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| Kansas School Psychologist Evaluation Protocol: 2022 | Prepared by:Kansas Association of School Psychologists (KASP) |

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# KANSAS SCHOOL PSYCHOLOGIST EVALUATION PROTOCOL (KSPEP)

## Philosophy of KSPEP

The Kansas Association of School Psychologists (KASP), in accordance with the National Association of School Psychologists (NASP), support the importance of the accurate evaluation of school personnel. With the increase of support personnel in schools due to federal initiatives, such as the Every Student Succeeds Act (ESSA), state departments and district administrators need to address the issue of appropriate evaluation tools for instructional and support personnel.

In response to this need, in 2011 KASP developed an evaluation tool aligned with NASP’s Model for Comprehensive and Integrated School Psychological Services (2010), or the NASP Practice Model. The NASP Standards for Practice and NASP Practice Model were revised in 2020. The evaluation tool was revised by KASP in 2022 so it could be aligned with these revised NASP Standards for Professional Practice, the updated NASP Practice Model, and guidelines of the Kansas State Department of Education. This evaluation tool is designed to define and promote “best practice” in school psychology to enhance student outcomes. Additionally, the evaluation tool is designed to be an evaluation process that is specific to school psychologists. This model delineates the training and the professional services that can be expected from school psychologists across 10 domains of professional practice. These domains are the following:

*Practices the Permeate All Aspects of Service Delivery*

1. Data-Based Decision Making
2. Consultation and Collaboration

*Direct and Indirect Services for Students, Families, and Schools*

1. Academic Interventions and Instructional Supports
2. Mental and Behavioral Health Services and Interventions

*Systems-Level Services*

1. School-Wide Practices to Promote Learning
2. Services to Promote Safe and Supportive Schools
3. Family, School, and Community Collaboration

*Foundations of School Psychological Service Delivery*

1. Equitable Practices for Diverse Student Populations
2. Research and Evidence-Based Practice
3. Legal, Ethical, and Professional Practice

## The Purpose of KSPEP

This evaluation tool provides a framework for input by supervisors and other personnel through a description of key roles and responsibilities of school psychologists. This tool may also assist school administrators to know what effective school psychology practice looks like and to help support ongoing professional development for school psychology staff. Alignment of evaluation standards with the NASP Standards for Professional Practice and the NASP Practice Model (2020) affords consistency of practice, defines contemporary school psychology, and promotes the delivery of broad-based school psychological services to children, families, and schools.

## Constructs, Components, and Rubrics

Similar to the use of the Interstate Teacher Assessment and Support Consortium (InTASC) and Professional Standards for Educational Leaders (PSEL) models utilized by the Kansas Department of Education in developing the evaluation protocol for teachers and administrators, KASP has utilized foundational principles as recommended by the National Association of School Psychologists in the development of the KSPEP.

The components of this evaluation tool reflect all 10 domains of practice (see [Crosswalk Comparison](#_Crosswalk_Comparison_of)) across four broad constructs, including:

1. Assessment, Data-Based Decision Making, and Accountability
2. Interventions and instructional Support to Develop Academic, Social and Life Skills
3. Consultation and Collaboration
4. Leadership

Service delivery models will vary across school districts. Individual school psychologists may not engage in activities from each of these constructs within a given year. Supervisors and/or administrators may want to adapt or excerpt material from this tool as needed, with the hope that the roles and functions of school psychologists will evolve into a broader base of service delivery.

## Development of the Rubric

This instrument was developed by a workgroup of KASP in 2011 and was updated in 2021-22. The Kansas School Psychologists Evaluation Protocol is patterned after the Kansas Educator Evaluation Protocol (KEEP). The development of this rubric began when KASP requested permission to develop an appraisal tool that was appropriate to the roles and functions of school psychologists.

To ensure the relevance and to promote the practice of school psychology, the KASP protocol is aligned with the Model for Comprehensive and Integrated School Psychological Services, also called the NASP Practice Model (NASP, 2020) in developing the constructs and indicators of professional practice. This rubric was also developed to align with the State of Kansas Department of Education’s guidelines in personnel assessment.

## Using the Assessment Tool

This rubric can be utilized by an administrator who is highly familiar with a school psychologist’s work. It should be supplemented by input from other consumers of school psychological services. However, some items require more technical or advanced knowledge of school psychological services and should only be evaluated by a “qualified practitioner”.

Key considerations for using this evaluation tool include the following:

* This tool is designed to be one measure, or piece of information, used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.
* This tool should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
* School psychologists should provide evidence, or artifacts, to support their self-ratings on this tool. Examples of evidence or artifacts that may support self-ratings include student progress monitoring data, educational evaluation reports, examples of student work, or surveys/feedback on interactions with families, school staff, and community partners.
* This tool should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles. When possible, a credentialed school psychologist should be the evaluator at a minimum serve as one level of review.
* The activities listed for the rating categories (Highly Effective, etc.) are examples and do not represent an exhaustive list. A rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
* Supervisor ratings on the tool will be more accurate and valid when based on first-hand knowledge of the school psychologist’s job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
* The final tool ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.
* Scoring of the tool should take into consideration the constructs determined applicable to the individual school psychologist. Normative data has not been collected for the tool so decisions about criteria and overall classifications of effectiveness should be made at the local level.

# EVALUATION RUBRICS

# CONSTRUCT 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

*School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision-making regarding student needs.*

## 1.1: Utilizes appropriate assessment and data collection methods

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff
 |
| **Effective****(3)** | [ ]  | *School Psychologist uses assessment and data collection methods that are:** Appropriate for the intended purpose
* Appropriate and individualized for the specific student’s cultural, linguistic and disability background

 AND/OR* Of sufficient variety for the intended purpose
 |
| **Developing****(2)** | [ ]  | *School Psychologist uses assessment and data collection methods that are:** Appropriate for the student

 AND* Administered, scored, and interpreted correctly

 BUT ARE* Limited in variety for the intended purpose

 AND/OR* Limited in individualization for the specific student
 |
| **Ineffective****(1)** |[ ]  *School Psychologist uses assessment and data collection methods that are:** Inappropriate for purpose and/or student

 OR* Are administered, scored, or interpreted incorrectly
 |
| *Comments and/or Observations*:Click or tap here to enter text. |

## 1.2: Contributes to school-wide assessment and data-based practices for academic, social- emotional, and behavioral domains

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:** Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.)
* Conducts a needs assessment to guide the development and delivery of building/district school-wide programs
* Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements

 AND/OR* Assists with the development and/or delivery of staff professional development to support school-wide assessment practices
 |
| **Effective****(3)** | [ ]  | *School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include:** Collects, or assists with collection, of student data to inform core curriculum and instructional practices
* Researches and helps select valid and reliable assessments for universal screening
* Summarizes universal screening and/or benchmarking data

 AND/OR* Applies data to curricular decisions and/or instructional practices
 |
| **Developing****(2)** | [ ]  | *School Psychologist is:** Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role

 AND* Involved in continued professional growth and learning regarding school-wide practices
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about school- wide assessment and data-based decision-making practices
* Lacks knowledge about the collection and use of school-wide data

 AND/OR* Fails to take advantage of opportunities to engage in school- wide assessment practices
 |
| *Comments and/or Observations*:Click or tap here to enter text. |

## 1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:** Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.)
* Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements
* Conducts supplemental diagnostic assessments to assist in intervention selection

 AND/OR* Assists with the development and/or delivery of staff professional development to support intervention practices
 |
| **Effective****(3)** | [ ]  | *School Psychologist contributes to progress monitoring and data- based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include:** Collects, or assists with collection, of student progress monitoring data
* Researches and helps select valid and reliable assessments for progress monitoring
* Summarizes progress monitoring data

 AND/OR* Applies progress monitoring data to evaluate effectiveness of interventions and need for modifications
 |
| **Developing****(2)** | [ ]  | *School Psychologist is:** Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role

 AND* Involved in continued professional growth and learning regarding progress monitoring and data-based decision-making practices
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about data- based problem-solving practices
* Lacks knowledge about the collection and use of progress monitoring data
* Fails to take advantage of opportunities to engage in progress monitoring practices
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:** Effectively communicates evaluation findings to school staff through written reports and conferences

 AND/OR* Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions
 |
| **Effective****(3)** | [ ]  | *School Psychologist conducts evaluations that are:** Compliant with federal and state regulations
* Appropriate for the student being evaluated

 AND/OR* Informative for instructional and/or programming purposes
 |
| **Developing****(2)** | [ ]  | *School Psychologist conducts evaluations that are:** Compliant with federal and state regulations

 BUT* Are limited in appropriateness for the student being evaluated

 AND/OR* Limited in providing instructionally relevant information
 |
| **Ineffective****(1)** |[ ]  *School Psychologist conducts evaluations that are:** Not compliant with federal and state regulations
* Inappropriate for the student being evaluated
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 1.5: Completes evaluations in a timely manner

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *Completed all evaluations in a timely manner* |
| **Effective****(3)** | [ ]  | *Few evaluations completed after compliance due dates for reasons outside the school psychologist’s control* |
| **Developing****(2)** | [ ]  | *Few evaluations completed after compliance due dates for reasons within the school psychologist’s control* |
| **Ineffective****(1)** |[ ]  *Multiple evaluations completed past the compliance due dates* |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 1.6: Utilizes technology as part of data-based decision-making practices

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:** Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance

 AND/OR* Provides mentoring and coaching to colleagues regarding the use of technological tools and programs
 |
| **Effective****(3)** | [ ]  | *School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to:** Collect assessment data, when appropriate
* Score data
* Summarize data
* Graph data

 AND/OR* Share data and findings with others
 |
| **Developing****(2)** | [ ]  | *School Psychologist is:** Involved in continued professional growth and learning regarding the use of technological tools and programs

 AND/OR * Knowledge and skill with technological tools and programs are insufficient to meet expectations of role/school(s).
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about the use of technological tools and programs
* Lacks the skills needed to use technological tools and programs

 AND/OR* Fails to engage in professional growth and learning to gain needed knowledge and skills
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

# CONSTRUCT 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

*School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.*

## 2.1: Contributes to school-wide curricular and instructional practices for academic, social- emotional, and behavioral domains

| **Scale** | **Rating** | **Definition** |
| --- | --- | --- |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.)
* Conducts evaluation of school- wide practices and programs to ensure effectiveness and guide continuous improvements

 AND/OR* Assists with the development and/or delivery of staff professional development to support school-wide practices
 |
| **Effective****(3)** | [ ]  | *School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include:** Researches and helps select instructional strategies, approaches, or programs
* Assists staff in learning and implementing new instructional strategies, approaches, or programs
* Assists in the collection of information about implementation integrity

 AND/OR* Assists with student safety and bullying activities
 |
| **Developing****(2)** | [ ]  | *School Psychologist is:** Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s)

 AND* Involved in continued professional growth and learning regarding curriculum and instruction for academic, social- emotional, or behavioral domains
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains
* Lacks knowledge about instructional strategies and approaches for academic, social- emotional, and behavioral domains

 AND/OR* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 2.2: Contributes to intervention practices for academic, social- emotional, and behavioral domains

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.)
* Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements

 AND/OR* Assists with the development and/or delivery of staff professional development to support intervention practices
 |
| **Effective****(3)** | [ ]  | *School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include:** Researches and helps select intervention strategies and approaches for school(s)
* Helps develop intervention plans for individual students or small groups of students

 AND/OR* Applies progress monitoring data to intervention practices and decisions about need for additional services/supports
* Assists staff in learning and implementing new intervention strategies, approaches, or programs
* Provides intervention services to individual students or small groups

 AND/OR* Assists in the collection of information about implementation integrity
 |
| **Developing****(2)** | [ ]  | *School Psychologist is:** Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s)

 AND* Involved in continued professional growth and learning regarding intervention practices
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about intervention strategies and practices

 AND/OR* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 2.3: Contributes to crisis response and intervention practices

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements
* Assists with the development and/or delivery of staff professional development on crisis response and intervention

 AND/OR* Collaborates with community agencies to provide coordinated response and services to crisis situations
 |
| **Effective****(3)** | [ ]  | *School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include:** Assists in the development of crisis response and intervention plans
* Participates in school-wide crisis response and intervention training

 AND/OR* Provides crisis intervention services to students, staff, and community
 |
| **Developing****(2)** | [ ]  | *School Psychologist is:** Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role

 AND* Involved in continued professional growth and learning regarding crisis response and intervention
 |
| **Ineffective****(1)** |[ ]  *School Psychologist** Lacks knowledge about crisis response and intervention practices
* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Assists with the development and/or delivery of staff professional development on student diversity
* Provides mentoring and coaching to colleagues regarding issues of diversity and student learning

 AND/OR* Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data
 |
| **Effective****(3)** | [ ]  | *School Psychologist:** Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming

 AND/OR* Knowledge and skills meet the expectations of the role and school(s) population
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes

 BUT* Demonstrates limited application of this knowledge to instructional practices and programming/service delivery
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior
* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

# CONSTRUCT 3: CONSULTATION AND COLLABORATION

*School psychologists engage in evidenced-based, culturally responsive consultation and collaboration practices with families, schools, and community partners to develop and implement academic and behavioral strategies to positively influence children’s learning and mental health.*

## 3.1: Engages in regular two-way culturally proficient communication and collaboration with staff about student learning, behavior, and mental well-being.

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Assists with the development and/or delivery of staff professional development on collaboration and consultation
* Provides mentoring and coaching to colleagues regarding consultation strategies

 AND/OR* Applies knowledge in innovative ways to assist students, schools, and/or districts. For example, designing a process for collaborative team meetings
 |
| **Effective****(3)** | [ ]  | *School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include:** Assists teachers with identifying concerns to target through intervention practices
* Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc.
* Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee)

 AND/OR* Utilizes facilitation and conflict resolution skills and strategies
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Is involved in continued professional growth regarding consultation and collaboration strategies

 BUT* Demonstrates limited application of knowledge and skills to expected roles and responsibilities
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge and skills about effective consultation strategies and practices that respond
* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 3.2: Engages in culturally proficient communication and collaboration with families about student learning, behavior and mental well-being at home and school.

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Assists with the development and/or delivery of staff professional development on collaboration and consultation
* Provides mentoring and coaching to colleagues regarding consultation strategies
 |
| **Effective****(3)** | [ ]  | *School Psychologist effectively engages in consultation and**collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include:** Discusses parent concerns and provides suggestions for strategies to use at home
* Clearly explains assessment data and intervention strategies
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Is involved in continued professional growth regarding consultation and collaboration strategies

 BUT* Does not demonstrate application of this knowledge to expected roles and responsibilities
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about effective consultation strategies and practices

 AND/OR* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 3.3: Engages in consultation and collaboration between appropriate community-based programs and schools about student learning, behavior and mental well-being.

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Assists with the development and/or delivery of staff professional development on collaboration and consultation
* Provides mentoring and coaching to colleagues regarding consultation strategies
* Applies knowledge in innovative ways to assist students, families, schools, and community

 AND/OR* Conducts professional development for community agencies and providers
 |
| **Effective****(3)** | [ ]  | *School Psychologist effectively engages in consultation and**collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include:** Contacts community providers to obtain information needed for instructional programming
* Clearly explains school procedures for services and practices
* Refers students and families to community providers for needed services

 AND/OR* Communicates with community providers in a clear and ethical manner
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Is involved in continued professional growth regarding consultation and collaboration strategies

 BUT* Does not demonstrate application of this knowledge to expected roles and responsibilities
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Lacks knowledge about effective consultation strategies and practices

 AND/OR* Fails to take advantage of opportunities to engage in continued professional growth and learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

# CONSTRUCT 4: LEADERSHIP

*School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.*

## 4.1: Seeks Professional Growth and Learning Opportunities to Advance Own Knowledge and Skill

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Reflects critically on own skills and identifies professional learning needs
* Shares newly learned knowledge and practices with colleagues and school staff

 AND/OR* Seeks opportunities to provide professional learning sessions for colleagues and school staff
 |
| **Effective****(3)** | [ ]  | *School Psychologist:** Responds well to constructive feedback
* Utilizes feedback to identify areas for professional growth
* Initiates attendance at optional professional learning events
* Engages in professional reading of current research and practice

 AND/OR* Demonstrates application of knowledge/skills addressed in attending professional learning events
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Attends mandatory professional learning events

 BUT* Does not respond to constructive feedback
* Does not demonstrate application of knowledge/skill addressed in professional learning events

 AND/OR* Initiate attendance at optional professional learning events
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Fails to seek or take advantage of opportunities to engage in professional learning

 AND/OR* Fails to respond to feedback from supervisor(s) regarding the need for professional learning
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 4.2: Contributes to School and/or Profession of School Psychology

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Assumes leadership positions in professional organizations or school or district committees

 AND/OR* Mentors school psychology practicum students and interns
 |
| **Effective****(3)** | [ ]  | *School Psychologist:** Contributes ideas and expertise to improve the functioning of the school, district, or cooperative
* Participates in activities focused on improving the procedures and practices of the school, district, or cooperative

 AND/OR* Maintains membership in professional organizations and participates in sponsored activities
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.)

 BUT* Does not initiate involvement in such activities
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Rarely or never contributes ideas to improve school, district, or cooperative efforts
* Rarely participates in activities that occur outside the typical school day hours
* Little or no involvement in activities designed to advance the professional practice of school psychologists
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

## 4.3: Advocates for Student Success

|  |  |  |
| --- | --- | --- |
| **Scale** | **Rating** | **Definition** |
| **Highly****Effective****(4)** | [ ]  | *School Psychologist fulfills the criteria for Level 3 and additionally:* * Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students

 AND/OR* Seeks systems level changes that will benefit all students and families
 |
| **Effective****(3)** | [ ]  | *School Psychologist:** Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed

 AND/OR* Advocates in a respectful and effective manner
 |
| **Developing****(2)** | [ ]  | *School Psychologist:** Demonstrates a concern about student failure or lack of progress

 BUT* Does not advocate for student needs
 |
| **Ineffective****(1)** |[ ]  *School Psychologist:** Demonstrates limited commitment to the growth and learning of students
* Accepts student failure and lack of growth and does not advocate for a change in instruction or services
 |
| *Comments and/or Observations*: Click or tap here to enter text. |

# KSPEP 2022 Summary Rating Sheet

**Instructions**:

This form should be used to summarize the scores from the KSPEP 2022. Include the ratings from each component into the table below. Provide summary comments, select goals, and allow school psychologist to provide a response to the evaluation. Evaluation must be signed to be considered complete.

|  |  |
| --- | --- |
| **School Psychologist Name** | Click or tap here to enter text. |
| **Evaluator Name** | Click or tap here to enter text. |
| **School(s)** | Click or tap here to enter text. |
| **District** | Click or tap here to enter text. |
| **Date of Evaluation** | Click or tap here to enter text. |

| **Construct Name** | **Rating** |
| --- | --- |
| **Construct 1:** **Assessment, Data-Based Decision Making, and Accountability** |  |
| 1.1. Utilizes appropriate assessment and data collection methods | Click or tap here to enter text. |
| 1.2. Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains | Click or tap here to enter text. |
| 1.3. Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains | Click or tap here to enter text. |
| 1.4. Conducts special education evaluations to inform eligibility service, and programming decisions | Click or tap here to enter text. |
| 1.5. Completes evaluations in a timely manner | Click or tap here to enter text. |
| 1.6. Utilizes technology as part of data-based decision making practices | Click or tap here to enter text. |
| **Overall Rating for Construct 1** | Click or tap here to enter text. |
| **Construct 2:** **Interventions and Instructional Support to Develop Academic, Social, and Life Skills** |  |
| 2.1. Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains | Click or tap here to enter text. |
| 2.2. Contributes to intervention practices for academic, social-emotional, and behavioral domains | Click or tap here to enter text. |
| 2.3. Contributes to crisis response and intervention practices | Click or tap here to enter text. |
| 2.4. Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions | Click or tap here to enter text. |
| **Overall Rating for Construct 2** | Click or tap here to enter text. |
| **Construct 3:** **Consultation and Collaboration** |  |
| 3.1. Engages in consultation and collaboration with school staff | Click or tap here to enter text. |
| 3.2. Engages in consultation and collaboration with parents and families | Click or tap here to enter text. |
| 3.3. Engages in consultation and collaboration with community agencies and providers | Click or tap here to enter text. |
| **Overall Rating for Construct 3** | Click or tap here to enter text. |
| **Construct 4:** **Leadership** |  |
| 4.1. Seeks professional growth and learning opportunities to advance own knowledge and skill | Click or tap here to enter text. |
| 4.2. Contributes to school and/or Profession of School Psychology | Click or tap here to enter text. |
| 4.3. Advocates for student success | Click or tap here to enter text. |
| **Overall Rating for Construct 4** | Click or tap here to enter text. |
|  |  |
| **Final Summative Rating***(Highly Effective, Effective, Developing, Ineffective)* | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Goals for Improvement (select specific constructs)** | **Comments** |
| Goal 1: Click or tap here to enter text. | Click or tap here to enter text. |
| Goal 2: Click or tap here to enter text. | Click or tap here to enter text. |
| Goal 3: Click or tap here to enter text. | Click or tap here to enter text. |

|  |
| --- |
| **Summary and Final Rating** |
| Evaluator Comments: Click or tap here to enter text. |
| Evaluatee Response: Click or tap here to enter text. |
| Evaluator Final Response: Click or tap here to enter text. |
| Evaluator Recommendation: Click or tap here to enter text. |

Ratings have been discussed between evaluator and school psychologist. Signature indicates that the rating and evaluation have been shared and discussed but does not necessarily indicate agreement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Psychologist Signature Date Evaluator Signature Date

# Crosswalk Comparison of KSPEP 2022 with the NASP Model for Comprehensive and Integrated School Psychological Services (2020)

|  |  |
| --- | --- |
| **NASP Model for Comprehensive and Integrated School Psychological Services (2020) Domains** | **Kansas School Psychologist Evaluation Protocol 2022 Constructs** |
| 1. Data-Based Decision-Making Accountability
 | 1:1, 1:2, 1:3, 1:4, 1:5, 1:6 |
| 1. Consultation and Collaboration
 | 1:3, 2:1, 2:2, 3:1, 3:2, 3:3, 4:3 |
| 1. Academic Interventions and Instructional Supports
 | 1:3, 2:1, 2:2, 4:3 |
| 1. Mental and Behavioral Health Services and Interventions
 | 1:3, 2:1, 2:2, 4:3 |
| 1. School Wide Practices to Promote Learning
 | 1:2, 1:3, 2:1, 2:2, 4:3 |
| 1. Services to Promote Safe and Supportive Schools
 | 2:1, 2:3 |
| 1. Family, School, and Community Collaboration
 | 3:2, 3:3 |
| 1. Equitable Practices for Diverse Student Populations
 | 1:1, 2:4 |
| 1. Research and Evidence-Based Practice
 | 1:1, 1:2 |
| 1. Legal, Ethical, and Professional Practice
 | 1:5, 4:1, 4:2 |

 

 

# NASP Model for Comprehensive and Integrated School Psychological Services

The Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model, represents NASP’s official policy regarding the delivery of school psychological services. It delineates what services can reasonably be expected from school psychologists across 10 domains of professional practice and the general framework within which services should be provided. The recommended ratio for schools implementing this comprehensive Model is to not exceed one school psychologist for every 500 students.

## NASP Practice Model: 10 Domains of Practice

**Practices That Permeate All Aspects of Service Delivery**

***Domain 1: Data-Based Decision Making***

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

***Domain 2: Consultation and Collaboration***

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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.

**Direct and Indirect Services for Children, Families, and Schools**

***Domain 3: Academic Interventions and Instructional Supports***

School psychologists understand the 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

***Domain 4: Mental and Behavioral Health Services and Interventions***

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Systems-Level Services**

***Domain 5: School-Wide Practices to Promote Learning***

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

***Domain 6: Services to Promote Safe and Supportive Schools***

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

***Domain 7: Family, School, and Community Collaboration***

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

**Foundations of School Psychological Service Delivery**

***Domain 8: Equitable Practices for Diverse Student Populations***

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

***Domain 9: Research and Evidence-Based Practice***

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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.

***Domain 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

## NASP Practice Model Organizational Principles

The NASP practice model is framed on six organizational principles that reflect and link to the broader organizational principles of effective schools. These principles are summarized below.

***Organizational Principle 1: Organization and Evaluation of Service Delivery***

Comprehensive school psychological services are provided by appropriately licensed or credentialed school psychologists who have received graduate preparation consistent with NASP professional standards. School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of all stakeholders and utilizes an evidence-based program evaluation model.

***Organizational Principle 2: Climate***

It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

***Organizational Principle 3: Physical, Personnel, and Fiscal Support Systems***

School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, resources, and work space; and (d) employees have adequate personnel benefits necessary to support their work, including discipline-specific professional development.

***Organizational Principle 4: Professional Communication***

School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.

***Organizational Principle 5: Supervision, Peer Consultation, and Mentoring***

The school system ensures that all personnel have opportunities for supervision, peer consultation, and mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, career-long, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance among all participants, including the school psychologist, supervisor, students, and the entire school community.

***Organizational Principle 6: Professional Development and Recognition Systems***

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that the continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of discipline- specific professional development activities. These activities could include those provided by the school system, NASP-approved providers, other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

For more information on the NASP Practice Model and the full NASP Standards, visit: <https://www.nasponline.org/x55315.xml>.

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# References

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