

**School Psychology Program  
NASP Professional Competencies Assessment  
M.S. COMPETENCY EVALUATION**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Utilizing work samples and various experiences across the program, reflect on your **KNOWLEDGE** and your **SKILLS** in each of the following NASP Standards.

Then, provide a brief, reflective summary in the tables below. Examples of activities within each Standard can be found in Appendix A. Please provide a narrative, “big picture” reflection and not a bulleted list of activities you have completed.

Lastly, within each Standard, provide a self-rating (1= far below expectations; 5 = far above expectations) of your **KNOWLEDGE** and **SKILL** described in Appendix B.

**Standard II: Data-Based Decision Making and Accountability**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard III: Consultation and Collaboration**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard IV Element 4.1: Interventions and Instructional Support to Develop Academic Skills**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard IV Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard V Element 5.1: School-Wide Practices to Promote Learning**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard V Element 5.2: Preventive and Responsive Services**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard VI: Family- School Collaboration Services**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard VII: Diversity in Development and Learning**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard VIII Element 8.1: Research and Program Evaluation**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Standard VIII Element 8.2: Legal, Ethical, and Professional Practice**

Rating:	Knowledge	Skills
Student Rating		
Faculty Rating		
<b>Student Reflection:</b>		

**Knowledge Mean Score:** \_\_\_\_\_

**Skills Mean Score:** \_\_\_\_\_

For Faculty:

**Overall Rating:**                      Pass \_\_\_\_\_      Fail \_\_\_\_\_

**Faculty Comments:**

*Students must obtain a minimum overall mean rating of “3” in KNOWLEDGE and “3” in SKILLS above from faculty ratings to pass the M.S. exam. Ratings of “9” are assigned when there is not enough evidence to assign a score. This rating should be used very rarely for practicum students*

## EVALUATION SCALE

**1 = Far Below Expectations:** Candidate does not meet expectations for the second year, first semester of specialist level of training. Needs a substantial amount of additional practice and supervision of respective criterion.

**2 = Below Expectations:** Candidate does not yet meet expectations for the second year, first semester of specialist level of training. Needs some additional practice and supervision of respective criterion.

**3 = Acceptable:** Candidate meets expectations for the second year, first semester of specialist level of training.

**4 = Above Expectations:** Candidate exceeds expectations for the second year, first semester of specialist level of training.

**5 = Far Above Expectations:** Candidate far exceeds expectations for the second year, first semester of specialist level of training.

## Appendix A: Examples of each Standard

### II. Data-Based Decision Making and Accountability

Examples of areas in which school psychologists have knowledge include the following:

- Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics
- Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties
- Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools
- Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services
- Assessment and data collection methods to measure response to, progress in, and effective outcomes of services

Examples of areas in which school psychologists demonstrate skills include the following:

- Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice
- Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics
- Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness
- Access information and technology resources to enhance data collection and decision making
- Measure and document effectiveness of their own services for children, families, and schools

### III. Consultation and Collaboration

Examples of areas in which school psychologists have knowledge include the following:

- Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems
- Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others
- Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics
- Methods for effective consultation and collaboration that link home, school, and community settings

Examples of areas in which school psychologists demonstrate skills include the following:

- Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery
- Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics
- Consult and collaborate at the individual, family, group, and systems levels
- Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others
- Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others
- Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services

### IV Element 4.1 Interventions and Instructional Support to Develop Academic Skills

Examples of areas in which school psychologists have knowledge include the following:

- Biological, cultural, and social influences on cognitive and academic skills
- Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics
- Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics
- Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring
- Information and assistive technology resources to enhance children's cognitive and academic skills

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs



- Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices
- Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services

#### IV Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills

Examples of areas in which school psychologists have knowledge include the following:

- Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills
- Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics
- Evidence-based strategies to promote social–emotional functioning and mental health
- Strategies in social–emotional, behavioral, and mental health services that promote children’s learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.
- Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs
- Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices
- Integrate behavioral supports and mental health services with academic and learning goals for children
- Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning
- Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services

#### V Element 5.1 School-Wide Practices to Promote Learning

Examples of areas in which school psychologists have knowledge include the following:

- School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings
- Psychological and educational principles and research related to organizational development and systems theory
- Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources
- Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
- Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities
- Create and maintain effective and supportive learning environments for children and others within a multitiered continuum of school-based services.
- Develop school policies, regulations, services, and accountability systems to ensure effective services for all children

#### V Element 5.2 Preventive and Responsive Services

Examples of areas in which school psychologists have knowledge include the following:

- Psychological and educational principles and research related to resilience and risk factors in learning and mental health
- Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics
- Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being
- Evidence-based strategies for effective crisis prevention, preparation, and response

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services
- Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families
- Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics
- Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services

#### VI Family–School Collaboration Services

Examples of areas in which school psychologists have knowledge include the following:

- Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development
- Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics
- Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education
- Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

Examples of areas in which school psychologists demonstrate skills, in collaboration with others, include the following:

- Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children
- Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families
- Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children
- Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns

#### VII Diversity in Development and Learning

Examples of areas in which school psychologists have knowledge include the following:

- Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work
- Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (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)
- Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity
- Strategies for addressing diversity factors in design, implementation, and evaluation of all services

Examples of areas in which school psychologists demonstrate skills include the following:

- Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts
- In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed
- 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

### VIII Element 8.1 Research and Program Evaluation

Examples of areas in which school psychologists have knowledge include the following:

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings
- Program evaluation methods at the individual, group, and/or systems levels
- Technology and information resources applicable to research and program evaluation
- Techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice

Examples of areas in which school psychologists demonstrate skills include the following:

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels
- Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings

### VIII Element 8.2 Legal, Ethical, and Professional Practice

Examples of areas in which school psychologists have knowledge include the following:

- History and foundations of school psychology
- Multiple school psychology service delivery models and methods
- Ethical and professional standards for school psychology
- Legal standards and regulations relevant for practice in settings in which school psychologists work
- Factors related to professional identity and effective practice as school psychologists
- Relevant information sources and technology
- Methods for planning and engaging in continuing education

Examples of areas in which school psychologists demonstrate skills include the following:

- Provide services consistent with ethical and professional standards in school psychology
- Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals
- 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
- Utilize supervision and mentoring for effective school psychology practice
- Engage in effective, collaborative professional relationships and interdisciplinary partnerships
- In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children
- Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth
- Engage in career-long self-evaluation and continuing professional development

National Association of School Psychologists, 2010

## **Appendix B: NASP Professional Standards Assessment Rubric**

*\*Utilize the Rubric below to rate knowledge and skill across every standard. A “9” should be assigned if there is not enough evidence to provide a clear rating. Note that a rating of “3” is typical of students in their second year, first semester of training, but that this rating may vary depending on your own unique experiences and prerequisite knowledge or skill base (i.e., students who enter with a Masters degree or have experience as a teacher may have higher levels in a particular standard).*

Component		Far Below Expectations 1	Below Expectations 2	Acceptable 3	Above Expectations 4	Far Above Expectations 5
II. Data-Based Decision Making and Accountability	KNOWLEDGE	There is little or no evidence that the student <b>acquired knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	There is some or inconsistent evidence that the student <b>acquired knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	There is ample evidence that the student <b>acquired knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	There is strong evidence that the student <b>acquired knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	There is exceptionally strong evidence that the student <b>acquired knowledge</b> of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes above and beyond program expectations.
	SKILLS	There is little or no evidence that the student <b>demonstrates the skills</b> 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	There is some or inconsistent evidence that the student <b>demonstrates the skills</b> 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	There is ample evidence that the student <b>demonstrates the skills</b> 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	There is strong evidence that the student <b>demonstrates the skills</b> 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	There is exceptionally strong evidence that the student <b>demonstrates the skills</b> 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 above and beyond program expectations.
		1	2	3	4	5
III. Consultation and Collaboration	KNOWLEDGE	There is little or no evidence that the student <b>acquired knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	There is some or inconsistent evidence that the student <b>acquired knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	There is ample evidence that the student <b>acquired knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	There is strong evidence that the student <b>acquired knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	There is exceptionally strong evidence that the student <b>acquired knowledge</b> of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services above and beyond program expectations
	SKILLS	There is little or no evidence that the student <b>demonstrates the skills</b> to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs	There is some or inconsistent evidence that the student <b>demonstrates the skills</b> to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs	There is ample evidence that the student <b>demonstrates the skills</b> to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs	There is strong evidence that the student <b>demonstrates the skills</b> to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs	There is exceptionally strong evidence that the student <b>demonstrates the skills</b> to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs above and beyond program expectations
		1	2	3	4	5

<b>IV Element 4.1 Interventions and Instructional Support to Develop Academic Skills</b>	<b>KNOWLEDGE</b>	There is little or no evidence that the student <b>acquired knowledge</b> of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	There is some or inconsistent evidence that the student <b>acquired knowledge</b> of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	There is ample evidence that the student <b>acquired knowledge</b> of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	There is strong evidence that the student <b>acquired knowledge</b> of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	There is exceptionally strong evidence that the student <b>acquired knowledge</b> of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies above and beyond program expectations.
	<b>SKILLS</b>	There is little or no evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	There is some or inconsistent evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	There is ample evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	There is strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	There is exceptionally strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills above and beyond program expectations.
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>IV Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>KNOWLEDGE</b>	There is little or no evidence that the student <b>acquired knowledge</b> 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	There is some or inconsistent evidence that the student <b>acquired knowledge</b> 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	There is ample evidence that the student <b>acquired knowledge</b> 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	There is strong evidence that the student <b>acquired knowledge</b> 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	There is exceptionally strong evidence that the student <b>acquired knowledge</b> 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 above and beyond program expectations
	<b>SKILLS</b>	There is little or no evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health	There is some or inconsistent evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health	There is ample evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health	There is strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health	There is exceptionally strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health above and beyond program expectations
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>V Element 5.1</b>  <b>School-Wide Practices to Promote Learning</b>	<b>KNOWLEDGE</b>	<p>There is little or no evidence that the student <b>acquired knowledge</b> of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health</p>	<p>There is some or inconsistent evidence that the student <b>acquired knowledge</b> of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health</p>	<p>There is ample evidence that the student <b>acquired knowledge</b> of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</p>	<p>There is strong evidence that the student <b>acquired knowledge</b> of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</p>	<p>There is exceptionally strong evidence that the student <b>acquired knowledge</b> of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health above and beyond program expectations.</p>
	<b>SKILLS</b>	<p>There is little or no evidence that the student, in collaboration with others, <b>demonstrates skills</b> to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others</p>	<p>There is some or inconsistent evidence that the student, in collaboration with others, <b>demonstrate skills</b> to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others</p>	<p>There is ample evidence that the student, in collaboration with others, <b>demonstrate skills</b> to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others</p>	<p>There is strong evidence that the student, in collaboration with others, <b>demonstrate skills</b> to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others</p>	<p>There is exceptionally strong evidence that the student, in collaboration with others, <b>demonstrate skills</b> to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others above and beyond program expectations</p>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>V Element 5.2</b>  <b>Preventive and Responsive Services</b>	<b>KNOWLEDGE</b>	<p>There is little or no evidence that the student <b>acquired knowledge</b> 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</p>	<p>There is some or inconsistent evidence that the student <b>acquired knowledge</b> 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</p>	<p>There is ample evidence that the student <b>acquired knowledge</b> 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</p>	<p>There is strong evidence that the student <b>acquired knowledge</b> 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</p>	<p>There is exceptionally strong evidence that the student <b>acquired knowledge</b> 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 above and beyond program expectations</p>
	<b>SKILLS</b>	<p>There is little or no evidence that the student, in collaboration with others, <b>demonstrates skills</b> 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</p>	<p>There is some or inconsistent evidence that the student, in collaboration with others, <b>demonstrates skills</b> 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</p>	<p>There is ample evidence that the student, in collaboration with others, <b>demonstrates skills</b> 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</p>	<p>There is strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> 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</p>	<p>There is exceptionally strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> 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 above and beyond program expectations.</p>

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<b>VI.</b> <b>Family- School  Collaboration  Services</b>	<b>KNOWLEDGE</b>	There is little or no evidence that the student <b>acquired knowledge</b> of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools	There is some or inconsistent evidence that the student <b>acquired knowledge</b> of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools	There is ample evidence that the student <b>acquired knowledge</b> of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools	There is strong evidence that the student <b>acquired knowledge</b> of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools	There is exceptionally strong evidence that the student <b>acquired knowledge</b> of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools above and beyond program expectations
	<b>SKILLS</b>	There is little or no evidence that the student, in collaboration with others, <b>demonstrates skills</b> to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children	There is some or inconsistent evidence that the student, in collaboration with others, <b>demonstrates skills</b> to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children	There is ample evidence that the student, in collaboration with others, <b>demonstrates skills</b> to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children	There is strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children	There is exceptionally strong evidence that the student, in collaboration with others, <b>demonstrates skills</b> to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children above and beyond program expectations
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<b>VII.</b> <b>Diversity in  Development  and Learning</b>	<b>KNOWLEDGE</b>	There is little or no evidence that the student <b>acquired knowledge</b> 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	There is some or inconsistent evidence that the student <b>acquired knowledge</b> 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	There is ample evidence that the student <b>acquired knowledge</b> 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	There is strong evidence that the student <b>acquired knowledge</b> 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	There is exceptionally strong evidence that the student <b>acquired knowledge</b> 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 above and beyond program expectations
	<b>SKILLS</b>	There is little or no evidence that the student <b>demonstrates skills</b> to provide professional services that promote effective functioning for individuals, families, and schools with diverse	There is some or inconsistent evidence that the student <b>demonstrates skills</b> to provide professional services that promote effective functioning for individuals, families, and schools	There is ample evidence that the student <b>demonstrates skills</b> to provide professional services that promote effective functioning for individuals, families, and schools with diverse	There is strong evidence that the student <b>demonstrates skills</b> to provide professional services that promote effective functioning for individuals, families, and schools with diverse	There is exceptionally strong evidence that the student <b>demonstrates skills</b> to provide professional services that promote effective functioning for individuals, families, and schools



		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 of all aspects of service delivery	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 of all aspects of service delivery	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 of all aspects of service delivery	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 of all aspects of service delivery	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 of all aspects of service delivery above and beyond program expectations
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>VIII Element 8.1</b>  <b>Research and Program Evaluation</b>	<b>KNOWLEDGE</b>	There is little or no evidence that the student <b>acquired knowledge</b> of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	There is some or inconsistent evidence that the student <b>acquired knowledge</b> of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	There is ample evidence that the student <b>acquired knowledge</b> of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	There is strong evidence that the student <b>acquired knowledge</b> of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	There is exceptionally strong evidence that the student <b>acquired knowledge</b> of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings above and beyond program expectations
	<b>SKILLS</b>	There is little or no evidence that the student <b>demonstrates skills</b> 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	There is some or inconsistent evidence that the student <b>demonstrates skills</b> 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	There is ample evidence that the student <b>demonstrates skills</b> 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	There is strong evidence that the student <b>demonstrates skills</b> 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	There is exceptionally strong evidence that the student <b>demonstrates skills</b> 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels above and beyond program expectations
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<b>VIII Element 8.2</b>  <b>Legal, Ethical, and Professional Practice</b>	<b>KNOWLEDGE</b>	There is little or no evidence that the student <b>acquired knowledge</b> 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	There is some or inconsistent evidence that the student <b>acquired knowledge</b> 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	There is ample evidence that the student <b>acquired knowledge</b> 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	There is strong evidence that the student <b>acquired knowledge</b> 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	There is exceptionally strong evidence that the student <b>acquired knowledge</b> 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 above and beyond program

						expectations
	<b>SKILLS</b>	There is little or no evidence that the student <b>demonstrates skills</b> to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals	There is some or inconsistent evidence that the student <b>demonstrates skills</b> to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals	There is ample evidence that the student <b>demonstrates skills</b> to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals	There is strong evidence that the student <b>demonstrates skills</b> to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals	There is exceptionally strong evidence that the student <b>demonstrates skills</b> to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals above and beyond program expectations