**Hawaii Adapted Framework for Teaching**

***Adapted from the Charlotte Danielson A Framework for***

***Teaching, 2nd Edition***

**Framework: School Psychologists**

|  |
| --- |
| **School Psychologists – 1a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students.** | Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students. | Psychologist uses a limited number of psychological instruments to evaluate students. | Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses. | Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used. |

|  |
| --- |
| **School Psychologists – 1b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1b: Demonstrating knowledge of child and adolescent development and****psychopathology.** | Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology. | Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology. | Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology. | Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns. |

|  |
| --- |
| **School Psychologists – 1c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1c: Establishing goals for the psychology program appropriate to the setting and the students served.** | Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students. | Psychologist’s goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students. | Psychologist’s goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students. | Psychologist’s goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues. |

|  |
| --- |
| **School Psychologists – 1d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1d: Demonstrating knowledge of state and federal regulations and or resources both within and beyond the school and district.** | Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district. | Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. | Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district. | Psychologist’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. |

|  |
| --- |
| **School Psychologists – 1e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:****Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention.** | Psychologist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Psychologist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Psychologist has developed a plan that includes the important aspects of work in the setting. | Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |
| **School Psychologists – 1f** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the psychology program.** | Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Psychologist has a rudimentary plan to evaluate the psychology program. | Psychologist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Psychologist’s evaluation plan is highly sophisticates, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

|  |
| --- |
| **School Psychologists – 2a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2a: Establishing rapport with students.** | Psychologist’s interactions with students are negative or inappropriate; students appear uncomfortable in the testing center. | Psychologist’s interactions are a mix of positive and negative; the psychologist’s efforts at developing rapport are partially successful. | Psychologist’s interactions with students are positive and respectful; student appear comfortable in the testing center. | Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. |

|  |
| --- |
| **School Psychologists – 2b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b: Establishing a culture for positive mental health throughout the school.** | Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers. | Psychologist’s attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful. | Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers. | The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students. |

|  |
| --- |
| **School Psychologists – 2c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2c: Establishing****and maintaining clear****procedures for referrals.** | No procedures for referrals have been established when teachers want to refer a student for special services, they are not sure how to go about it. | Psychologist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |

|  |
| --- |
| **School Psychologists – 2d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2d: Establishing standards of conduct in the testing center.** | No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation. | Standards of conduct appear to have been established in the testing center. Psychologist’s attempts to monitor and correct negative student behavior during an evaluation are partially successful. | Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to student is appropriate and respectful. | Standards of conduct have been established in the testing center. Psychologist’s monitoring of students is subtle and preventive, and students engage in self- monitoring of behavior. |

|  |
| --- |
| **School Psychologists – 2e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2e: Organizing physical space for testing of students and storage of materials.** | The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed. | Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed. | The testing center is well organized; materials are stored in a secure location and are available when needed. | The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed. |

|  |
| --- |
| **School Psychologists – 3a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a: Responding to referrals; consulting with teachers and administrators.** | Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. | Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. | Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. | Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referrals. |

**School Psychologists – 3b**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.** | Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. | Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards. | Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to. | Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards. |

|  |
| --- |
| **School Psychologists – 3c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Chairing evaluation team.** | Psychologist declines to assume leadership of the evaluation team. | Psychologist assumes leadership of theevaluation team when directed to do so, preparing adequate IEPs. | Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs. | Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner. |

|  |
| --- |
| **School Psychologists – 3d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3d: Planning interventions to maximize students’ likelihood of success.** | Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments. | Psychologist’s plans for students are partially suitable for them or are sporadically aligned with identified needs. | Psychologist’s plans for students are suitable for them and are aligned with identified needs. | Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |

|  |
| --- |
| **School Psychologists – 3e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3e: Maintaining contact with physicians and community mental health service providers.** | Psychologist declines to maintain contact with physicians and community mental health service providers. | Psychologist maintains occasional contact with physicians and community mental health service providers. | Psychologist maintains ongoing contact with physicians and community mental health service providers. | Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed. |

|  |
| --- |
| **School Psychologists – 3f** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3f: Demonstrating flexibility and responsiveness.** | Psychologist adheres to the plan or program, in spite of evidence of its inadequacy. | Psychologist makes modest changes in the treatment program when confronted with evidence of the need for changes. | Psychologist makes revisions in the treatment program when it is needed. | Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |