (2010). While initial roles and expectations revolved around assessment and duties primarily associated with special education (report writing and eligibility reports) Rogers noted a shift toward regular education and academic improvement that occurred with the introduction of the Pyramid of Interventions (2007) and with the national initiative for accountability and No Child Left Behind (NCLB). In his study (2010) Rogers reported an increased focus on psychological services including consultation, program planning, program implementation, and applied research. This supports the national trend of school psychologists being identified as data-based decision makers that are integral to the establishment and maintenance of successful school environments.

The Georgia School Psychologist Evaluation Program (GSPEP), was developed in 1990 collaboratively between the Georgia Department of Education (GADOE) and university trainers in the field of school psychology, It was created to help supervisors of school psychologists assess the performance of school psychologists in the schools (GSPEP, 1991). This instrument was unique within the educational arena due to the complexity and specialization of the field of school psychology; consequently, it had components built in (such as peer review) for those psychologists in settings where supervisors were not trained in the same profession. While the content of the GSPEP was profession specific, the method of assessment was similar to that of other educational professions in Georgia. It incorporated observations, records review, and feedback from consumers. The GSPEP provided a much needed structure for evaluating school psychologists at the time of its inception. That being said, it fails to address current roles and practices that are required to serve 21st century schools in Georgia.

School psychology, as a field, has changed over time along with pedagogical changes across the country (Fagan & Wise, 1994). In keeping with these changes, the Professional Standards Commission (PSC) of Georgia increased the educational requirement from a Master's in Education degree to that of Educational Specialist in 1986 to match the increased complexity of the duties, roles and demands of school psychology practice.

In combination with the PSC, the Georgia DOE recognizes the school psychologist's certification requirements as the highest qualified entry level field. As previously noted, School psychologists minimum degree requirement is the Educational Specialist or equivalency level (30 hours above Master's degree). Moreover, unlike other professionals in the schools (e.g., teachers, counselors and social workers), the school psychologist's internship period is one full year (1200 hrs) of supervised practice before certification is granted. This rigorous educational requirement is present to ensure adequate education and training given the variance of service demands across the state and the complexities of the roles and duties of the profession.

With improvement of effectiveness of services in mind, the National Association of School Psychologists (NASP) has developed periodic guidance to states and school systems about model psychological services, including recommendations regarding the roles and functions of school psychologists. The first NASP publication of psychological services guidance was generated shortly after PL 94-142 in 1978. Subsequent revisions to the roles and services guidance documents were published in 1984, 1992, 1997, and 2000 and with the most recent practice model of psychological services being introduced in 2010 (NASP- Model, 2010). The 2010 NASP Model for Integrated Psychological Services is based on decades of enhanced model iterations with the goal of improving school psychological services to help children and youth succeed academically, emotionally, socially and behaviorally.

The GASP-SEI model has been an adapted framework from the NASP 2010 services model. Service effectiveness is always contingent upon workforce availability within the school setting. It is important to note that the current levels of school psychologists within Georgia falls short of the recommended levels by NASP and therefore Georgia has maintained a much higher school psychologists to student ratio than recommended by NASP.

The NASP services model recommended school psychologist ratio is 1:1000 which is much lower than Georgia's current funding level of 1:2400 or even when considering the many of the local school systems additional local funding which brings an estimated school psychologist to student ratio across the state of Georgia to around 1:2100. Therefore, with this in mind, the reader is cautioned to consider this important factor when developing work production expectations for the various potential domain roles and settings for which school psychologists have been trained to serve students and personnel within the schools. (Senate, 2012).

The Georgia School Psychological Services Evaluation Instrument (GASP-SEI) reflects the areas and elements propounded in the NASP model. The Georgia Association of School Psychologists Executive Board desired to initiate the development of a tool which was more reflective of the state of Georgia's curriculum in the schools, current school psychologist training and national trends for school psychologist services.

Purpose

The purpose of the Georgia School Psychological Services Evaluation Instrument is to help provide for the stakeholders (supervisors and school systems) with:

- A) The knowledge of potential areas of service in which school psychologists can be most effective;
- B) A relevant, unbiased and reliable assessment tool for use in evaluating the school psychologist in the schools:
- C) A tool which can help the school psychologist in improving services in his or her work environment.

The tool was developed and based in response to Georgia's updated curriculum known as Common Core Georgia Performance Standards (CCGPS), the most current psychological services model from the National Association of School Psychologists (NASP 2010) and current training received by school psychologists in University programs in Georgia, as well as, the national NCSP approved programs across the nation. This instrument was developed with groundings in: continuous improvement of services, effective and well-rounded services across school populations, and within the school-family-community continuum of stakeholders involved in the school system.

General Description

There are 5 domains used within the GASP-SEI which are anchored under the School Psychological Services Model framework. Each domain area has 2 related standards areas. The 5 broad domain areas of service are:

- Data Analysis and Application;
- Collaborative Partnering;
- Intervention and Supports;
- System Level Services and
- Core Principles and Professional Responsibilities.

Under each of the domain areas there are 2 related performance standards. Supervisors familiar with the GSPEP will recognize shared elements with the previous tool, primarily in the following domains: Data Analysis and Application, and Collaborative Partnering.

The instrument utilizes a rubric structured with increasingly complex and advancing skill and attribute descriptors which are linked to the demonstration of school psychological services;

- Exemplary,
- Proficient,
- Needs Development,
- Ineffective

The rubric was designed to allow flexibility of use for school systems, in that, although the 10 performance standards reflect the broad skill areas of school psychologist training, each element also has a “*no opportunity*” option which a supervisor can select if their particular school psychologist has a limited or restricted job description within the continuum of services of that particular school system.

Each of the 10 standards also includes a general listing of performance indicators of what the skills areas may include when demonstrated in a school system. These indicators are meant to provide some reference for stakeholders who may be unfamiliar with psychological services and are included for familiarization purposes.

This section contains a quick glance at each of the 5 domains and 2 standards under each with some general examples of school psychologist roles. A more detailed and in depth discussion of each domain is contained the domain area and role descriptions. Each of the in depth sections also contain additional exemplars to familiarize the reader with additional information about school psychologist services.

Exemplars which are listed under each rubric domain and standard are not meant to be used by the rater or supervisor as a checklist, ranked listing or rigid descriptor by which the school psychologist is evaluated. The listing simply provides examples and not intended as an exhaustive citation of services.

Quick Glance

Summary of the 5 Domains, 10 Standards and some common role examples under each.

Domain #1- Data Analysis & Application –Includes aspects of data analysis

Standard 1- Data-Based Decision Making and Accountability

- Assessments
- Screenings
- POI/RtI tiers data analysis

Standard 2- Research and Program Evaluation

- Intervention effectiveness
- Program/ Strategy research
- Technology research

Domain #2- Collaborative Partnering –Includes collaborative roles

Standard 3- Consultation and Collaboration

- POI/RtI tiers consultations (academic and behavioral)
- IEP consultations
- Parent consultations

Standard 4- Family–School Collaboration Services

- Transition planning and collaboration
- Liaison between community and school
- Family- Community education

Domain #3- Interventions & Supports –Includes provisions for student support

Standard 5- Interventions and Instructional Support

- Classroom/ Student observations/ consultation for management
- Learning/ Exec Functioning Supports
- Fidelity of instruction or intervention appraisals

Standard 6- Interventions and Mental Health Services

- Classwide behavior supports
- Mental health supports
- Student behavior support plans/ FBAs

Domain#4- System Level Services—Includes provisions for systemic support**Standard 7- School-Wide Practices to Promote Learning**

- Inservices/ education on academic supports- PALS uses/ EF importance/ etc
- Establishing benchmarks and conducting universal screenings
- POI/RtI tiers appraisals and evidence based enhancements

Standard 8- Preventive and Responsive Services

- PBIS, Behavioral coaching
- School Climate and safe atmosphere supports
- School crisis support/ Direct counseling

Domain #5- Core Principles & Professional Responsibilities—professional practice aspects**Standard 9- Diversity in Development and Learning**

- Support of culturally diverse learners and other marginalized groups
- Support of SWD
- Disproportionality awareness and education – fairness-equity-social justice

Standard 10- Legal, Ethical, and Professional Practice

- Follows ethical practices
- Adheres to legal mandates
- Professionalism- demeanor- collegiality- mutual respect

In the next section, each of the domain areas are broadly described and explained based on the current research and the NASP psychological services model.

Georgia School Psychologist Services Evaluation Instrument (GASP-SEI)

Detailed Description of Domain Areas and Related Standard Roles

Each of the 5 domain areas include 2 related standards which pertain to the school psychologist in role, training and scope of practice within the school setting are described in detail.

Domain #1- Data Analysis & Application

(Keys- Student- Class- School- System Analysis)

Standard 1. - Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. This can include student level, classroom level, school level and system level types of analysis depending on the questions being asked and the needed information necessary to aid in developing solutions or action plans based on existing data or data/ information which may need to be collected and analyzed. Typically at the student and classroom level data-based decision making and analysis can include formalized and informalized assessments, observations, interviews and contextual/ curriculum analysis. Formal assessments of students may include individualized and standardized assessments (both normative and curriculum-based measures) which are selected as appropriate for the student and situation. The formalized process may also include an assessment continuum from diagnostic screening, partial assessments to comprehensive assessments depending on the necessity of the problem and the needed information from the analysis. Types of information used can include academic, behavioral and social-emotional elements.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. School and system level analysis can include elements such as designing and implementing appropriate universal screeners for populations to help with student identification of needs. Analysis may pertain to individual students or with classroom, grade and school wide measures of progress and levels of proficiency. Data analysis can also include contextual review through sources such as attendance and discipline implementation trends, school wide implementation of rules and/or school strategic plans or mission statements.

Designing measures of progress may be used for aspects of RtI (response to intervention) and can include best practices for these measures. It may also include assessment of classwide or student performance along a continuum of learning objectives or curriculum standards used in the classroom.

The school psychologist can provide design, measurement and analytic services to help schools and systems determine performance, progress and level of growth for those students who may be receiving more intensive or specialized interventions and who are not working on grade level in some capacity. The school psychologist can provide interpretation of existing or collected data

to help with decision-making for child study teams, student support teams and other professional learning communities and teams.

Data-based decision making can include the more traditional roles for school psychologists such as the assessment and interpretation of data collected during the psycho-educational assessment of a student. These types of assessments have helped school systems and student education committees in determining when a student may or may not qualify for specific special education services. The school psychologist can be an integral part of the student team and help with interpretation of the various types of data collected during an assessment. These types of assessments would be conducted for teams who have referred a child for an evaluation based on the suspected need for special education services or re-evaluations of student who have been receiving services.

Standard 2. - Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. This can include a variety of needs which a school system may encounter, such as a need for implementation and collection of local normative data by class, school and system. The school psychologist should be familiar with applied robust techniques and systems for collection, analysis and interpretation of the data to aid schools and systems.

School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

This can include working with others to develop, design, implement and analyze the effectiveness of interventions, programs or curricula through a variety of direct and indirect measurement principles. These may include surveys, data collection methodology, observations and/or interviews. It includes both the applied aspects of the data of interest and the limitations of the data when analyzing and interpreting it. It could also include the design and implementation of collecting qualitative data, its nature, purpose and potential areas of usefulness.

Domain #2- Collaborative Partnering**(Keys- Consultation- Collaboration)**Standard 3. - Consultation and Collaboration

School psychologists have 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. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Within the school setting, school psychologists consult with teachers, administrators and support staff (counselors, social workers) concerning planning and supports for children. Consultation may take many forms within the educational arena. Consultation may center on an individual case where a student undergoing evaluation is the topic of discussion amongst educators in terms of planning for the specific needs of the child; or, it may center on instructional strategies and best practices for a student whom the school psychologist is not evaluating. Teachers and administrators routinely consult with school psychologists about instructional strategies and behavioral modification techniques what would benefit the class or school as a whole.

Systemic consultation occurs at the school, district or, in some cases the state and national levels. Examples of school level collaboration and consultation may involve the school psychologist when decisions about remediation programs for academic skill areas are made and implementation of RtI practices. While the school psychologist should not be viewed as the implementer of RtI, he or she may provide useful information pertaining to the structure of the delivery, as well as provide insight into the research behind the choices of intervention delivery.

Once a delivery method is chosen, school psychologists can also consult and collaborate with teachers and administrators about the training needs of the school staff with regard to implementation of Best Practices for student outcomes, whether academically, socially or behaviorally.

State or national consultation may also occur. School psychologists have knowledge about learning and child development that may inform policy makers when legislation is underway that pertains to identification of students with learning, social and/or behavioral difficulties. School psychologists involved with the state or national school psychology associations are often involved in this type of consultation. Communication skills of the school psychologist cannot be underestimated when the aforementioned types of consultation ensue.

Standard 4. -Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design,

implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Family and school collaboration is multi-faceted. The school psychologist often works with school social workers and counselors in order to assist children and families with resources to address mental or behavioral health needs of the student. This may take the form of providing additional resources to families that may be utilized outside of the framework of the school day. School psychologists fulfill a unique role in that during an evaluative process, they are able to gain substantial amounts of information from the identified student and piece together accompanying information from the student's teachers and parents or guardians in order to arrive at the core root of the difficulties the child may be experiencing. This allows for targeted interventions to be put forth in order to best meet the needs of the student.

Collaboration with key stakeholders outside of the school building is also a role that school psychologists are uniquely poised to perform. The school psychologist, with permission from the guardian, is able to communicate with outside agencies and private practitioners concerning the needs of the individual child. This type of professional collaboration cannot be underscored as it is critically important to have a "bridge" between the functioning of the child within the school setting and his or her functioning outside of the school setting. Private practitioners do not often have the benefit of consultation and direct observation of students outside of the confines of the office location where the child or family may be seen. School psychologists afford a lens that offers practitioners who may be working with or treating children that is not attained elsewhere. This type of collaboration with children, families and outside agencies is necessary for optimal treatment of children and problem identification. School psychologists are able to provide a layered context and rich information for professionals and agencies, thus improving student outcomes (NASP- Evidence, 2010). Continued collaboration often occurs once problem identification is narrowed down in order to ensure that the student is "on track" with the services being rendered, regardless of the case.

Schools house diverse learners and families (NASP- Model, 2010). School psychologists are trained to be sensitive to and aware of various cultural differences and to work with families in the context of social mores and values. School psychologists are educated in the best practices to work with families who may not speak the English language, and to offer resources to aid in communication regarding the child's school performance. Communication skills of the school psychologist are important when engaging in consultation with families from diverse cultural backgrounds. The school psychologist plays an important role when in this scenario as he or she must effectively communicate the research and resources that identify the problem and aid in remediating it to parents/guardians and the school. Problem identification must take into account values and differences and should be viewed in the context of the child's culture. Parents and guardians must be able to trust that the school psychologist and school have the best interest of the child at heart, and effective communication and consultation from the school psychologist may aid in facilitation of this end.

Domain #3- Interventions & Supports**(Keys- Interventions for academic, behavior, emotion support)**Standard 5. - Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

School psychologists deliver a wide range of services that pertain to every child in the building, whether they are in regular education classrooms or are being served by special education. Not only do school psychologists work with teachers, administrators, parents and children to enable each child to develop their own individual potential in specific schools they also align their services with state curricula, such as Common Core, as well as with district, county and local school expectations. With school personnel, they often participate and help develop, coordinate and implement school-wide plans for such functions as the improvement of the overall school climate and instruction, which then positively affects the overall academics of a school, as well as within the individual classrooms. Using and applying empirically-based research on learning and cognition for the development of effective instructional strategies not only encourages individual student learning, but also impacts the systems level of the entire school, as well.

One of the many facets of the services provided by school psychologists relates directly to academic performance. School psychologists are in a unique role to be able to not only recognize the relationship between the school environment, curriculum and instruction and how all of these impact the learning of each child, but to identify and remedy barriers to learning. Such academic barriers might include learning disabilities, mental health issues, social skills deficits, difficulties relating to the culture and/or language and family problems. School psychologists have an extensive background in child development, theories of learning, language development and curriculum development and so are well suited to work with teachers and administrators so that effective evidenced-based interventions are developed for each child with academic difficulties. In doing this, school psychologists incorporate information about each child, such as their ethnic, racial, language, cultural, socio-economic and specific learning styles when consulting with teachers, administrators and parents, when conducting psychological evaluations and designing individual interventions for children.

School psychologists are able to facilitate design and delivery of curriculum and instructional strategies that promote children's academic achievement, such as literary instruction, universal screening, teacher-directed instruction, peer tutoring, interventions for self-regulation and planning/organization. School psychologists use multiple sources of assessment data (CBM, standardized measures) to develop and implement evidence-based instructional strategies and then share their knowledge about research in curriculum and instruction with the teachers, administrators and parents. When consulting with teachers, such factors are considered, such as how to individualize instruction, manage classroom behavior, monitor student progress, evaluate class data and adjust the interventions and strategies to ensure that the curriculum is accessible to every child. Once programs are implemented, school psychologists are able to monitor the effectiveness, acceptability and fidelity of these interventions to determine

whether the goals were achieved. Student engagement in learning contributes to a more positive and productive classroom environment, which then results in more time being focused on learning, along with increased school attendance and higher graduation rates.

Standard 6. - Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

School psychologists are well versed on how social, emotional, psychological and environmental factors influence students' academic performance in the classroom. They are in a unique role to provide a continuum of developmentally appropriate mental health services to all children, including individual and group counseling, behavioral coaching, classroom and school-wide social and emotional learning programs, positive behavioral support, in addition to parent education and support. Additionally, other services, such as wellness and prevention programming, risk assessment and coordinating community services help to integrate behavioral supports with mental health services, along with academic and learning goals. Not only do these mental health services reduce discipline referrals, increase attendance and academic performance, but they also help students develop critical thinking, problem solving skills and leadership qualities.

When designing and implementing behavioral plans, school psychologists use systematic decision making strategies to consider such factors as the antecedents, consequences, functions of the behaviors and potential causes of behavioral infractions that may be impacting learning or appropriate social skills. Teachers and administrators are consulted on a variety of topics, such as classroom management strategies, programs promoting positive peer relationships, social problem solving, school-wide positive behavior interventions and use of effective discipline policies. These behavior change programs can be on an individual, group, classroom or school-wide level. Approaches that can be considered include positive reinforcement, social skills training, positive behavior support, FBAs and behavior analysis. A problem solving process can be used with early identification of student problems, using a variety of instruments and techniques. The school psychologist can assist the school staff when collecting universal screening data and progress monitoring data, which then is used to adjust academic strategies and social/emotional interventions. Promoting students' positive behaviors and social interactions will directly support academic achievement, as well as communication and social skills, problem solving, anger management, conflict resolution, self-regulation, self-determination, resilience and optimism.

Domain#4- System Level Services**(Keys- School and System Wide Elements)**Standard 7. - School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

School psychologists use knowledge of the systems structure to benefit students in academic and social development. They work closely with the school's Student Support Team (SST) and to collaborate others within the schools' Pyramid of Intervention framework in ways that promote learning. The school psychologist uses their knowledge of the systems existing technologies, curriculum, and existing community resources to help facilitate and implement evidenced-base strategies to foster learning and promote students' mental health. School psychologists participate on a variety of teams and committees throughout the system.

The school psychologist has knowledge of physical, cognitive, emotional, social and moral development of children. Using this knowledge they help develop interventions and provide evidence-based interventions for students with academic and behavioral difficulties. They are able to use their knowledge to help develop universal screening programs with the Response to Intervention (RtI) framework for the system. Methods for improving the implementation and application of system-wide policies that impact student success may be overseen by the school psychologist. They collaborate with others to support and evaluate school and system-wide programs and interventions.

Standard 8. - Preventative and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

School psychologists provide mental health preventive and wellness care for the students of the system as well as others in the community. In the event of a crisis, they are on the forefront of providing assistance to the students, school personnel, families and community to help facilitate healing and reconciliation. The school psychologist has had training in a variety of mental health arenas to prevent and intervene in situations involving serious academic, behavioral, or emotional difficulties of students within the system. They collaborate with others, within the system and in the community, to provide an integrated and comprehensive system to respond to crisis situations and to prevent a crisis situation from occurring. Services are designed to be appropriate for the school environment.

The school psychologist may use their knowledge of evidenced-based practices to improve the achievement of students and to help reduce negative behaviors within the school. Behavior management techniques that may be used in the classroom to help promote a safe environment for students and school personnel may be developed by the school psychologist.

Crisis events faced by the schools may be due to natural disasters (tornadoes, floods), the death(s) of students or school personnel, violence (either in the school or community), or other forces that negatively impact the school environment. These events may significantly impact students' ability to learn. School psychologists have had training in response models to facilitate the ability to triage and cope in the aftermath of a crisis.

Domain #5- Core Principles & Professional Responsibilities**(Keys- Diversity, Ethics and Sound Practice)**Standard 9. - Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

School Psychologists define diversity broadly and are accustomed to viewing each individual with whom they work as a unique human being with their own set of unique needs and concerns. School Psychologists have special expertise in working with students who have disabilities or health problems, who face cultural or linguistic barriers, or whose family or socioeconomic situation affects their learning. They work with teachers and other staff to:

- Assess learning and behavior needs and distinguish between issues related to family, culture, or language and a learning style or disability
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to promote greater student engagement
- Promote positive relationships among all students
- Monitor and effectively communicate with parents about student progress

School psychologists work with school administrators to ensure that education plans are designed and implemented so students with disabilities receive a free appropriate public education in the least restrictive environments.

Standard 10. - Legal, Ethical, and Professional Practice

The mandate of legal, ethical and professional practice serves as the foundation for the practice of school psychology. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

School psychologists are often leaders in local systems of education, and as such, should demonstrate the highest degree of professionalism. Examples can include Professional Demeanor, Timeliness in Duties, Collegiality, Teamwork, Team Building, Communication Skills, etc. They are responsive to the demands of their profession as well as those of the system, assuming other duties as assigned and noted below:

Specific County Practice Requirements- _____

School Psychologists are bound ethically and professionally by several Codes of Ethics and Legal Professional Behavior. The following is a list of those codes.

NASP Principles for Professional Ethics, (2010)

Web Link- www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf

APA Ethical Principles of Psychologists and Code of Conduct, (2002), (2010-amendments)

Web Link- www.apa.org/ethics/code/principles.pdf

Georgia Teacher Code of Ethics for Educators, (2009)

Web Link- www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf

Implementation of the GASP-SEI

The initial implementation phase of this tool is encouraged to be a two year staged process to allow familiarity with the tool and general agreement and expectations in role aspects from both the supervision perspective and the school psychologist practitioner perspective. Initially, the first year of implementation should include both the supervisor and the school psychologist completing the rubric areas to allow supervisor and self assessment to occur. An end-of-year meeting would be included to help compare and contrast the assessment results of the school psychologist with discussion revolving around the similarities and differences among the two raters.

GASP has completed a preliminary survey information conducted in 2013 to also provide some general guidance on degree of current involvement in the various domain and performance standard areas. Ongoing data collection from across the state will also occur as this tool is implemented to help with alignment of expectations and ratings for each of the performance standards. Because this is a continuous improvement rubric, the expectation of an “exemplary” rating may not necessarily be realistic or common for most school psychologists across the standards in the field. Similarly, the rating of “proficient” should not be perceived as a negative rating. New practitioners with limited experience may initially begin with some ratings of “needs development” but should progress in skills and services as their experiences and continued training flourishes.

The school psychologist services evaluation process would include a minimum of a 3 stage process including; an initial pre-meeting at the beginning of the year, a formative midyear meeting and a summative end-of-the-year meeting which will summarize the performance of the school psychologists services.

The initial formative meeting would allow supervisor and school psychologist agreement on the expectations for the school year to be put forth and solidified using the 5 domains and 10 performance standards. This provides opportunity for both the supervisor and school psychologist to come to agreement on potential areas of service, the needs of the school system and any necessary alignments with the counties set forth goals or strategic plans by the superintendent and or school board.

The midyear meeting can be used by both the supervisor and the school psychologist to review performance in the areas agreed upon and can allow for recognition of service area standards being met and/ or those domains or standards which are still in the developing stage for the school psychologist to gain awareness of potential areas for improvement. The rubric domain and standards sheets would be used to help the supervisor and school psychologist gain perspective of relative performance up to that point within the year and performance trends.

Should stark disagreement of ratings occur between supervisor and school psychologist at the midyear assessment, the supervisor and the school psychologist could agree to use data based compendium/ log (collected by both supervisor and school psychologist if desired) used to reflect either the deficiencies or proficiencies in the domain/ standards areas of disagreement with or without a peer review – another trained and experienced school psychologist (if agreed acceptable). Midyear feedback from the supervisor should be based on concrete data and observations gathered during the formative assessment.

School Psychologists are encouraged to keep a running log of professional activities throughout the year to help document actions which could be positively impactful to the school system. These documented activities can range along the 10 standards and can include trainings they attended.

The end-of-year summative meeting would be a review of the year's performance under each of the pre-agreed upon domain and standards areas. The domain rubric would be re-used again at the end-of-year meeting to allow for noted improvements or declines in expected performance based on data and observations. The rubric domains and standards would be revised and finalized based on the performance descriptors for the school psychologist and the summary sheet would be completed to provide a final overview of the performance ranked of the school psychologist.

General Implementation Steps of the GASP-SEI

Recommended Evaluation Steps – Flowchart

Initial Pre-meeting → Mid Year Formative Feedback → End of Summative Review

Recommended Observation(s)- 2 for those under 3 years of practice,

1 for those with greater than 3 years.

Initial Pre- Evaluation Meeting- (Appendix A Worksheet) This initial beginning of the school year meeting would be used to discuss supervisor expectations and the specific domains/ standards that are to be used for the summative assessment at the end of the school year. (Worksheet provided in Appendix A) This would allow the stakeholder/ supervisor and the school psychologist to mutually agree upon the domains and standards in which the expected roles, responsibilities and general expectations are derived for the school year.

Observations (formative)- two minimum recommended for practitioners with under 3 years experience, one minimum for practitioners with over 3 years of experience. *However, school systems can choose to do more observations if desired or more feedback becomes necessary.*

Formative Assessment Mid Year- (Appendix B or C Worksheet) Using the Domain and Standard Rubric sheets- the supervisor would provide feedback on the perceived degree of proficiency for the school psychologist to that point based on observations and other information. The supervisor would use either the regular feedback form (for adequate progress) contained under Appendix B or the midyear improvement worksheet (used if there is any area seen as lacking) contained under Appendix C.

Data based log of activities with or without Peer Review- School psychologists are encouraged to document case study examples or log data based examples of activities throughout the year in the domain areas being rated (Appendix F), especially if there is disagreement in a perceived rating of a domain area between the supervisor and the school psychologist. A peer review (trained and experienced school psychologist) request could also be made if there is continued disagreement to help provide a third party mediator appraisal of the areas of incongruence.

Summative Evaluation- This is the summary form with attached multiple page 5 domain Evaluation Rubrics used by the supervisor to appraise the school psychologist being evaluated. The tool includes all 5 domains and 10 performance standards. Any standards not applicable to the given role of the school psychologist in the system will be marked “no opportunity”. Supervisors should base ratings on the rubric description and not the performance indicators. The performance indicators are intended to provide examples.

The rating system has 4-point rubric structure and attribute descriptors that are ultimately tied to application of school psychological services effecting outcomes within the system or schools served. The skill descriptors are in order of descending skill level from left to right. The far left *Exemplary* (4) skills include the application and incorporation of knowledge towards system improvement or enhancement with measurable outcome based improvements and may include complete system change towards improvement. *Proficiency* (3) includes a general demonstration of knowledge and skills in that performance standard. *Needs Development* (2) implies a deficiency of skills and knowledge under the standard with potential for growth. An *Ineffective* rating describes a markedly incomplete or absence in the necessary skills and knowledge for the standard despite ongoing training and professional development employed in that area. It describes proficiency *below* the needs development skill level.

This section is used when no role opportunity exists

Advanced ← → Absent

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Applies results to develop, design, implement, and evaluate response to services and programs	Demonstrates skills to use psychological and educational assessment, data collection strategies for data based decisions.	The school psychologist has inconsistent and very limited knowledge of varied models and methods of assessment and data collection.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

No opportunity on the far right allows flexibility for the school system to select those services deemed necessary. It also allows school psychologists with a wide skills set to not incur any penalty if he or she did not have the latitude to practice those skills within the school system due to more narrowed range of services selected by that system.

A “needs development” at the midyear point would allow the school psychologist to make adjustments to the types of services provided or improvement to the knowledge base, skills and application in the area of deficiency based on feedback examples from the supervisor.

A summative end of year assessment which includes a “needs development” rating would typically follow the school system or county policy for professional improvement and development. An “ineffective” and would fall under the human resources and board policy purview for determined next step action.

GASP-SEI Summative Evaluation Sheet (Appendix D)- This is a one page summarization of the evaluation areas used for assessment of the school psychologist. This is a direct reflection of the results given by the supervisor on the longer summative evaluation form. It provides a snapshot of the performance and appraisal of the school psychologist who was evaluated.

The next section contains the 5 domain areas with rubric descriptors and performance indicators listing. These sheets are used at midyear and end of year evaluation points with accompanying summary sheets.

Domain Rubrics

Domain #1- Data Analysis & Application

Includes elements of data based decision making and of research and program evaluation. (keys- student- class- school analysis, system analysis). Please read the general descriptions of the elements contained in this domain. School psychologists being evaluated should have basic knowledge and each subsequent rank above this includes the skills listed in the previous rank. (e.g. a proficient ranking includes skill attributes under the developing ranking).

Domain 1, Standard 1- Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Applies results to develop, design, implement, and evaluate response to services and programs	Demonstrates skills to use psychological and educational assessment, data collection strategies for data based decisions.	The school psychologist has inconsistent and very limited knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

- ~ use a problem-solving framework as the basis for all professional activities.
- ~ systematically collect data from multiple sources as a foundation for decision-making and consider ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings.
- ~ collect and use assessment data to understand students' problems and to select and implement evidence-based instructional and mental health services.
- ~ aid teams by conducting assessments to help identify students' eligibility for special education and other educational services.
- ~ use valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure responses to interventions, and to revise interventions as necessary.
- ~ assist with design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented (i.e., treatment fidelity).
- ~ use systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.

~ use systematic and valid data collection procedures to evaluate and document the effectiveness of their own services.

~ use information and technology resources to enhance data collection and decision making.

Domain 1, Standard 2- Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

☐ Exemplary (4)	☐ Proficient (3)	☐ Needs Development (2)	☐ Ineffective (1)	☐ No Opportunity
<p>Uses various techniques and technology resources for data collection, measurement, and analysis to refine and improve practices or to support effective practices at the individual, group, and/or systems levels.</p>	<p>Demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis</p>	<p>The school psychologist has inconsistent and limited knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data.</p>	<p>Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.</p>	<p>The school psychologist was not rated in this area as opportunity wasn't provided within this system.</p>

Performance indicators may include but are not limited to the following:

~ evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.

~ incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.

~, in collaboration with others, collect, analyze, and interpret program evaluation data in applied settings.

~ provide support for classroom teachers in collecting and analyzing progress monitoring data.

~ apply knowledge of evidence based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.

~ provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

~ incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.

Domain #2- Collaborative Partnering

Includes elements of consultation and collaboration and family-school collaboration (keys-consultation- collaboration). Please read the general descriptions of the elements contained in this domain. School psychologists being evaluated should have basic knowledge and each subsequent rank above this includes the skills listed in the previous rank. (e.g. a proficient ranking includes skill attributes under the developing ranking).

Domain 2, Standard 3 - Consultation and Collaboration

School psychologists have 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. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Applies knowledge of varied models to promote understanding for individuals, families, and groups and uses consensus building to enhance the services and/ or programs.	Demonstrates skills to consult, collaborate, and communicate with others.	The school psychologist has inconsistent and limited knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

- ~ use a consultative problem solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.
- ~ effectively communicate information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others.
- ~ consult and collaborate at the individual, family, group, and systems levels. School psychologists facilitate communication and collaboration among diverse school personnel, families, community professionals, and others
- ~ function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.
- ~ apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

Domain 2, Standard 4- Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

□ Exemplary (4)	□ Proficient (3)	□ Needs Development (2)	□ Ineffective (1)	□ No Opportunity
Incorporates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies and community resources to support family influences on children’s learning and mental health effectiveness.	Applies knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health.	The school psychologist has inconsistent and limited knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn’t provided within this system.

Performance indicators may include but are not limited to the following:

- ~ use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
- ~ identify diverse cultural issues, contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and address these factors when developing and providing services for families.
- ~ promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- ~ advocate for families and support parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.
- ~ educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- ~ help create linkages between schools, families, and community providers, and help coordinate services when programming for children involves multiple agencies.

Domain #3- Interventions & Supports

Includes elements of interventions and instructional support for academic skill development and interventions and mental health services for social and life skill development (keys- interventions for academic, behavior, emotion). Please read the general descriptions of the elements contained in this domain. School psychologists being evaluated should have basic knowledge and each subsequent rank above this includes the skills listed in the previous rank. (e.g. a proficient ranking includes skill attributes under the developing ranking).

Domain 3, Standard 5- Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Incorporates the knowledge of diversity influences and curricula knowledge to use assessment and data collection methods for measurement/ refinement and improvement effectiveness.	Applies knowledge of diversities influences on learning, and curricula knowledge to develop assessment and data collection Methods for measurement.	The school psychologist has inconsistent and limited knowledge of biological, cultural, and social influences on academic skills; development, learning, and cognitive processes; and evidence-based curricula and instructional strategies.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

- ~ use assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance.
- ~ promote the principles of student-centered learning to help students develop their individual abilities to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- ~ work with other school personnel to ensure the attainment of state and local academic benchmarks by all students.
- ~ apply current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems level.
- ~ work with other school personnel to develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.
- ~ incorporate all available assessment information in developing instructional strategies

to meet the individual learning needs of children.

~ share information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement, and healthy lifestyles.

~ facilitate design and delivery of curriculum and instructional strategies that promote children's academic achievement, including, for example, literacy instruction, teacher-directed instruction, peer tutoring, interventions for self regulation and planning/organization, etc.

~ use information and assistive technology resources to enhance students' cognitive and academic skills.

~ address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.

Domain 3, Standard 6- Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Incorporates the knowledge of diversity influences on behavior and mental health which may impact learning and life skills, and use assessment and data collection methods to support/ improve socialization, learning, and mental health effectiveness.	Applies knowledge of biological, diversity and social influences on behavior and mental health which may impact learning and life skills, and use evidence-based strategies to promote social–emotional functioning and mental health.	The school psychologist has inconsistent and very limited knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

~integrate behavioral supports and mental health services with academic and learning goals for children.

~ facilitate design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making.

~ use systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.

~ address intervention acceptability and fidelity during development, implementation, and evaluation of behavioral and mental health interventions.

~ provide a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral support, and parent education and support; this may include attention to issues such as life skills and personal safety for students with lower levels of functioning.

~ develop and implement behavior change programs at individual, group, classroom, and school-wide 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.

~ evaluate implementation and outcomes of behavioral and mental health interventions for individuals and groups.

Domain#4- System Level Services

Includes elements of school-wide practices to promote learning and preventative and responsive services (keys- school and system wide elements). Please read the general descriptions of the elements contained in this domain. School psychologists being evaluated should have basic knowledge and each subsequent rank above this includes the skills listed in the previous rank. (e.g. a proficient ranking includes skill attributes under the developing ranking).

Domain 4, Standard 7- School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Incorporates knowledge of school and systems in general and special education; technology resources; and evidence-based school practices and data to support or improve/ refine learning and mental health effectiveness.	Applies knowledge of school and systems structure, organization, and theory; general and special education; technology and evidence-based school practices to promote learning and mental health.	The school psychologist has inconsistent and limited knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

- ~ incorporate evidence-based strategies 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 at all levels of schooling, grading, home– school partnerships, and more.
- ~ use their 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.
- ~ are actively involved in the development of school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which school psychologists deliver their services.
- ~ incorporate evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment (e.g., program to program, school to school, age-level changes, and school to work transitions).
- ~ promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.

~ participate in designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services, as well as progress monitoring systems to ensure successful learning and school adjustment.

~ work collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.

~ apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Domain 4, Standard 8- Preventative and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

□ Exemplary (4)	□ Proficient (3)	□ Needs Development (2)	□ Ineffective (1)	□ No Opportunity
Incorporates knowledge of principles, research and data related to resilience and risk factors in learning and mental health, services to support or improve/ refine multi-tiered prevention, and evidence-based strategies for crisis response effectiveness.	Applies knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for crisis response.	The school psychologist has inconsistent and very limited knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

- ~ promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.
- ~ participate in school crisis teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.
- ~ provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.
- ~ develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.
- ~ collaborate with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations.
- ~ promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- ~ participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.

Domain #5- Core Principles & Professional Responsibilities

Includes elements of diversity in development and learning and legal, ethical and professional practice (keys- diversity, ethics and sound practice). Please read the general descriptions of the elements contained in this domain. School psychologists being evaluated should have basic knowledge and each subsequent rank above this includes the skills listed in the previous rank. (e.g. a proficient ranking includes skill attributes under the developing ranking).

Domain 5, Standard 9- Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote successful functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Incorporates skills & services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts, with recognition, understanding and respect for diversity and social justice.	Demonstrates skills to provide services that promote functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts, with recognition, understanding and respect for diversity.	The school psychologist has inconsistent and limited knowledge of individual differences, abilities, disabilities, and characteristics; principles and research related to diversity factors including culture, context, systems and individual and role differences.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

~ apply their understanding of the influence of culture, background, and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.

~, in collaboration with others, address individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.

~ provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.

- ~ work collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners and promote culturally responsive schools.
- ~ utilize a problem solving framework for addressing the needs of English language learners.
- ~ recognize in themselves and others the subtle racial, class, gender, cultural and other potential biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
- ~ promote fairness and social justice in educational programs and services.
- ~ work with school staff to ensure that education plans are designed and implemented so students with disabilities receive free appropriate public education in the least restrictive environments.

Domain 5, Standard 10- Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist. Values/employs human diversity and social justice, effective interpersonal skills, responsibility, adaptability, initiative, and dependability.	Demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional practice.	The school psychologist has inconsistent and limited knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.	Needs Improvement/ Not Demonstrating or applying knowledge or skills in this standard.	The school psychologist was not rated in this area as opportunity wasn't provided within this system.

Performance indicators may include but are not limited to the following:

- ~ practice in ways that are consistent with ethical, professional, and legal standards and regulations , including but not limited to upholding the ethical standards of the National Association of School Psychologist and the code of ethics for Georgia Educators
- ~ engage in effective, collaborative, and ethical professional relationships.
- ~ use supervision and mentoring for effective practice.
- ~ recognize the limits of expertise
- ~ access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.
- ~ assist administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.
- ~ advocate for professional roles as providers of effective services that enhance the learning and mental health of all children and youth.
- ~ engage in lifelong learning and formulate personal plans for ongoing professional growth.
- ~ participate in continuing education activities at a level consistent with maintenance of the NCSP credential (i.e., a minimum of 25 hours of professional development per year).
- ~ County and system guidelines and preferences may be included here such as timeliness to work, professional dress and protocols, professional affiliations, and adherence to federal regulations.

Development Teams**Core Development Members**

Dr. Bruce Rogers, *Bulloch County School System*, GASP President 2013-2014
 Dr. Catherine Perkins, *Georgia State University Faculty*, GASP President 2010-2011
 Candace Ford, Ed.S., *Gwinnett County School System*, GASP President 2011-2012
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 Cobb County- Dr. Christy Jaffe, Supervisor Psychological Services- 2015-2016 Pilot
 Banks County- Danny Hicks, Supervisor Psychological Services- 2014-2015 Pilot
 Gwinnett County- Tom Owen, Director of Psychological Services – 2015-2016 Pilot
 GA DOE- Dr. Cynthia Saxon, Assoc. Superintendent Teacher & Leader Effectiveness

GASP Executive Board 2013-2014, Dr. Bruce Rogers, GASP President

GASP thanks the initial and ongoing work of the executive board session(s) dated June 8, 2013 and January 11, 2014 for input into the original draft framework and launch point for the assessment tool.

GASP Executive Board 2015-2016, Christy Hagan, GASP President

GASP thanks the ongoing review work of the executive board for review before the initial public release for the assessment instrument dated July 1, 2016.

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Appendices
Appendix A
Initial Pre-Evaluation WorkSheet

Name: _____ School Year: _____ Centralized School Based
 Employee Number: _____ School System: _____ Assigned Schools: _____

Domains and standards areas of service selected by school system
 (check all that apply or use N/A if they do not)

- Domain #1- Data Analysis & Application**
 - Standard 1- Data-Based Decision Making and Accountability OR N/A
 - Standard 2- Research and Program Evaluation OR N/A
- Domain #2- Collaborative Partnering**
 - Standard 3- Consultation and Collaboration OR N/A
 - Standard 4- Family-School Collaboration Services OR N/A
- Domain #3- Interventions & Supports**
 - Standard 5- Interventions and Instructional Support OR N/A
 - Standard 6- Interventions and Mental Health Services OR N/A
- Domain#4- System Level Services**
 - Standard 7- School-Wide Practices to Promote Learning OR N/A
 - Standard 8- Preventive and Responsive Services OR N/A
- Domain #5- Core Principles & Professional Responsibilities**
 - Standard 9- Diversity in Development and Learning OR N/A
 - Standard 10- Legal, Ethical, and Professional Practice OR N/A

Formula (if using points system on Appendix D- Summative Form)

Total # of Standards Selected = _____ times 4 = _____ Total Possible Points Earned
 (40 points maximum with all 10 standards)

Summative Average Total Score = Possible points earned divided by the number of standards used

Observations to be conducted and approximate timeframe (check all that apply)

- Fall Winter Spring

Planned Mid Year Feedback Timeframe (check tentative month(s) feedback planned)

- Oct- Nov Nov-Dec Dec-Jan Jan-Feb

 Supervisor School Psychologist Date

Appendix B Mid Year Feedback WorkSheet

Name: _____
Employee Number: _____

School Year: _____
School System: _____

Centralized School Based
Assigned Schools: _____

Domains and standards areas of service selected by school system
(check each that apply or use N/A if they do not)

Domain #1- Data Analysis & Application

- Standard 1- Data-Based Decision Making and Accountability OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)
 Standard 2- Research and Program Evaluation OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)

Domain #2- Collaborative Partnering

- Standard 3- Consultation and Collaboration OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)
 Standard 4- Family-School Collaboration Services OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)

Domain #3- Interventions & Supports

- Standard 5- Interventions and Instructional Support OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)
 Standard 6- Interventions and Mental Health Services OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)

Domain#4- System Level Services

- Standard 7- School-Wide Practices to Promote Learning OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)
 Standard 8- Preventive and Responsive Services OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)

Domain #5- Core Principles & Professional Responsibilities

- Standard 9- Diversity in Development and Learning OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)
 Standard 10- Legal, Ethical, and Professional Practice OR N/A
 Exemplary (4) Proficient (3) Needs Development (2) Ineffective (1)

Observation(s) conducted? (check all that apply- attach observation summary)

- No Yes Yes, with follow-up(s) needed _____

Supervisor

School Psychologist

Date

Appendix C

Mid-Year Improvement Worksheet (Use if Lacking Proficiency in Domain Area(s) pg 1

Name: _____

School Year: _____

Centralized School Based

Employee Number: _____

School System: _____

Assigned Schools: _____

Domains and Standards Areas Lacking Proficiency Mid Year

(check which applies based on the pre-evaluation selected areas of service).

Domain #1- Data Analysis & Application

- Standard 1- - Data-Based Decision Making and Accountability
- Standard 2- - Research and Program Evaluation

Deficiency Justification (2 or 1)

Domain #2- Collaborative Partnering

- Standard 3- - Consultation and Collaboration
- Standard 4- - Family-School Collaboration Services

Deficiency Justification (2 or 1)

Domain #3- Interventions & Supports

- Standard 5- - Interventions and Instructional Support
- Standard 6- - Interventions and Mental Health Services

Deficiency Justification (2 or 1)

Domain#4- System Level Services

- Standard 7- - School-Wide Practices to Promote Learning
- Standard 8- - Preventive and Responsive Services

Deficiency Justification (2 or 1)

Domain #5- Core Principles & Professional Responsibilities

- Standard 9- - Diversity in Development and Learning
- Standard 10- - Legal, Ethical, and Professional Practice

Deficiency Justification (2 or 1)

Mid-Year Feedback Sheet (Use if Lacking Proficiency in Domain Area(s) pg 2

Supervisor observations conducted – attach observation summaries

School Psychologist’s Rebuttal to Lacking area(s)- attached

Data or evidence (case review, data or evidence)- attached

Supervisor

School Psychologist

Date

Course of Action Summary (below) --- County Development Plan Used

**Appendix D
GASP-SEI Observation Form**

School Psychologist:	School:	Observation Interval: <input type="checkbox"/> only <input type="checkbox"/> first <input type="checkbox"/> second <input type="checkbox"/> follow-up
Observer:	Observation Date:	Setting Type: <input type="checkbox"/> informal consult <input type="checkbox"/> T2 <input type="checkbox"/> T3/SST <input type="checkbox"/> T4 re-eval <input type="checkbox"/> T4 initial

Observation	Observed	Not Observed	No Opportunity
1. School Psychologist (SP) establishes and maintains a positive relationship with participants during the meeting.			
2. SP demonstrates professional demeanor and appearance.			
3. SP communicates in a manner that leads to listener understanding.			
4. SP demonstrates active listening skills that assist with defining presenting concerns and assists with problem solving process.			
5. SP demonstrates an understanding of school-based data in order to assist with determining areas to target for intervention.			
6. SP demonstrates knowledge of research based behavioral and/or academic interventions that are consistent with local school resources			
7. SP demonstrates knowledge of data collections methods to assist team with documenting intervention outcomes.			
8. SP ensures parents have an opportunity to ask questions and responds appropriately parent concerns/questions posed to			
9. SP provides participants with recommended next steps (eval & eligibility, RTI follow up, screening information) and contact			
10. If evaluation request is made, the SP provides parents with information regarding the scope of evaluation, as well as rationale and timeframe.			
11. SP provides parents with information regarding their child's strengths /weaknesses using existing data eg. observations, EOY scores, normative			
12. SP provides participants with information regarding additional referrals/ resources as applicable or when requested.			

Applicable standards related to this observation-

- | | |
|---|---|
| <input type="checkbox"/> S1 Data | <input type="checkbox"/> S2 Research |
| <input type="checkbox"/> S3 School Consult | <input type="checkbox"/> S4 Community Consult |
| <input type="checkbox"/> S5 Academic | <input type="checkbox"/> S6 Behavior |
| <input type="checkbox"/> S7 System Academic | <input type="checkbox"/> S8 System Behavioral |
| <input type="checkbox"/> S9 Diversity | <input type="checkbox"/> S10 Professional |

Strengths noted:

Recommendations noted:

Signatures:

School Psychologist: _____ Evaluator: _____

Date: _____ Date: _____

- Supervisor and psychologist should each keep a copy of this form.
- Signature acknowledges receipt of form, not necessarily concurrence with results. Written comments may be attached.
- If comments are attached, initial here _____

Name: _____
Employee Number: _____

School Year: _____
School System: _____

Centralized School Based
Assigned Schools: _____

Appendix E	GASP-SEI - Summative Evaluation Form (Detailed Rubric Attached)			
Domain #1- Data Analysis & Application				
Standard 1- Data-Based Decision Making and Accountability				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Standard 2- Research and Program Evaluation				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
D1 Comments-				
Domain #2- Collaborative Partnering				
Standard 3- Consultation and Collaboration				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Standard 4- Family-School Collaboration Services				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
D2 Comments-				
Domain #3- Interventions & Supports				
Standard 5- Interventions and Instructional Support to Develop Academic Skills				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Standard 6- Interventions and Mental Health Services to Develop Social and Life Skills				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
D3 Comments-				
Domain#4- System Level Services				
Standard 7- School-Wide Practices to Promote Learning				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Standard 8- Preventive and Responsive Services				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development 2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
D4 Comments-				
Domain #5- Core Principles & Professional Responsibilities				
Standard 9- Diversity in Development and Learning				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
Standard 10- Legal, Ethical, and Professional Practice				
<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Needs Development (2)	<input type="checkbox"/> Ineffective (1)	<input type="checkbox"/> No Opportunity
D5 Comments-				
Summative Average Total Score <input style="width: 50px; height: 20px;" type="text"/>				
_____		_____		_____
Supervisor		School Psychologist		Date

Appendix F

Initial Roles Involvement Survey Results

The following data was collected to help supervisors gain perspective to levels of role involvement for school psychologists as reported in a statewide survey collected in November 2013 by GASP professional membership. The survey included a statewide sample size of 525 and a response rate of 35.8%.

This data is intended to help supervisors gauge their expectations as the GASP-SEI instrument is new to the state in 2016 and has been piloted in 2014 and 2015. Additional data will be collected in the future as more school systems employ the instrument. Updated data for ratings averages will be collected and reported as the data becomes available. The data is intended to be a guide (as are the exemplars listed under each domain area). NOTE: This survey was cursory sample measure of role involvement and not intended to be used as a comprehensive or exhaustive listing.

Involvement Key- Very Little (10-20%), Little (20-40%), Some (40-60%), Much (60-80%), Total (80% or more)

Domain 1- Data Analysis & Application

Levels of Involvement at the Different Tiers within the Pyramid of Interventions?

Involvement Reported	Tier 1	Tier 2	Tier 3	Tier 4
None	21.6%	8.6%	4.1%	2.3%
Very Little	34.1%	19%	6.4%	1.1%
Little	20.5%	15.5%	7%	6.3%
Some	19.9%	43.1%	16.9%	24%
Much	3.4%	13.2%	50%	38.9%
Total	0.6%	0.6%	15.7%	27.4%

Those School Psychologists Involved with Data Analysis at any Tier Level of Child Study/ Rtl Team?

None	Very Little	Little	Some	Much	Total
6.29%	6.86%	12.57%	33.71%	36.00%	4.57%

Academic and Program Area research and/or analysis in school(s) served?

Behavior and Discipline Area research and/or analysis in school(s) served?

	None	Very Little	Little	Some	Much	Total
Academic or Program	34.1%	20.8%	20.8%	18.5%	5.8%	0%
Behavior or Discipline	27%	21.8%	22.4%	17.8%	10.3%	0.6%

Domain 2- Collaborative Partnering

Consultation involvement with individuals?

Involvement Reported	Teachers	Administration	Parents
None	2.3%	4%	1.2%
Very Little	1.7%	13.1%	5.3%
Little	7%	17.7%	11.8%
Some	31.4%	30.3%	40.6%
Much	48.8%	31.4%	38.2%
Total	8.7%	3.4%	2.9%

Consultation Involvement with Groups/ Systems?

Involvement Reported	Grade Level	System Level
None	12%	19%
Very Little	16%	23.6%
Little	20.6%	17.8%
Some	31.4%	21.8%
Much	18.9%	14.4%
Total	1.1%	3.4%

Collaboration with Community/ Liaison Between Parents-School and Community?

Involvement Reported	Parent-Community	School-Community
None	5.2%	16.1%
Very Little	21.4%	27%
Little	23.1%	23.6%
Some	36.4%	27.6%
Much	13.9%	5.7%
Total	0%	0%

Domain 3- Interventions & Supports

Involvement with the Development – Implementation of Academic Interventions?

Involvement with the Development – Implementation of Behavior Interventions?

Involvement Reported	Academic Development	Academic Implementation	Behavioral Development	Behavioral Implementation
None	8.4%	26.7%	3%	18.2%
Very Little	16.3%	24.2%	12.8%	20.6%
Little	14.5%	23%	17.1%	18.8%
Some	34.3%	17.6%	36%	31.5%
Much	24.1%	8.5%	29.9%	10.3%
Total	2.4%	0%	1.2%	0.6%

Involvement with Universal Screenings within School(s) Served?

No universal screenings occur in the school	12.7%
No participation	72.1%
On the team	11.5%
Head the school	1.8%
Head the county	1.8%

Domain 4- System Level Services

Involvement with the Development – Implementation of Schoolwide PBIS?
 Involvement with the Development – Implementation of Crisis Interventions?

Involvement Reported	PBIS Development	PBIS Implementation	Crisis Development	Crisis Implementation
None	49.4%	51.2%	34.1%	30.2%
Very Little	17.7%	18.3%	16.5%	16.7%
Little	17.7%	19.5%	17.1%	14.2%
Some	12.2%	7.3%	16.5%	17.3%
Much	2.4%	3%	12.8%	19.1%
Total	0.6%	0.6%	3%	2.5%

Crisis Cases Handled in the Past 5 years? (includes depression, anxiety, self injurious behavior, anorexia)

# Cases	Percent Reporting
0	22.0%
1	12.2%
2	13.4%
3	12.2%
4	3.7%
5	4.3%
6+	32.3%

Suicidal Crisis Cases Handled in Past 5 years? (suicidal ideation and/or attempt)

# Cases	Percent Reporting
0	17.1%
1	11.6%
2	15.9%
3	11.0%
4	1.8%
5	8.5%
6+	34.1%

Domain 5- Core Principles & Professional Responsibilities

Involvement with Analysis, Development and Implementation of Equity-Diversity-Disproportionality Issues within the Schools

	Analysis	Development or Implementation
None	45.7	59.6
Very Little	17.7	18.7
Little	13.4	10.8
Some	16.5	8.4
Much	6.1	1.8
Total	0.6	0.6

Professional Practice and Responsibilities Reported?

The survey included a ranking of perceived important professional duty aspects for school psychologists.

Top 5 Valued Practices

1. Adherence to Mandated Timelines
2. Timeliness of Reports/ Eligibilities
3. Timeliness to Meetings/ Appointments
4. Collaborates with Colleagues
5. Professional Etiquette