

New Jersey Association of School Psychologists' Framework for School Psychologists' Self Assessment

Performance Area

Performance Rating

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision-Making and Accountability1[1]				
1.1.) I demonstrate knowledge of varied methods of assessment that yield information useful in identifying strengths and needs, in understanding problems and in measuring progress.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1.2.) I demonstrate effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving and assessment processes and are linked to goals and outcomes.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1.3.) I demonstrate effective problem-solving (decision-making) process skills and procedures at the individual, group, and systems levels.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1.4.) I demonstrate effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group and systems interventions that compare outcome(s) to desired goals.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Domain 2: Consultation and Collaboration				
2.1) I demonstrate knowledge of behavioral, mental health, collaborative and/or other consultation models and methods.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

2.2) I communicate and collaborate effectively with school personnel.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
2.3) I communicate and collaborate effectively with families.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
2.4) I communicate and collaborate effectively with students.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
2.5) I communicate and collaborate effectively with community professionals.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
2.6) I collaborate with others at a universal systems level to develop prevention and intervention programs that help to create healthy learning environments.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Direct and Indirect Services for Children, Families and Schools
Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills				
3.1) I demonstrate knowledge of and skills in developing effective instructional strategies/intervention to promote learning of students at individual, group or systems levels.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3.2) I demonstrates skills in adhering to procedures for administering standardized assessments of cognitive ability.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

3.3) I demonstrate skills in conducting curriculum-based, progress monitoring or other authentic methods of assessments of academic skills.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3.4) I demonstrate skills in appropriately administering and interpreting assessment data.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3.5) I demonstrate skills in linking assessment data to development of instructional interventions.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3.6) I assess treatment integrity of intervention implementation.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills				
4.1) I demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to development of behavioral, affective, adaptive and social skills.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
4.2) I properly administer, analyze, and interpret assessment strategies to measure behavioral, affective, adaptive and social domains.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
4.3) I demonstrate skills in linking assessment data to development of behavioral interventions, including functional behavioral assessment under IDEA.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
4.4) I utilize ecological and behavioral approaches when developing	Exceptional	Full	Partial	Insufficient

behavior change programs and other evidence-based interventions.	(4)	(3)	(2)	(1)
4.5) I appropriately evaluate outcomes of interventions and assess treatment integrity of intervention implementation.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
4.6) I utilize intervention and progress monitoring data to guide instructional decisions.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
4.7) I demonstrate skill in providing direct interventions, e.g., individual counseling, group counseling, applied behavior analysis, social problem solving skills and other: _____. (Indicate those that apply.)	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
4.8) I demonstrate skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Direct and Indirect Services for Children, Families and Schools Systems- Level Services

Domain 5: School-wide Practices to Promote Learning				
5.1) I work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
5.2) I apply principles of systems theory to promote learning, to prevent problems and to create effective learning environments, e.g., participating in building-level intervention assistance teams and understand its procedures.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

5.3) I participate in the development, implementation and/or evaluation of programs that promote safe schools.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
5.4) I review district/school policies and procedures, e.g., prevention, crisis intervention, suicide intervention, discipline, etc.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
5.5) I review school curricula.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Domain 6: Preventive and Responsive Services				
6.1) I demonstrate knowledge of human development and psychopathology, and associated biological, cultural and social influences on human beings. I am aware of current theory and evidence-based interventions in these areas.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
6.2) I work collaboratively with others at the systems level to implement prevention and intervention programs that promote mental health and physical well being of students. ASP	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
6.3) I demonstrate knowledge of crisis policies and procedures including collaboration with school personnel, parents and community in the aftermath of a crisis.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
6.4) I demonstrate skills in providing direct preventive and responsive interventions, i.e., individual counseling, group counseling, social problem solving skills and other: _____.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

(Indicate those that apply.)				
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Domain 7: Family-School Collaboration Services

7.1) I demonstrate knowledge of family systems, including family strengths and influences on student development, learning, and behavior.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
7.2) I demonstrate knowledge of methods and strategies to involve families in education and service delivery.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
7.3) I establish and maintain collaborative relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
7.4) I demonstrate skills to facilitate home-school communication and collaboration.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
7.5) I collaborate effectively with families, teachers, school personnel and others throughout the assessment process and during interventions.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
7.6). I demonstrate knowledge of school-based and community services and resources for children with diverse needs, and help to create links between schools, families, and community resources.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning				
8.1) I demonstrate knowledge of individual differences, abilities and disabilities and of the potential influence of human diversity, e.g., biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
8.2) I demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths and needs.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
8.3) I demonstrate an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic biases to ensure equal outcomes.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Domain 9: Research and Program Evaluation				
9.1) I demonstrate knowledge of and am able to translate evidence – based research, statistics, and evaluation methods into practice for improvement of services..	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
9.2) I am able to apply principles of research design (quantitative and qualitative techniques) and single-case design. ASP	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
9.3) I collect and analyze data to evaluate the effectiveness of interventions at an individual, program or systems level (program evaluation)..	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Domain 10: Legal, Ethical and Professional Practice				
10.1) I demonstrate and adhere to professional, ethical and legal standards in school psychology and education.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
10.2) I demonstrate reliable, responsible and dependable behaviors.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
10.3) I interact with others in a professional manner.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
10.4) I present information in writing and orally in a clear and professional manner.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
10.5) I respond appropriately to feedback from others and am flexible and open to suggestions.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
10.6) I appropriately prepare and utilize supervision, including making effective use of feedback.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
10.7) I demonstrate a commitment to continued professional development and learning, self- improvement and self-evaluation.	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Based on Williams, B. B. & Monahan, L. W. (2014) and on NASP 2010 *Model for Comprehensive and Integrated School Psychological Services*