



Professional Standards for School Psychologists

A Performance Evaluation and Professional Growth Tool

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Professional Standards for School Psychologists: PEPG Tool

Purpose

To achieve the Maine Association of School Psychologists (MASP) strategic goals, the Professional Standards Committee has developed a meaningful Professional Evaluation/Supervision tool that practitioners can use in their practice/districts. While this tool is designed specifically for employed practitioners to use in a district to fulfill Performance Evaluation and Professional Growth (PEPG) requirements, it may also be used with adaptations/modifications for self-evaluation and/or personal growth for those who are contracted by a school district.

Fundamentals

As the tool was developed, the committee considered guidance provided by the National Association of School Psychologists (NASP). These include NASP's strategic goals, NASP Practice Organizational Principles, and NASP Practice Model 10 Domains. MASP members also graciously shared their supervision and evaluation procedures.

In addition to MASP, "the NASP Practice Model calls for school psychologists to transition from their traditional test-and-place, special education roles to a more comprehensive and integrated service delivery model."



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Diversity

The committee acknowledged the diversity within Maine schools in regard to the Performance Evaluation and Professional Growth (PEPG) for school psychologists. The PEPG process varies widely among districts/regions and may be individualized to individual school districts. The committee considered the basic assumption that certified school psychologists (093) who are employed in school districts need to fulfill some form of PEPG requirements. Our goal was to develop a professional supervision and evaluation tool that is flexible enough to meet local requirements and policies while allowing school psychologists to individually include personal goals and standards that will ultimately expand their practice. ***It should be understood that any one individual would not be evaluated in all practice domains at one time.*** Rather, the tool should provide a platform for practitioners to expand and grow in the field over time.

Seven-Step Approach to the Professional Standards Tool

The following actions steps are provided to introduce the arrangement of this PEPG plan. The action steps are provided to allow for flexibility depending on the school psychologists' professional evaluation needs and/or the district supervision/ evaluation requirements and policies. This tool is provided as a resource that may be used fully, partially, or adjusted to meet the unique needs of the school psychology professional requirements.



Step One: Complete Self-Assessment (page 4)

Step Two: Select Domain(s) Performance Appraisal Rubric of School Psychological Practices Aligned with the NASP Practice Model (pages 5-14) **Step Three:** Set SMARTIE Goal(s) (page 15)

Step Four: Act toward Achieving Your SMARTIE Goals (page 16)

Step Five: Collect Evidence (page 17)

Step Six: Reflect on Progress and Evidence toward Fulfilling Goals (page 18)

Step Seven: Share Documented Progress and Evidence with Supervisor
Summary Performance Appraisal Rubric of School Psychological Practices Aligned with the NASP Practice Model is provided as a resource (page 19)

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Action Step One: Complete Self-Assessment

It is suggested that practitioners do a self-assessment prior to setting professional goals. This exercise will likely give you some target areas to work on. Review the results with your supervisor and consider which areas would be most beneficial to work on for you and your district. Proceed to Step 2 and choose/create activities that best serve to fulfill those needs. Districts may have PEPG policies in regards to self-assessments. With this in mind, the NASP Self-Assessment for School Psychologists is provided as one resource.

Self-Assessment for School Psychologists Link and Sample (See Appendix I)

Outcome: [Self-Assessment for School Psychologists](#)

Survey Results

The chart below provides your average rankings within each domain.

[Survey Home](#)

| Domain | Score | Percentage |
|--|-------|------------|
| Domain 1 - Data-Based Decision Making | 5/5 | 100% |
| Domain 2 - Consultation and Collaboration | 4/4 | 100% |
| Domain 3 - Academic Interventions and Instructional Supports | 4/5 | 80% |
| Domain 4 - Mental and Behavioral Health Services and Interventions | 4/5 | 80% |
| Domain 5 - School-Wide Practices to Promote Learning | 5/5 | 100% |
| Domain 6 - Services to Promote Safe and Supportive Schools | 3/5 | 60% |
| Domain 7 - Family, School, and Community Collaboration | 4/4 | 100% |
| Domain 8 - Equitable Practices for Diverse Student Populations | 5/5 | 100% |
| Domain 9 - Research and Evidence-Based Practice | 4/4 | 100% |
| Domain 10 - Legal, Ethical, and Professional Practice | 5/5 | 100% |
| Overall | 43/47 | 91.5% |

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Action Step Two: Select Domain(s) from Performance Appraisal Rubric of the School Psychological Practices Aligned with the NASP Practice Model

Based on results of your self-assessment, review the following practices and select the relevant domain(s) in this rubric to assist with creating your action plan.

Domain 1: Data-Based Decision Making

School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists demonstrate an understanding and the skills to use psychological and educational assessment and systematic data collection to effectively apply results for the identification of strengths and needs and for the design, implementation, and evaluation of direct interventions, educational and services, and programs.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|---|--|--|--|
| <p>Conduct assessments to identify eligibility for Special Education services</p> | <p>...and</p> <p>Data collected systematically from multiple sources</p> <p>Use of valid & reliable assessment techniques</p> <p>Conduct assessments to identify eligibility for Special Education services as part of the interdisciplinary team</p> | <p>...and</p> <p>Problem-solving framework as a basis for all data based decision making</p> <p>Data collected and used to recommend appropriate and research-based instructional & Social-emotional services</p> <p>Use of systematic & valid data collection procedures</p> | <p>...and</p> <p>Collaborative problem-solving framework as a basis for all data based decision-making</p> <p>Data collected systematically from multiple sources and considers ecological factors (e.g. classroom, family, community characteristics)</p> <p>Understand & help facilitate design/ implementation of treatment fidelity</p> <p>Use of systematic, reliable, & valid system to evaluate the effectiveness of one's own services and school systems</p> <p>Use of information and technology resources to enhance data collection & decision making</p> |

Summary/Evidence: Case Studies, Work Samples, Observations, Surveys

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Domain 2: Consultation and Collaboration

School psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. School psychologists understand and use varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems. Methods will promote effective implementation of services.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|---|---|--|--|
| <p>Uses the problem solving process as a vehicle for planning, communicating, consulting and collaboration</p> <p>Shows up for meetings</p> <p>Returns phone calls/emails</p> <p>Is visible to staff and parents in schools</p> | <p>...and</p> <p>Demonstrates timeliness for meetings, returning phone calls and emails</p> <p>Communicates information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others</p> <p>Participates in school based meetings and demonstrates attempts to collaborate/consult with school personnel, parents, and community</p> | <p>...and</p> <p>Effectively communicates information for diverse audiences</p> <p>Functions as a potential change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district</p> | <p>...and</p> <p>Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services</p> |

Summary/Evidence: Case Studies, Observations, Surveys

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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.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|--|---|--|--|
| <p>Works with other school personnel to ensure the attainment of state and local academic benchmarks by all students</p> | <p>...and</p> <p>Applies current empirically-based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems level</p> <p>In collaboration with others, develops and evaluates effective interventions for increasing student learner engagement and academic outcomes.</p> | <p>...and</p> <p>Incorporates all available assessment information in recommending instructional strategies to meet the individual learning needs of children</p> <p>Seeks out collaboration to promote student achievement with school staff/resources</p> | <p>...and</p> <p>Uses information and assistive technology resources to enhance students' cognitive and academic skills.</p> <p>Seeks out professional development and stays current with research on human learning, cognition, and developmental processes.</p> |

Summary/Evidence: Document Review, Case Studies, Presentations/Trainings, Surveys, Observations

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Domain 4: Mental and Behavioral Health Services and Interventions School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills. School psychologists use evidence-based strategies to promote social-emotional functioning, and mental and behavioral health.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|---|--|---|--|
| <p>Integrates behavioral supports and mental health services with academic and learning goals for children</p> <p>Has knowledge and applies techniques of Functional Behavioral Assessment and Positive Behavioral Principles</p> | <p>...and</p> <p>Facilitates design and delivery of curricula and/or programs to help students develop effective behaviors, such as self regulation and self monitoring, planning/ organization, empathy, and healthy decision making Uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization</p> | <p>...and</p> <p>Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. In addition, the school psychologist evaluates the implementation and results for these services at the individual and group level Addresses intervention and fidelity of behavioral interventions.</p> | <p>...and</p> <p>Develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management</p> <p>Addresses intervention and fidelity of behavioral intervention</p> |

Summary/Evidence: Document Review, Case Studies, Presentations/Trainings, Surveys, Observations

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Domain 5: School-Wide Practices to Promote Learning

School psychologists collaboratively develop and implement practices that create and maintain safe, effective, and supportive learning environments. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning, positive behavior, and mental health.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|--|--|---|---|
| <p>Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment</p> <p>Demonstrate and utilize a solid knowledge base of curriculum and instruction</p> | <p>...and</p> <p>Incorporates evidenced-based strategies, in collaboration with others, in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home school partnerships</p> <p>Works to build strong relationships with key staff and collaborates to meet school goals</p> | <p>...and</p> <p>Uses his/her knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services</p> <p>Involvement in the development of school improvement plans</p> | <p>...and</p> <p>Promotes the development and maintenance of learning environments that support resilience and academic growth, increases high rates of academic engaged time, and reduce negative influences on learning and behavior</p> |

Summary/Evidence: Presentations, Document Review, Case Studies, Surveys, Observation

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Domain 6: Services to Promote Safe and Supportive Schools

School psychologists have knowledge of principles and research related to resilience and risk factors in learning, behavioral and mental health, services in schools and communities to support multi-tiered prevention, health promotion, psychological and physical safety, and evidence-based practices for effective crisis prevention and response.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|---|--|---|---|
| <p>Participates in school based team meetings (examples RTI, IEP, PBIS, etc...)</p> | <p>...and</p> <p>Delivers mental health services, as needed</p> <p>Collaborates with school personnel, students, parents, and community</p> | <p>...and</p> <p>Promotes recognition of risk factors</p> <p>Actively participates in threat assessments, utilizing best practices</p> <p>Evaluates the need for preventative services and initiatives</p> | <p>...and</p> <p>Participates in school crisis teams with planning and/or crisis incidents</p> <p>Promotes/ Advocates Positive Behavioral Interventions and Support Practices</p> <p>Provides counseling/coaching, and/or interventions strategies</p> <p>Promotes wellness and resiliency</p> <p>Participates in promoting safe and violence-free schools and communities</p> |

Summary/Evidence: Distinct-Level Committee Participation, Presentations, Document Review, Case Studies, Observations

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Domain 7: Family, School, and Community Collaboration

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists facilitate family and school partnerships and interactions with community agencies to enhance positive academic and social-behavioral outcomes for children.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|--|---|---|--|
| <p>Promotes the use of evidence based strategies to design, implement and evaluate effective policies and practices that promote family school collaboration</p> | <p>...and</p> <p>Identifies diverse cultural issues, context and other factors that have an impact on family/school interaction</p> <p>Helps to create linkages and coordination of services between school families and community</p> | <p>...and</p> <p>Advocates for families and supports parents in their involvement in school activities</p> | <p>...and</p> <p>Promotes strategies for parenting that facilitate children’s healthy development</p> <p>Promotes education to the school community regarding influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development</p> |

Summary/Evidence: Local/State Committee Participation with Constituent Groups, Presentations, Document Review, Case Studies, Observations

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Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse student characteristics and the effects they have on development and learning. School psychologists have an understanding of principles and research related to diversity in children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. 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.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|---|---|---|--|
| <p>Uses valid and reliable assessment instruments and practices when working with diverse populations and communicate possible limitations (e.g., with respect to normative data) with others</p> | <p>...and</p> <p>Applies understanding of the influence of diversity (e.g., child development, religion, culture and cultural identity, socioeconomic status, sexual orientation, race, gender identity) when designing and implementing interventions to achieve learning and behavioral outcomes</p> | <p>...and</p> <p>Uses inclusive language and provides culturally competent, equitable, and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics</p> <p>Recognizes both within- and between group difference when working with diverse student populations</p> | <p>...and</p> <p>Recognize in themselves and others the subtle racial, class, gender, cultural and other biases that they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students</p> <p>Promotes fairness and social justice in educational programs and services</p> |

Summary/Evidence: Presentations, Document Review, Case Studies, Work Samples, Observations

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Domain 9: Research and Evidence-Based Practice

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

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|--|--|---|---|
| <p>Incorporates techniques for data collection, analysis, and accountability in evaluation of services at the system, group, and individual levels</p> | <p>...and</p> <p>Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans at the group and individual levels</p> <p>Supports teachers in collecting and analyzing progress monitoring data at the group and individual levels</p> <p>Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery</p> | <p>...and</p> <p>Collaborates with others to collect, analyze, and interpret program evaluation data in applied settings at the group and individual levels</p> <p>Shares information about research with educators, parents and/or the community to promote improvements in instruction, student achievement and healthy lifestyles</p> | <p>...and</p> <p>Provides assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the group and individual levels</p> |

Summary/Evidence: Case Studies, Work Samples

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Domain 10: Legal, Ethical, and Professional Practice

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.

| Needs Improvement | Developing | Effective | Innovative and Distinguished |
|--|---|--|--|
| <p>Stays current with legal, ethical and professional standards</p> <p>Sometimes models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community</p> | <p>...and</p> <p>Access, evaluate and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping</p> <p>Reflects on his/her practice to ensure appropriate service delivery</p> <p>Occasionally models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> | <p>...and</p> <p>Uses supervision, mentoring, and/or consultation for effective practice</p> <p>Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children</p> <p>Often models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> | <p>...and</p> <p>Engages in lifelong learning and formulates personal plans for ongoing professional growth</p> <p>Assists administrators, teachers, parents, and other school personnel in understanding and adhering to legislation and regulations relevant to regular and special education</p> <p>Regularly models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community.</p> |

Summary/Evidence: Participation in Local/State/National Committee or Organizations (relevant to this standard), Observation, Work Samples

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Action Step Three: Set SMARTIE Goal(s)

SMARTIE goals help improve achievement and success toward meeting a specific outcome. A SMARTIE goal can clarify exactly what is expected and the measures used to determine if the goal is achieved and successfully completed while considering a level of equity and inclusion. While you may use results on the self-assessment, Performance Appraisal Rubric of School Psychological Practices Aligned with the NASP Practice Model, and your district requirements, ***SMARTIE goals may not need to reflect all domains.***

| | Description | Guiding Questions |
|-------------------------|---|--|
| Specific | Well defined, clear outcome Clear to anyone | What do I want to accomplish? |
| Measurable | Know when and how achievement will be measured | How will I know it is accomplished? |
| Attainable | Achievable Agreement on what goal should be | Can it be accomplished? |
| Results-Oriented | Ensure the goal is aligned to the Professional Standards and district | Does this fit with the Professional Standards for your role? |
| Time-bound | Clear start and end dates | Do you have a clear timeline for the completion of the activities? |
| Inclusive | Action promotes inclusiveness | Is there a sense of fairness or justice? |
| Equitable | Outcome shrink disparities and promotes equity within the community | Are there unintended negative consequences along the lines of race, religion, culture, SES, or gender and sexual identity? |

SAMPLE SMARTIE for Domain 1

By June 2021, in consultation with stakeholders to ensure equitable outcomes, thoughtful administration and results of three comprehensive evaluations will directly correlate with relevant and evidence-based social-emotional intervention plans specific to the students' individual strengths and needs.

11/22/2021



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Action Step Four: Act Toward Achieving Your SMARTIE Goals

Sample of A Professional Growth Plan For Specialists Specialist:

_____ Year: _____

-With consideration of your self-assessment, list the Domain(s) of Practice you plan on focusing your goals on.

-List the goals you intend to accomplish during the course of the year based on your Professional Standards of Practice and district requirements.

-Link your SMARTIE goals to the selected professional domains of practice.

| | |
|--|--|
| Domain: GOAL (By____, Given____As Measured By): | |
| ACTION STEPS: | |
| Domain: GOAL (By____, Given____As Measured By): | |
| ACTION STEPS | |
| Domain: GOAL (By____, Given____As Measured By): | |
| ACTION STEPS: | |

Action Step Five: Collect Evidence

Explanation of Sample Professional Growth Activities *The following examples are provided to support the actions steps toward meeting the domains reflected in your plan. This is not an exhaustive list.*

1. Attendance at PD Opportunities
Examples: Quick-shops, conferences, workshops, webinars, professional committees
Required Evidence: Attach a copy of agenda/syllabus/certificate
Application of your learning: Professional Growth Activity Reflection Form
2. Professional Reading (2 articles or a book)
Required Evidence: Title, Author, Publication Date
Professional Growth Activity Reflection Form
3. Participation on Professional/Educational Committees (3-5 meetings)
Example: NASP, MASP, district or state educational committee
Required Evidence: Agendas
Professional Growth Activity Reflection Form
4. Participation in Study Groups
Example: Study must include 2 articles, a book, or a webinar
Must be 3-4 hours of facetime
Required Evidence: Professional Growth Activity Reflection Form
5. Presenting at a Professional Development Session
Example: Lead or participate in the presentation at a district, state, or national PD session.
Required Evidence Attach copies of your plan (agenda)/program/exit slips
Professional Growth Activity Reflection Form based on exit slips
6. Participation in Leadership Training
Procedure: Training must be at least 8 hours
Required Evidence: Agenda, minutes
Professional Growth Activity Reflection Form
7. Coursework Impacting Assignment/Identified Goal
Required Evidence: Grade from Course Reimbursement Form
Copy of course description and syllabus
Professional Growth Activity Reflection Form

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**Action Step Six: Reflect on Progress and Evidence
toward Fulfilling Goals**

Reflection Form for Professional Growth Activity

(You may also decide to retake the NASP self-assessment tool)

Name:

Date of Completion:

Title of Professional Growth Activity:

Which goal/s on your professional growth plan does this opportunity support?

Date of Activity

Description of Activity

Evidence:

Reflection: How did this professional growth activity improve your practice?

11/22/2021

Action Step Seven: Share Documented Progress and Evidence with Supervisor

Summary Rubric of School Psychological Practices Aligned with the NASP Practice Model

The following Summary Rubric of School Psychological Practices Aligned with the NASP Practice Model is provided as a reference for the end-of-the year PEPG plan and allows flexibility depending on your professional practices and district supervision/evaluation requirements.

For example, two options for use are provided:

Option A: Within a collaborative supervision/evaluation summary process, complete the following summary rubric for the identified/relevant domains presented in SMARTIE goals. Supervisor will also complete the 'supervisor score' section in the rubric for the specified domains.

Option B: Within a traditional supervision/evaluation summary process, supervisor completes the 'supervisor score' section in the rubric for the identified/relevant domains presented in SMARTIE goals.

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Domain 1 Data-Based Decision Making

(SCORE: ___/4)

| | | | | |
|--|---|--|--|---|
| Domain 1 Data-Based Decision Making | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
| | School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists demonstrate an understanding and the skills to use psychological and educational assessment and systematic data collection to effectively apply results for the identification of strengths and needs and for the design, implementation, and evaluation of direct interventions, educational and services, and programs. | Needs Improvement Developing Effective Innovative/ Distinguished | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Case Studies Observations Surveys Work Samples Other: |
| Notes: | | | | |
| Not Applicable | | | | |

Domain 2 Consultation and Collaboration

(SCORE: ___/4)

| | | | | |
|--|---|--|--|---|
| Domain 2 Consultation and Collaboration | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
| | School psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. School psychologists understand and use varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems. Methods will promote effective implementation of services. | Needs Improvement Developing Effective Innovative/Distinguished | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Case Studies Observations Surveys Other: |
| Notes: | | | | |
| Not Applicable | | | | |

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Domain 3 Academic Interventions and Instructional Supports

(SCORE: ___/4)

| Domain 3 Academic Interventions and Instructional Supports | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
|--|--|--|--|---|
| | 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. | Needs Improvement Developing Effective Innovative/Distinguished Not Applicable | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Case Studies Observations Surveys Document Review Presentation/ Trainings Other: Not Applicable |
| Notes: | | | | |

Domain 4 Mental and Behavioral Health Services and Interventions

(SCORE: ___/4)

| Domain 4 Mental and Behavioral Health Services and Interventions | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
|--|--|--|--|---|
| | School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills. School psychologists use evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. | Needs Improvement Developing Effective Innovative/Distinguished Not Applicable | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Presentation Training Document Review Case Studies Observations Surveys Other: Not Applicable |
| Notes: | | | | |

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Domain 5 School-Wide Practices to Promote Learning

(SCORE: ___/4)

| Domain 5 School-Wide Practices to Promote Learning | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
|--|---|--|--|--|
| | School psychologists collaboratively develop and implement practices that create and maintain safe, effective, and supportive learning environments. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning, positive behavior, and mental health. | Needs Improvement Developing Effective Innovative/ Distinguished | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Document Review Presentations Case Studies Observations Surveys Other: Not Applicable |
| Notes: | | | | |

Domain 6 Services to Promote Safe and Supportive Schools

(SCORE: ___/4)

| Domain 6 Services to Promote Safe and Supportive Schools | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
|--|--|--|--|---|
| | School psychologists have knowledge of principles and research related to resilience and risk factors in learning, behavioral and mental health, services in schools and communities to support multi tiered prevention, health promotion, psychological and physical safety, and evidence-based practices for effective crisis prevention and response. | Needs Improvement Developing Effective Innovative/ Distinguished | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | District-Level Committee Participation Case Studies Observations Presentations Document Review Other: Not Applicable |
| Notes: | | | | |

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Domain 7 Family, School, and Community Collaboration

(SCORE: /4)

| Domain 7 Family, School, and Community Collaboration | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
|--|--|---|--|--|
| | <p>School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support positive family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists facilitate family and school partnerships and interactions with community agencies to enhance positive academic and social-behavioral outcomes for children.</p> | <p>Needs Improvement Developing Effective Innovative/ Distinguished</p> <p>Not Applicable</p> | <p>Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4)</p> | <p>Local/State Committee Participation w/ Constituent Groups Case Studies Observations Document Review Presentations Other: Not Applicable</p> |
| <p>Notes:</p> | | | | |

Domain 8: Equitable Practices for Diverse Student Populations

(SCORE: /4)

| Domain 8 Equitable Practices for Diverse Student Populations | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
|--|---|---|--|--|
| | <p>School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse student characteristics and the effects they have on development and learning. School psychologists have an understanding of principles and research related to diversity in children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. 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.</p> | <p>Needs Improvement Developing Effective Innovative/ Distinguished</p> <p>Not Applicable</p> | <p>Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4)</p> | <p>Presentations Case Studies Observations Document Review Other: Not Applicable</p> |
| <p>Notes:</p> | | | | |

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Domain 9 Research and Evidence-Based Practice

(SCORE: /4)

| | | | | |
|--|---|--|--|--|
| Domain 9 Research and Evidence-Based Practice | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
| | School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery. School psychologists have knowledge in the use of various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. | Needs Improvement Developing Effective Innovative/ Distinguished Not Applicable | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Case Studies Work Samples Other: Not Applicable |
| Notes: | | | | |

Domain 10: Legal, Ethical, and Professional Practice

(SCORE: /4)

| | | | | |
|--|---|--|--|--|
| Domain 10 Legal, Ethical, and Professional Practice | Professional Practice | Self-Assessment Rating | Supervisor Score | Evidence Provided |
| | 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. | Needs Improvement Developing Effective Innovative/ Distinguished Not Applicable | Not Assessed Needs Improvement (1) Developing (2) Effective (3) Innovative/ Distinguished (4) | Participation in Local/State/National Committee or Organizations (relevant to this standard) Work Samples Observations Other: Not Applicable |
| Notes: | | | | |

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References

Maine Department of Education PEPG General Resources

<https://www.maine.gov/doe/educators/educatoreval/PEPG-resources>

National Association of School Psychologists. The Professional Standards of the National Association of School Psychologists (2020). Bethesda, MD: National Association of School Psychologists. Retrieved from:

[NASP 2020 Professional Standards Adopted](#)

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>

National Association of School Psychologists Self-Assessment for School Psychologists Link

https://apps.nasponline.org/standards-and-certification/survey/survey_launch.aspx

Evaluating the performance of school psychologists: Current status and future directions with a 360-degree evaluation process

[Julie Morrison 360 degree evaluation](#)

<https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.22360>

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Appendix I Self-Assessment Sample from NASP

Survey Results

The chart below provides your average rankings within each domain.

[Survey Home](#)

| Domain | Score | Percentage |
|--|-------|------------|
| Domain 1 - Data-Based Decision Making | 5/5 | 100% |
| Domain 2 - Consultation and Collaboration | 4/4 | 100% |
| Domain 3 - Academic Interventions and Instructional Supports | 4/5 | 80% |
| Domain 4 - Mental and Behavioral Health Services and Interventions | 4/5 | 80% |
| Domain 5 - School-Wide Practices to Promote Learning | 5/5 | 100% |
| Domain 6 - Services to Promote Safe and Supportive Schools | 3/5 | 60% |
| Domain 7 - Family, School, and Community Collaboration | 4/4 | 100% |
| Domain 8 - Equitable Practices for Diverse Student Populations | 5/5 | 100% |
| Domain 9 - Research and Evidence-Based Practice | 4/4 | 100% |
| Domain 10 - Legal, Ethical, and Professional Practice | 5/5 | 100% |
| Overall | 43/47 | 91.5% |

Reflection Questions

Please answer the following reflection questions after taking the NASP Self-Assessment. Practitioners can engage in this reflection individually, or with others after taking the NASP Self-Assessment. Additionally, district teams can use these reflections to set goals for the broad range of service delivery throughout the district as well.

The [NASP Professional Growth Plan template](#) (PDF) can assist you in your future planning.

For Domains with a rating of less than 50%

- What barriers prevent me from providing these services more frequently (e.g., contextual, structural, systemic, limited training/skills in that area)?
- How can I overcome those barriers (e.g., professional development, professional advocacy, peer mentoring/consultation)?
- Which components of the domain rated as “no” are most important/relevant to improve effectiveness in my context? How should I prioritize areas to further professional growth?
- From whom can I seek supervision/peer consultation/mentoring to further my professional growth?

For Domains with a rating of 50% or more

- What are the conditions that have enabled me to engage in these services? How can I continue to advocate for and promote these conditions?
- How do I continue to build from these services and further my own understanding and skill set?
- How can I provide supervision/peer consultation/mentoring to assist others in providing these services and further their professional growth?

When looking at your Overall Rating

- Review overall ratings
 - Are ratings equally distributed across domains, or do some domains have a very high rating while others have a very low rating?
 - What are my strengths?
 - What are my areas of need for further professional growth and development?
- What areas should I prioritize based on my current work context?
- Set a goal for your service delivery based on responses to the questions above
 - And how would you achieve it?
- Which NASP resources will help me achieve this goal?