

Knowledge and Skills Based Pay Administrative Evaluation Form (PSYCHOLOGISTS)

KSBP Level
(M, P, EP, E)

Standard 1: Data-Based Decision-Making and Accountability

School psychologists have knowledge of various models and methods of assessment that yield information useful in identifying strengths and needs of children, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

- _____ Uses a variety of assessment methods to collect data for decision-making. Methods include formal and informal test administration, behavioral assessment, curriculum-based measures, interviews, and /or ecological or environmental assessment.
- _____ Possesses knowledge of methods to link assessment results with interventions and evaluate intervention outcomes.
- _____ Assists school administrators interpret and use assessment data designed to meet accountability responsibilities

Standard 2: Consultation and Collaboration

School psychologists have knowledge of consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in the planning and decision-making process at the individual, group, and systems levels. School psychologists have knowledge of research, statistics, and evaluation methods.

- _____ Possesses the knowledge and skills necessary to facilitate communication and collaboration with school teams, families, community professionals, and others.
- _____ Is effective in presenting and disseminating information to diverse audiences, such as parents, teachers, colleagues, and others in a variety of settings.

Standard 3: Student Diversity in Development and Learning

School psychologists possess the knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development of learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

- _____ Effectively articulates and supports District mission and goals to staff, students and community
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Standard 4: School and Systems Organization, Policy Development and Climate

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

- _____ Plans for delivery of psychological services. Consults with Child Study Teams in planning for screening, testing, and referral evaluation. Consults with IEP Teams in re-evaluation planning.
- _____ Maintains a record keeping system and completes and submits reports a timely manner.

Standard 5: Prevention, Crisis Intervention, and Mental Health

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

- _____ Assists with crisis intervention, such as suicide prevention, violence, and death.
- _____ Assists school teams with CPS matters, including agency contact, report filing, and consultation.

Standard 6: School Psychology Practice and Development

School psychologists adhere to national standards of conduct and practice, and commit to career-long professional development as defined by the National Association of School Psychologists and Division 16 of the American Psychological Association.

- _____ Demonstrates personal integrity and maintains professional and ethical standards.
- _____ Supports district, departmental, and school mission and vision.
- _____ Creates a professional growth plan to increase knowledge and skills.

12 out of 14 indicators = 80% required for level attainment

