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# North Carolina School Psychologist Evaluation Process

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Users' Guide

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November 2012

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Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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## Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. This mission requires a new vision of school leadership and a new set of skills that school psychologists must use daily in order to help their students learn 21st Century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

School psychologists create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the 21st Century. Utilizing leadership, advocacy, and collaboration, school-based psychologists provide promote overall academic success by providing services that enhance the student, school, home, and community partnerships and alleviate barriers to learning.

## North Carolina Professional School Psychology Standards

The North Carolina Professional School Psychology Standards are the basis for school psychologist preparation, evaluation, and professional development. Colleges and universities are changing their programs to align with these standards; a new school psychologist evaluation instrument has been created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for 21st Century teaching and learning.

## Vision for School Psychologists

The demands of twenty-first century education dictate new roles for school psychologists. School psychologists provide a wide variety of services that help students succeed academically, socially, and emotionally. In collaboration with educators, parents/guardians, and other mental health professionals' school psychologists strive not only to create safe, healthy, and supportive learning environments for all students but also strengthen connections between home and school. Utilizing leadership, advocacy, and collaboration, school psychologists promote overall academic success by providing services that enhance the student, school, home, and community partnerships and alleviate barriers to learning.

In order to deliver a comprehensive school psychology program, school psychologists will understand and demonstrate competency in the following areas:

- Home/School/Community Collaboration
- Prevention, Early Intervention, and Crisis Management
- School Systems Organizational Change, Policy Development, and Climate
- Consultation and Collaboration
- Student Diversity in Development and Learning
- Systems-Based Service Delivery
- Enhancement of Student Cognitive and Academic Skills
- Enhancement of Student Wellness, Social Skills, and Life Competencies

- Promoting Safe and Effective Learning Environments
- Group and Individual Counseling Techniques
- Data-Based Decision Making, Accountability, and Problem-Solving
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice
- Information Technology

## Intended Purpose of the Standards

The North Carolina School Psychology Standards serve as a guide for school psychologists as they continue to improve their effectiveness. Therefore, it is imperative for the school psychologist to provide services as part of a comprehensive, multi-disciplinary team with complementary knowledge, skills, and experiences.

The school psychology standards will:

- guide the development of the skills and knowledge germane to the school psychology profession in the twenty-first century,
- provide the focus for schools and districts as they employ, support, monitor, and evaluate their school psychologists, and
- assist higher education programs in aligning the content and requirements of school psychology education curricula with expectations for practice.

## Organization of the Standards

**Standard:** The Standard identifies the broad category of the school psychologist's knowledge and skills.

**Summary:** The Summary provides explicit descriptions of the Standard's content.

**Practices:** The Practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

**Artifacts:** The Artifacts provide examples of what the school psychologist might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ school psychologists by a group of psychologists, administrators, and other interested professionals who dedicated a significant amount of time and energy to the betterment of the profession (See Appendix A). In developing these standards, the following were considered: the State Board of Education's Mission and Goals; State Board of Education Policies QP-C-003 and QP-C-006; State General Statutes 115C-333 and 115C-335; North Carolina Standards for the Preparation of School Psychologists; the National Association of School Psychologists' *Professional Conduct Manual*; *Standards for Training and Field Placements Programs in School Psychology*; and *School Psychology: A Blueprint for Training and Practice III*. In addition, the School Psychologist Development Team relied heavily on the National Association

of School Psychologists' *Model for Comprehensive and Integrated School Psychological Services*, which is included in this document as Appendix B.

Included are the major functions of the school psychologist employed in educational environments in North Carolina. Each function is followed by related evidences. As each work situation is different, it is not likely that all of the evidences will be demonstrated by all school psychologists.

### **Standard 1: School psychologists demonstrate leadership.**

School psychologists demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen the student, school, home, and community partnerships and alleviate barriers to learning in the twenty-first century. School psychologists contribute significantly to the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. School psychologists understand the influences of school, family, community, and cultural differences on academic achievement. School psychologists are knowledgeable of relevant laws and policies and improve the school psychology profession by demonstrating high ethical standards and following the codes of ethics set out for the profession. School psychologists demonstrate leadership by participating in school and district-level activities and committees to address system-level issues.

- a. **School Psychologists demonstrate leadership in the schools.** School psychologists work collaboratively with all school personnel to create a safe, positive learning community and assist in facilitating problem solving. School psychologists provide leadership and collaborate with other school personnel to provide effective school psychological services. School psychologists analyze and use local, state, and national data to assist in the development of prevention and intervention programs. Such programs assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools. School psychologists assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions. They demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. School psychologists assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes. School psychologists assist in promoting safe and effective learning environments. School psychologists collaborate with their colleagues to hire, mentor, and support other school psychologists, thereby improving the effectiveness of student support services in the schools.

- Work collaboratively with all school personnel to create a safe, positive learning community
- Assist in facilitating problem-solving
- Provide leadership and collaborate with other school personnel to provide effective school psychological services



- Analyze and use local, state, and national data to assist in the development of prevention and intervention programs
  - Assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools
  - Assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions
  - Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data
  - Assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes
  - Assist in promoting safe and effective learning environments
  - Collaborate with colleagues to hire, mentor, and support other school psychologists
- b. **School Psychologists enhance the school psychology profession.** School psychologists strive to enhance the school psychology profession. School psychologists actively participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists. School psychologists communicate the goals of the school psychological services to stakeholders. School psychologists maintain current and appropriate resources for students, parents, school, home, and community. School psychologists promote professional growth and collaborate with their colleagues, professional associations, and school psychology training programs to improve the profession.
- Enhance the school psychology profession
  - Participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists
  - Communicate the goals of the school psychological services to stakeholders
  - Maintain current and appropriate resources for students, parents, school, home, and community
  - Promote professional growth and collaborate with colleagues, professional associations, and school psychology training programs to improve the profession
- c. **School Psychologists advocate for students, families, schools, and communities.** School psychologists advocate for positive change in policies and practices affecting student learning. School psychologists share individual, classroom, building, and system data with administrators to promote school improvement and student outcomes. School psychologists support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources. School psychologists use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs. School psychologists collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments. School psychologists provide direct services to individuals and groups of students to improve student learning. School psychologists promote family involvement in the educational process.

- Advocate for positive change in policies and practices affecting student learning
- Share individual, classroom, building, and system data with administrators to promote school improvement and improved student outcomes
- Support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources
- Use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs
- Collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments
- Provide direct services to individuals and groups of students to improve student learning
- Promote family involvement in the educational process

d. **School Psychologists demonstrate high ethical standards.** School psychologists practice in ways that meet all appropriate ethical, professional, and legal standards. School psychologists demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others. School psychologists maintain confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary. School psychologists deliver services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP) (<http://nasponline.org/standards/ethics.aspx>), and/or American Psychological Association (APA) (<http://www.apa.org/ethics>), the Code of Ethics for North Carolina Educators (effective June 1, 1997), and the Standards for Professional Conduct adopted April 1, 1998.

- Meet all appropriate ethical, professional, and legal standards.
- Demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others.
- Maintain confidentiality with student records and information.
- Recognize limits of expertise when providing student support services and utilize other resources as necessary.
- Deliver services consistent with ethical principles and professional standards set forth by the National Association of School Psychologists (NASP), and/or American Psychological Association (APA), the Code of Ethics for North Carolina Educators, and the Standards for Professional Conduct.

## **Standard 2: School psychologists promote a respectful environment for diverse populations.**

School psychologists promote a safe, positive, and respectful learning environment in which individual differences are valued. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds. They incorporate information about student backgrounds when designing interventions, conducting assessments, and providing consultation. School psychologists use knowledge of language development, including knowledge of second language acquisition, when evaluating and working with students of diverse language backgrounds. School psychologists collect and analyze local, state, and national data to

assist in designing, implementing, and evaluating programs that reduce school violence and improve school safety. School psychologists promote fairness and social justice in educational programs and services. They utilize a problem-solving framework when addressing the needs of diverse populations.

- a. **School Psychologists promote an environment in which each student has positive nurturing relationships with caring adults.** School psychologists encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School psychologists provide developmentally appropriate and prevention-oriented strategies to nurture students' relationships with caring adults. School psychologists advocate for student and family involvement in the educational process at all levels. School psychologists consider relevant individual differences (e.g., developmental level, cultural background, and area of disability) when selecting assessment procedures and when recommending educational services or interventions. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education. They use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students.

- Provide developmentally-appropriate and prevention-oriented strategies that nurture students' relationships with caring adults
- Advocate for student and family involvement in the educational process at all levels
- Consider relevant individual differences when selecting assessment procedures and when recommending educational services or interventions
- Demonstrate sensitivity to issues related to disproportionality of minority populations in special education
- Use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students

- b. **School Psychologists use a global perspective to embrace diversity in the school, home, and community.** School psychologists recognize issues of diversity that affect their interactions with other people and organizations. School psychologists demonstrate their knowledge of diverse cultures and their role in shaping global issues. School psychologists recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. School psychologists strive to understand how a student's culture and background may influence his or her school performance. School psychologists provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. School psychologists modify or adapt their practices in order to effectively meet diverse needs.

- Recognize issues of diversity that affect their interactions with other people and organizations
- Demonstrate their knowledge of diverse cultures and their role in shaping global issues

- Recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality
  - Understand how a student's culture and background may influence his or her school performance
  - Provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community
  - Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background
  - Modify or adapt their practices in order to effectively meet diverse needs
- c. **School Psychologists support high expectations for all students.** School psychologists maintain high expectations, including graduation from high school, for students of all backgrounds. School psychologists appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School psychologists assist students, individually and in groups, in developing social, affective, and adaptive skills. School psychologists understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students. They understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates. School psychologists assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students.
- Maintain high expectations for all students
  - Appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships
  - Assist students, individually and in groups, in developing social, affective, and adaptive skills
  - Understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students
  - Understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates
  - Assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students
- d. **School Psychologists provide services that benefit students with unique needs.** School psychologists collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students. School psychologists are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning. They use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning. School psychologists use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs. School psychologists understand the physical and

mental health conditions of children and adolescents. They provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children. School psychologists provide counseling to individuals or groups of students as appropriate. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education.

- Collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students
  - Are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning
  - Use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning
  - Use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs
  - Understand the physical and mental health conditions of children and adolescents
  - Provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children
  - Provide counseling to individuals or groups of students as appropriate
  - Demonstrate sensitivity to issues related to disproportionality of minority populations in special education
- e. **School Psychologists work collaboratively with students and families.** School psychologists recognize that educating students is a shared responsibility involving the students, schools, families, and communities. School psychologists improve communication and collaboration among the student, school, home, and community in order to promote trust and understanding and build partnerships among the student, school, home, and community. School psychologists use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education. School psychologists participate in planning and implementing prevention programs to address the social and affective needs of students, including school or system-level crisis response.
- Recognize that educating students is a shared responsibility involving the students, schools, families, and communities
  - Improve communication and collaboration among the student, school, home, and community
  - Promote trust and understanding and build partnerships among the student, school, home, and community
  - Use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education
  - Participate in planning and implementing prevention programs to address the social and affective needs of students

**Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.**

School psychologists align their services to support the *North Carolina Standard Course of Study* and best practices. School psychologists incorporate information about students' ethnic, racial, language, cultural, or socio-economic backgrounds when providing consultations, conducting evaluations, and designing interventions. School psychologists demonstrate knowledge of learning, child development, language development, curricula, and instruction in the development of evidence-based academic interventions. School psychologists have knowledge of universal screening, early reading and math literacy. They participate in designing prevention and intervention methods to address problems that impact student learning. School psychologists assist teachers and administrators in collecting and analyzing data to effectively design and implement programs that influence learning and behavior. School psychologists participate in the implementation and evaluation of programs that promote safe schools and communities. School psychologists participate in the development of school improvement plans to improve the school climate, student learning, and instruction.

**a. School Psychologists deliver comprehensive services unique to their specialty area.** School psychologists possess a rich and deep understanding of students, schools, families, and communities. School psychologists utilize skills such as assessment, consultation, counseling, and collaboration to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities. School psychologists support and encourage student and family involvement. School psychologists provide and interpret information about relevant research findings to school personnel, parents, and the public. School psychologists assist in the development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data.

- Understand students, schools, families, and communities
- Utilize assessment, consultation, counseling, and collaboration skills to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities
- Support and encourage student and family involvement
- Provide and interpret information about relevant research findings to school personnel, parents, and the public
- Assist in development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data

**b. School Psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.** School psychologists understand the link between school psychological services and the *North Carolina Standard Course of Study*. School psychologists understand the implications of demographic and socio-economic factors that influence student achievement. School psychologists communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting. School psychologists communicate and collaborate effectively with community professionals and agencies (e.g., local physicians and mental health care providers) regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate.



School psychologists understand the way the relationship between school and classroom environment and curriculum and instruction can affect student learning. They use a problem-solving process to design, implement, and evaluate evidence-based intervention to improve student learning. They assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions.

- Understand the link between school psychological services and the *North Carolina Standard Course of Study*
- Understand the implications of demographic and socioeconomic factors that influence student achievement
- Communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting
- Communicate and collaborate effectively with community professionals and agencies regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate
- Understand the way the relationship between the school and classroom environment and curriculum and instruction can affect student learning
- Use a problem-solving process to design, implement, and evaluate evidence-based interventions to improve student learning
- Assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions

c. **School Psychologists facilitate student acquisition of twenty-first century skills.** School psychologists are knowledgeable about the social, affective, and adaptive domains of child development. School psychologists identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs. School psychologists incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School psychologists help students understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School psychologists facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success. They collaborate with administrators to address school and/or system needs and priorities.

- Are knowledgeable about the social, affective, and adaptive domains of child development
- Identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs
- Incorporate twenty-first century life skills deliberately, strategically, and broadly into their services

- Understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness
- Facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success
- Collaborate with administrators to address school and/or system needs and priorities

**d. School Psychologists develop comprehensive school psychological services that are relevant to all students.** School psychologists use data to develop comprehensive psychological services that are relevant to all students. They consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students. School psychologists participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students. They incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century. School psychologists use findings from intervention research when designing educational or mental health intervention programs for students.

- Use data to develop comprehensive psychological services that are relevant to all students
- Consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students
- Participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students
- Incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century
- Use findings from intervention research when designing educational or mental health intervention programs for students

#### **Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach.**

School psychologists understand how social, emotional, psychological, and environmental factors influence students' academic performance and achievement. School psychologists use a problem-solving process to assist in early identification of student learning problems. They use an ecological perspective to assess students' cognitive and academic performance using a variety of instruments and techniques. School psychologists assist school staff in the collection of universal screening data and progress monitoring data. This data is then used to adjust academic instruction and interventions.

**a. School Psychologists use a variety of strength-based methods.** School psychologists help schools develop challenging, but achievable, cognitive and academic goals for all students. School psychologists collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts. When working with teachers, administrators, and



families school psychologists utilize a strength-based approach that influences learning and behavior. School psychologists also use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.

- Develop challenging, but achievable, cognitive and academic goals for all students
- Collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts.
- Utilize a strength-based approach that influences learning and behavior Use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.

**b. School Psychologists help students develop critical thinking and problem solving skills.**

School psychologists address issues that interfere with students' ability to problem solve and think critically. School psychologists are knowledgeable about and skillful in the use of various evaluative techniques (e.g., behavioral observations, functional behavioral assessments, student, parent, and staff interviews, and threat assessments) regarding behavioral, affective, social, and adaptive functioning. School psychologists assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students (e.g., counseling, crisis intervention, mentoring, and individual safety plans as appropriate). School psychologists use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards.

- Address issues that interfere with students' ability to problem solve and think critically
- Are knowledgeable about and skillful in the use of various evaluative techniques regarding behavioral, affective, social, and adaptive functioning
- Assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students
- Use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards

**c. School Psychologists support students as they develop leadership qualities.**

School psychologists help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills. School psychologists use a strength-based approach to help students identify their interests, talents, and abilities. School psychologists assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community.

- Help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills
- Use a strength-based approach to help students identify their interests, talents, and abilities
- Assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community

- d. School Psychologists possess effective communication skills.** School psychologists employ perceptive listening skills and are able to communicate effectively with students, school staff, families, and communities even when language is a barrier. School psychologists demonstrate effective written and oral communication skills. School psychologists write effective and practical assessment reports of student evaluations that adequately address referral question(s) and provide useful recommendations for teachers.
- Employ perceptive listening skills
  - Communicate effectively with students, families, school staff, and communities even when language is a barrier
  - Demonstrate effective written and oral communication skills
  - Write effective and practical assessment reports of student evaluations that adequately address the referral question(s) and provide useful recommendations for teachers

#### **Standard 5: School psychologists reflect on their practice.**

School psychologists demonstrate accountability for managing and delivering comprehensive school psychology services that strengthen home, school, and community partnerships in support of student learning. School psychologists analyze formal and informal data to evaluate the effectiveness of service delivery. School psychologists adapt their practice based on current and relevant research findings and data to best meet the needs of students, families, schools, and communities. School psychologists utilize collaborative relationships with colleagues, families, and communities to reflect upon and improve their practice.

- a. School Psychologists analyze the impact of the school psychological services on student learning.** School psychologists think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological, and academic success. School psychologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.
- Think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological and academic success
  - Collect and analyze student data to plan and evaluate the effectiveness of service delivery
  - Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice
- b. School Psychologists link professional growth to their professional goals.** School psychologists continually participate in high quality professional development specific to school psychological practice. School psychologists also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives. School psychologists join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice.

- Participate in high quality professional development specific to school psychological practice
- Understand a global view of educational practices including twenty-first century skills and knowledge aligned with the State Board of Education’s priorities and initiatives
- Join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice

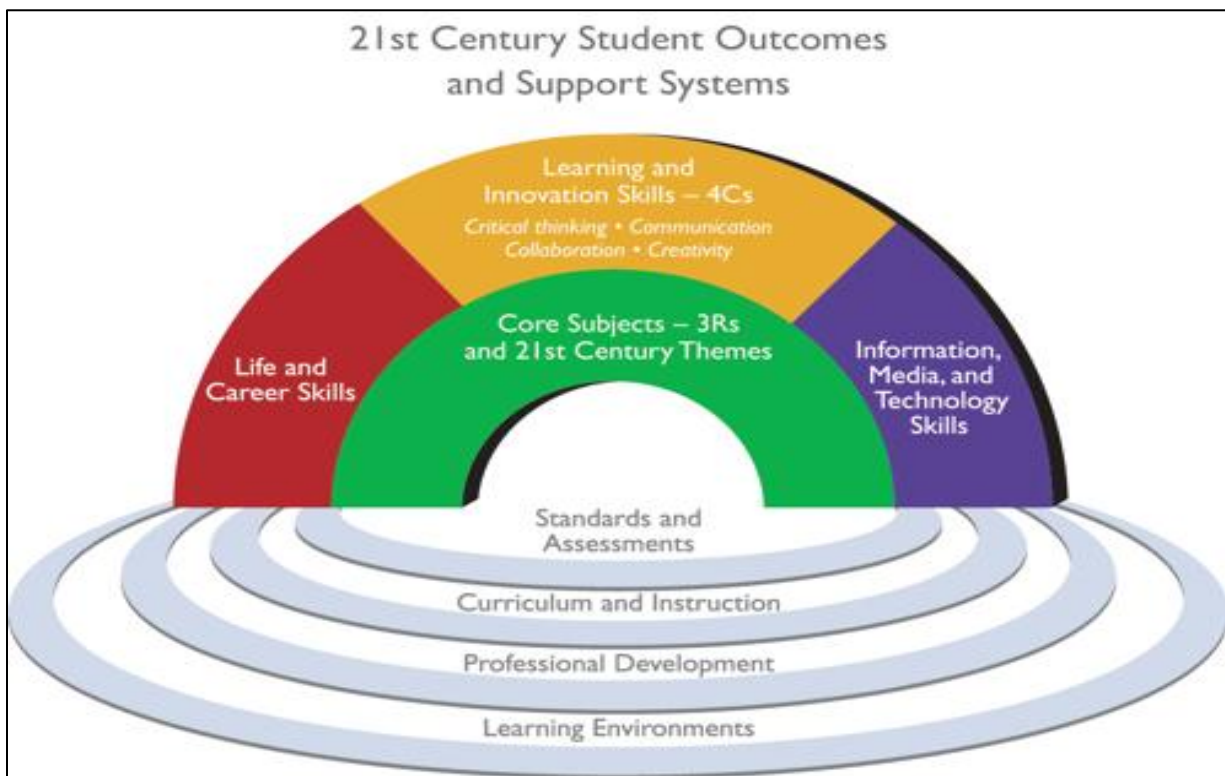
**c. School Psychologists function effectively in a complex, dynamic environment.**

School psychologists understand that change is constant; therefore, they actively investigate and consider new ideas that support students’ social, emotional, psychological, and academic successes. School psychologists demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation. School psychologists use findings from scientifically based intervention research when designing educational, mental health, or treatment programs for children. School psychologists adapt their practice based on current research findings and data to best meet the needs of all students.

- Actively investigate and consider new ideas that support students’ social, emotional, psychological, and academic successes
- Demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation
- Use findings from scientifically-based intervention research when designing educational, mental health, or treatment programs for children
- Adapt practice based on current research findings and data to best meet the needs of all students

## Framework for 21<sup>st</sup> Century Learning

The Partnership for 21<sup>st</sup> Century Skills has developed a vision for 21<sup>st</sup> Century student success in the new global economy.



**Figure 1. 21<sup>st</sup> Century Student Outcomes and Support Systems**

The elements described in this section as “21<sup>st</sup> Century student outcomes” (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21<sup>st</sup> Century.

### Core Subjects and 21st Century Themes

Mastery of **core subjects** and **21st Century themes** is essential for students in the 21<sup>st</sup> Century. Core subjects include English, reading in or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe school must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving **21<sup>st</sup> Century interdisciplinary themes** into core subjects:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### **Learning and Innovation Skills**

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 21<sup>st</sup> Century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

### **Information, Media, and Technology Skills**

People in the 21<sup>st</sup> Century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> Century, citizens and works must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

### **Life and Career Skills**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

## 21<sup>st</sup> Century Support Systems

Developing a comprehensive framework for 21<sup>st</sup> Century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21<sup>st</sup> Century. The Partnership has identified five critical support systems that ensure student mastery of 21<sup>st</sup> Century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's Web site at [www.21stcenturyskills.org](http://www.21stcenturyskills.org).  
Used with permission.

## Milestones for Improving Learning and Education

The Partnership for 21<sup>st</sup> Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21<sup>st</sup> Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21<sup>st</sup> century skills. The following describes the skills and knowledge required of students in the 21<sup>st</sup> Century. This list was adapted from the 21<sup>st</sup> Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional School Psychologist standards.

### Global Awareness

- Using 21<sup>st</sup> Century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

### Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

### Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

### Health Literacy

- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.

- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

## Thinking and Learning Skills

### Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

### Communication

Articulating thoughts and ideas clearly and effectively.

### Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

### Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

### Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

### Contextual Learning Skills

Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

### ICT Literacy

Using technology in the course of attaining and utilizing 21<sup>st</sup> Century skills.

### Life Skills

#### Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

#### Ethics

Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

### **Accountability**

Setting and meeting high standards and goals for one's self and others.

### **Adaptability**

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

### **Personal Productivity**

- Utilizing time efficiently and managing workload.
- Being punctual and reliable.

### **Personal Responsibility**

Exercising personal responsibility and flexibility in personal, workplace and community contexts.

### **People Skills**

Working appropriately and productively with others.

### **Self-Direction**

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

### **Social Responsibility**

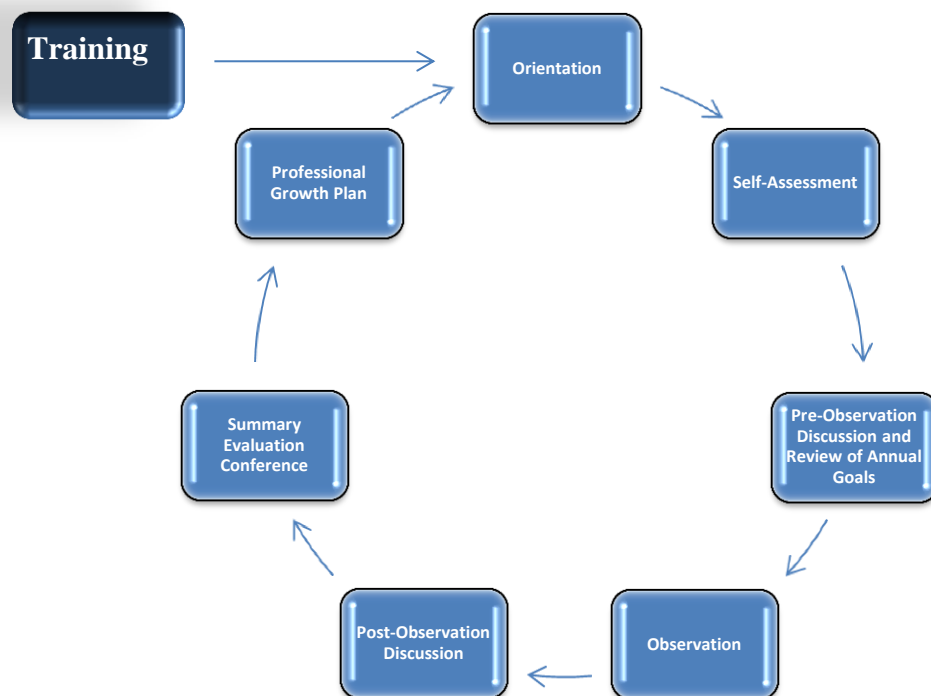
Acting responsibly with the interests of the larger community in mind.

## **School Psychologist Evaluation Process**

The evaluation instrument used for evaluating school psychologists is based on the Framework for 21<sup>st</sup> Century Learning and the North Carolina Professional School Psychology Standards. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina School Psychologist Evaluation Process is to assess the school psychologist's performance in relation to the North Carolina Professional School Psychology Standards and to design a plan for professional growth. The superintendent, principal or a designee (hereinafter "evaluator") will conduct the evaluation process in which the school psychologist will actively participate through the use of self-assessment, reflection, and presentation of artifacts. Figure 2 illustrates the components of the evaluation process.





**Figure 2. School Psychologist Annual Evaluation Process**

## The Purposes of the Evaluation

The school psychologist performance evaluation process will:

- Serve as a measurement of performance for individual school psychologists;
- Serve as a guide for school psychologists as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their school psychologists;
- Guide professional development programs for school psychologists;
- Serve as a tool in developing coaching and mentoring programs for school psychologists;
- Inform higher education institutions as they develop the content and requirements for school psychologist training programs.

## Evaluation Process

In July 2012 the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina School Psychologists and the School Psychologist Evaluation Process. Responsibilities for school psychologists and their evaluators, as they complete the evaluation process, are as follows:

### School Psychologist Responsibilities:

- Know and understand the North Carolina Professional School Psychology Standards.
- Understand the North Carolina School Psychologist Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

### **Evaluator Responsibilities:**

- Know and understand the North Carolina Professional School Psychology Standards.
- Supervise the School Psychologist Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the school psychologist's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the School Psychologist Summary Evaluation Report contain accurate information and accurately reflect the school psychologist's performance.
- Develop and supervise implementation of action plans as appropriate.

The North Carolina School Psychologist Evaluation Process includes the following components:

### **Component 1: Training**

Before participating in the evaluation process, all school psychologists, principals, and evaluators should be trained by their district, through self-study, or by other experienced trainers on the evaluation process. After the initial training, additional changes will be discussed during the annual orientation that takes place within the first two weeks of school.

### **Component 2: Orientation**

Within two weeks of a school psychologist's first day of work in any school year, the superintendent or principal will provide the school psychologist with a copy of, or directions for, obtaining access to a copy of:

- A. The North Carolina School Psychologist Evaluation Process Guide;
- B. A schedule for completing all the components of the evaluation process.

*Copies may be provided by electronic means.*

### **Component 3: Self-Assessment**

Using the Rubric for Evaluating North Carolina School Psychologists, the school psychologist shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

### **Component 4: Pre-Observation Discussion and Review of Annual Goals**

Before the first observation, the evaluator shall meet with the school psychologist to discuss the school psychologist's self-assessment based on the Rubric for Evaluating North Carolina School Psychologists, the school psychologist's most recent professional growth plan, and the session(s) to be observed. The school psychologist will provide the evaluator with a written description of context for the session as well as the plan and anticipated outcomes. The goal of this conference is to prepare the evaluator for the observation.

### **Component 5: Observations**

School psychologists shall be evaluated annually. During the evaluation, the evaluator shall conduct at least one observation of a meeting with students and/or parents, a therapy or counseling session or other meeting or session as agreed upon by the evaluator and the psychologist. This formal observation should last at least forty-five (45) minutes or the entire session. During observations, the evaluator shall note the school psychologist's performance with respect to the applicable Standards on the Rubric for Evaluating North Carolina School Psychologists.

#### **Component 6: Post-Observation Conference**

The evaluator shall conduct a post-observation conference no later than ten (10) school days after each formal observation. During the post-observation conference, the evaluator and school psychologist shall discuss and document on the Rubric the strengths and weaknesses of the school psychologist's performance during the observed session.

#### **Component 7: Summary Evaluation Conference and Scoring the School Psychologist Summary Rating Form**

Prior to the end of the school year and in accordance with LEA timelines, the evaluator shall conduct a summary evaluation conference with the school psychologist. During the summary evaluation conference, the evaluator and school psychologist shall discuss the Evaluator's assessment of the school psychologist's performance over the course of the school year, the school psychologist's self-assessment, the most recent Professional Growth Plan, the components of the North Carolina School Psychologist Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process, and other evidence of the school psychologist's performance.

At the conclusion of the evaluation process, the evaluator shall:

- A. Give a rating for each Element in the Rubric;
- B. Provide a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard;
- D. Provide the school psychologist with the opportunity to add comments to the School psychologist Summary Rating Form;
- E. Review the completed School Psychologist Summary Rating Form with the school psychologist; and
- F. Secure the school psychologist's signature on the Record of School Psychologist Evaluation Activities and School Psychologist Summary Rating Form.

#### **Component 8: Professional Growth Plans**

School psychologists shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements which need to improve goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or

achieving goals. The Professional Growth Plan should be discussed with and approved by the evaluator as the final step in the evaluation process.

## Completing the Rubric and the Summary Rating Form

### Self-Assessment

Early in the school year, the School Psychologist will complete a self-assessment based on the Rubric for Evaluating North Carolina School Psychologist. The self-assessment is a personal reflection about one's professional practice conducted without input from others. The purposes of the self-assessment are to provide the School Psychologist an opportunity to reflect on his/her capabilities with respect to achieving the state's standards of performance and to contextualize anticipated levels of performance. As a part of this process, the School Psychologist should consider past performance as well as the school characteristics for the current school year. These two factors jointly determine anticipated levels of performance and will help the School Psychologist articulate professional development, coaching, and mentoring needs in order to maintain or improve performance.

*At the discretion of the School Psychologist*, the self-assessment ratings may be used as the basis for discussions with the evaluator in order to clarify performance expectations, set goals, plan professional development and program changes, or provide input to the final, end-of-year ratings.

The School Psychologist should complete the rubric by checking descriptors that characterize professional practices in evidence as a part of his/her daily work. The School Psychologist should complete the self-assessment at the beginning of the school year and update it frequently throughout the year in light of changes to either personal performance or the school context.

### Completing the Rubric Based on Observations

The evaluator will complete the Rubric for Evaluating North Carolina School Psychologists during formal and informal observations as well as through reviews of artifacts. The evaluator checks descriptors that are observed during the session/lesson or as a result of review of artifacts and additional evidence. If the evaluator is not able to mark any of the descriptors for an element, then the "Not Demonstrated" column is used. In such a case, the evaluator must write a comment about the School Psychologist's performance and suggestions for improvement. During a post-observation conference, the evaluator and School Psychologist discuss and document the descriptors on which the School Psychologist has demonstrated performance as well as those on which performance was not demonstrated and for which no additional evidence has been provided.

The evaluator should conduct at least one formal observation of the School Psychologist's performance. Additional informal observations may be conducted throughout the year to supplement information gained through the formal observation and to observe elements for which additional information is needed in order to adequately and accurately rate the School Psychologist's performance.

## Determining Rating Levels After Completing the Rubric

The School Psychologist and evaluator should independently score each element within a standard to determine the level of performance for that element. The School Psychologist scores the rubric as a part of the self-assessment process and the evaluator scores it as a result of observations and artifact reviews. Each of the elements should be scored separately, and the combined individual element scores will determine the overall score for the standard.

The rater, whether the School Psychologist completing a self-assessment or the evaluator, will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard. The rater should begin with the left-hand column and mark each descriptor that describes the performance of the School Psychologist during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked and all descriptors below that rating are marked. As illustrated in the example on page 29, the School Psychologist would be rated as “Proficient” on element a, “School Psychologists demonstrate leadership in schools.” even though at least one descriptor for “Proficient,” “Accomplished,” and “Distinguished” was marked. This is because “Proficient” is the lowest rating for which all descriptors were marked. Likewise, in the example on page 30, the School Psychologist also would be rated as “Proficient” on element b, “School Psychologists enhance the school psychology profession.” This is likely to result in an overall rating of “Proficient” for Standard I.

Formal and informal observations of the School Psychologist’s performance should be conducted throughout the year. Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference. When a School Psychologist is rated as “Developing” or “Not Demonstrated” on any element or standard during the Summary Evaluation Conference, the evaluator should strongly encourage the School Psychologist to develop a goal to address the area(s) where proficiency has not been reached.

Determining the School Psychologist’s professional practices rating involves determining the ratings for individual elements and standards. The evaluator should score each element within a standard to determine the level of performance for that element.

For example, “Standard 1, School psychologists demonstrate leadership,” has four elements:

- a. School psychologists demonstrate leadership in schools.
- b. School psychologists enhance the school psychology profession.
- c. School psychologists advocate for students, families, schools, and communities, and
- d. School psychologists demonstrate high ethical standards.

The evaluator should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine

the overall professional practices rating. The evaluator should begin with the left-hand column of the rubric and mark every professional practice that describes the performance of the School Psychologist for the period for which he or she is being evaluated. The rating for each element is the highest rating for which all professional practices are marked and all professional below that level are marked. The School Psychologist would be rated as “Proficient” on element a. of Standard 1. Even though at least one professional practice under each rating level was marked, “Proficient” is the highest rating for which all professional practices were marked and all professional practices below that rating were marked.

If the rater arrives at the “Not Demonstrated” column without marking any professional practices as being observable during formal and informal observations conducted throughout the year, the School Psychologist is rated “Not Demonstrated” on that element and the evaluator is required to comment on the status of the School Psychologist with respect to this element.

The rater may arrive at a “Distinguished” rating through the process described above as well as through the presentation of additional evidence that may be used at the discretion of the evaluator and School Psychologist to describe additional activities that may be deemed to describe distinguished performance. For example, in Standard 1 element a described in the exhibit below, a school psychologist might be asked to serve on a national task force designed to study pressing issues facing the profession and to offer recommendations that will affect school psychology programs across the nation. Such service, even though not explicitly described in the rubric, would most likely be deemed evidence of “Distinguished” level work.

## Scoring the Rubric

Standard 1: School psychologists demonstrate leadership, advocacy, collaboration, and ethical practices.				
a. School psychologists demonstrate leadership in the schools.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Understands how to collect, manage, &amp; interpret various kinds of group &amp; individual data.</li> <li><input checked="" type="checkbox"/> Understands that the use of data promotes effective learning environments.</li> <li><input checked="" type="checkbox"/> Is familiar with a systemic problem-solving model and its use in the school.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assists school personnel in understanding legislation and regulations related to school psychological services.</li> <li><input checked="" type="checkbox"/> Collaborates with school personnel to create a safe, positive learning community.</li> <li><input checked="" type="checkbox"/> Bases collaborative activities and current and accurate data.</li> </ul>	<p>... and.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses data to help school identify needs for prevention and intervention programs.</li> <li><input checked="" type="checkbox"/> Participates in: Developing &amp; Implementing the school improvement plan.</li> <li><input type="checkbox"/> Participates in hiring, mentoring, and/or supporting other school psychologists, interns of school psychology students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evaluates the effectiveness of core instruction, and/or prevention, and intervention services and programs.</li> <li><input type="checkbox"/> Provides professional development to school staff on a variety of topics.</li> </ul>	

## Example of How to Score the Rubric

Standard 1: School psychologists demonstrate leadership, advocacy, collaboration, and ethical practices.				
a. School psychologists demonstrate leadership in the schools.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Understands how to collect, manage, & interpret various kinds of group & individual data.  <input checked="" type="checkbox"/> Understands that the use of data promotes effective learning environments.  <input checked="" type="checkbox"/> Is familiar with a systemic problem-solving model and its use in the school	<p>... and</p> <input checked="" type="checkbox"/> Assists school personnel in understanding legislation and regulations related to school psychological services.  <input checked="" type="checkbox"/> Collaborates with school personnel to create a safe, positive learning community.  <input checked="" type="checkbox"/> Bases collaborative activities and current and accurate data.	<p>... and</p> <input type="checkbox"/> Uses data to help school identify needs for prevention and intervention programs.  <input checked="" type="checkbox"/> Participates in: Developing & Implementing the school improvement plan.  <input type="checkbox"/> Hires, mentors, and/or supports other school psychologists and interns of school psychology students.	<p>... and</p> <input checked="" type="checkbox"/> Evaluates the effectiveness of core instruction, and/or prevention, and intervention services and programs.  <input type="checkbox"/> Provides professional development to school staff on a variety of topics.	
b. School psychologists enhance the school psychology profession.				
<input checked="" type="checkbox"/> Communicates the role of school psychologist to stakeholders.  <input type="checkbox"/> Promotes & advocates for the school psychology profession.	<p>... and</p> <input checked="" type="checkbox"/> Advocates for decision-making structures that take advantage of school psychologists' specialized knowledge and skills.	<p>... and</p> <input type="checkbox"/> Collaborates with colleagues to promote professional growth & improve the profession.	<p>... and</p> <input checked="" type="checkbox"/> Serves in a leadership role to improve the profession.	



Standard 1: School psychologists demonstrate leadership, advocacy, collaboration, and ethical practices.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School psychologists advocate for students, families, schools, and communities.				
<input type="checkbox"/> Understands the importance of family involvement in the educational process.  <input type="checkbox"/> Supports policies and practices that positively affect student learning.	<b>... and</b>  <input checked="" type="checkbox"/> Shares data with administrators to improve student learning outcomes.  <input checked="" type="checkbox"/> Promotes family involvement.  <input checked="" type="checkbox"/> Advocates on behalf of students and families to meet their needs.  <input checked="" type="checkbox"/> Creates linkages between schools, families, and community providers.	<b>... and</b>  <input type="checkbox"/> Analyzes and synthesizes student data to promote school improvement and improved student outcomes.  <input type="checkbox"/> Coordinates services when programming for children involves multiple agencies.	<b>... and</b>  Develops internal and external partnerships to promote positive student outcomes.  <input checked="" type="checkbox"/> Makes recommendations about improving school psychology programs aligned with analysis and synthesis of data.	

Standard 1: School psychologists demonstrate leadership, advocacy, collaboration, and ethical practices.				
d. School psychologists demonstrate high ethical standards.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Upholds:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Code of Ethics for North Carolina Educators.</li> <li><input checked="" type="checkbox"/> The Standards for Professional Conduct.</li> <li><input checked="" type="checkbox"/> The ethical standards of the <i>American Psychological Association</i>.</li> <li><input checked="" type="checkbox"/> The ethical standards of the <i>National Association of School Psychologists</i>. (See Appendix C)</li> <li><input checked="" type="checkbox"/> Recognizes the limits of expertise.</li> <li><input checked="" type="checkbox"/> Maintains confidentiality of student records and information.</li> <li><input checked="" type="checkbox"/> Provides services which hold the well-being of each student paramount.</li> <li><input checked="" type="checkbox"/> Explains conflicts of professional interest.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Stays current in legal, ethical, and professional standards.</li> <li><input checked="" type="checkbox"/> Models the tenets of legal, ethical, and professional standards.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Uses a problem-solving model to address ethical issues in providing student support services.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Takes a leadership role in supporting colleagues to address issues of ethical practice.</li> </ul>	

<b>Examples of artifacts that may be used to support performance ratings:</b>	
<input type="checkbox"/>	Documentation of presentations
<input type="checkbox"/>	Participation in school improvement planning
<input type="checkbox"/>	Program evaluation reports
<input type="checkbox"/>	Communications about the school psychology program
<input type="checkbox"/>	Workshop agendas
<input type="checkbox"/>	Materials used in working with students
<input type="checkbox"/>	Analysis of disaggregated EOG subgroup data
<input type="checkbox"/>	Handouts for teachers that includes information & strategies for working with students with specific disabilities.
<input type="checkbox"/>	Service on committees
<input type="checkbox"/>	Collaboration with colleagues to develop early intervention activities
<input type="checkbox"/>	Participation in professional organizations
<input type="checkbox"/>	Leadership in community organizations
<input type="checkbox"/>	Research activities
<input type="checkbox"/>	Professional Learning Communities
<input type="checkbox"/>	Formal and informal mentoring
<input type="checkbox"/>	Supervising an intern or practicum student
<input type="checkbox"/>	National certifications
<input type="checkbox"/>	IDEA evaluations and recommendations
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<b>Evaluator Comments (Required for all ratings of “Not Demonstrated,” recommended for all others, particularly “Distinguished”.)</b>	
<b>Comments of Person Being Evaluated (Optional)</b>	

## Example of Marking the Summary Rating Form

Summary Rating Form for School Psychologists	Developing	Proficient	Accomplish	Distinguished	Not Demonstrated
<b>Standard 1: School psychologists demonstrate leadership.</b>					
a. Demonstrates leadership in the schools.		✓			
b. Enhances the school psychology profession.			✓		
c. Advocates for students, families, schools, and communities.			✓		
d. Demonstrates high ethical standards.			✓		
<b>Overall Rating for Standard I</b>					
<b>Standard 2: School psychologists promote a respectful environment for diverse populations.</b>					
a. Promotes an environment in which each student has positive nurturing relationships with caring adults.			✓		
b. Uses a global perspective to embrace diversity in the school, home, and community.				✓	
c. Supports high expectations for all students.			✓		
d. Works collaboratively with students and families.			✓		
e. Provides services that benefit students with unique needs.					
<b>Overall Rating for Standard II</b>					
<b>Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.</b>					
a. Delivers comprehensive services unique to their specialty area.				✓	
b. Recognizes the relationship between the school environment, curriculum and instruction, and the impact on the student learner.			✓		
c. Facilitates student acquisition of twenty-first century skills.			✓		
d. Develops comprehensive school psychological services that are relevant to all students.				✓	
<b>Overall Rating for Standard III</b>					
<b>Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach.</b>					
a. Uses a variety of strengths-based methods.				✓	
b. Helps student develop critical thinking and problem-solving skills.			✓		
c. Supports students as they develop leadership qualities.			✓		
d. Possesses effective communication skills.				✓	
<b>Overall Rating for Standard IV</b>					
<b>Standard 5: School psychologists reflect on their practice.</b>					
a. Analyzes the impact of the school psychological services on student learning..					✓
b. Links professional growth to professional goals.					✓
c. Functions effectively in a complex, dynamic environment.				✓	
<b>Overall Rating for Standard V</b>					

## Glossary

**Action Plan**—A plan developed by a principal/supervisor with input from the evaluator, if a designee, and the school psychologist for the purpose of articulating specific actions and outcomes needed in order to improve the school psychologist’s performance. Action plans are developed and administrated under guidelines provided by each LEA.

**Artifact**—A product resulting from a school psychologist’s work. Artifacts are natural by-products of a school psychologist’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and school psychologist disagree on the final rating. School psychologists may use them as exemplars of their work. Examples of artifacts include these:

**Code of Ethics for North Carolina Educators**—The standards of professional conduct required of educators. (see [www.ncptsc.org](http://www.ncptsc.org)). See Appendix B.

**Code of Professional Practice and Conduct for North Carolina Educators**—The uniform standards of professional conduct for licensed professional educators (see [www.ncptsc.org](http://www.ncptsc.org)). See Appendix A.

**Data**—Factual information used as the basis for reasoning, discussion, or planning.

**Evaluator**—The person responsible for overseeing and completing the school psychologist evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

**Evidence**—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

**Formal Evaluation Process**—The process of evaluating a school psychologist using the following essential components:

1. **Training** – Before participating in the evaluation process, all school psychologists, principals, and peer evaluators should be trained by their district, through self-study, or by other experienced trainers on the evaluation process.
2. **Orientation**—Within two weeks of a school psychologist’s first day of work in any school year, the superintendent or principal will provide the school psychologist with a copy of, or directions for, obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina School psychologists, b) state board policy governing school psychologist evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are added throughout the year.

3. ***School psychologist Self-Assessment*** – Using the Rubric for Evaluating North Carolina School psychologists, the school psychologist shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
4. ***Pre-Observation Conference***–Before the first formal observation, the evaluator shall meet with the school psychologist to discuss the school psychologist’s self-assessment based on the Rubric for Evaluating North Carolina School psychologists, the school psychologist’s most recent professional growth plan, and the lesson(s) to be observed. The school psychologist will provide the evaluator with a written description of the lesson(s). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.

**5. *Observations:***

- i. ***Formal Observation***–A formal observation shall last 45 minutes or an entire therapy session.
  - ii. ***Informal Observation***–An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the school psychologist’s session for a minimum of 20 minutes in one sitting.
6. ***Post-Observation Conference***–During the post-observation conference, the evaluator and school psychologist shall discuss and document on the Rubric the strengths and weaknesses of the school psychologist’s performance during the observed lesson.
  7. ***Summary Evaluation Conference and Summary Rating Form***–The conference between the evaluator and school psychologist to discuss the school psychologist’s self-assessment, the school psychologist’s most recent Professional Development Plan, the components of the North Carolina School psychologist Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the school psychologist’s performance on the Rubric. At the conclusion of the process, the evaluator shall complete the School psychologist Summary Rating Form.
  8. ***Professional Growth Plans*** – Every school psychologist will use a Professional Growth Plan to identify goals and strategies to improve performance.
  9. ***Performance Rating Scale***–The following rating scale will be used for determining the final evaluation rating for North Carolina School psychologists:
    - a. ***Developing***: School psychologist demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
    - b. ***Proficient***: School psychologist demonstrated basic competence on standard(s) of performance.

- c. **Accomplished:** School psychologist exceeded basic competence on standard(s) of performance most of the time.
- d. **Distinguished:** School psychologist consistently and significantly exceeded basic competence on standard(s) of performance.
- e. **Not Demonstrated:** School psychologist did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Evaluator must comment about why it was used.)

***Performance Descriptors*** – The specific performance responsibilities embedded within the components of each performance standard.

***Performance Elements*** – The subcategories of performance embedded within the performance standard.

***Performance Standard*** – The distinct aspect of school psychology or realm of activities which form the basis for the evaluation of a school psychologist.

***Probationary School psychologists*** – School psychologists who have not yet been granted Career Status in their current North Carolina school district.

***Professional Development***–Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.

***Rubric for Evaluating North Carolina School psychologists*** – A composite matrix of the following standards, elements, and descriptors of the North Carolina School Psychology Standards.

***School Executives*** – Principals and assistant principals licensed to work in North Carolina.

***School Improvement Plan***–A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. School psychologists should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.

***School Improvement Team***–A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, school psychologist assistants, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.

***School psychologist*** – A person who holds a valid North Carolina School Psychology license and is employed to provide psychological services within North Carolina Public Schools.

***Self-assessment*** –Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

***Student Achievement Data***–Student achievement/testing data available from the North Carolina School Report Card (see [www.ncschoolreportcard.org](http://www.ncschoolreportcard.org)).

***Student Dropout Data***–Data about grade 9–12 students who drop out of high school (see [www.ncpublicschools.org/research/dropouts/reports](http://www.ncpublicschools.org/research/dropouts/reports)).

***Training*** – State-approved and sponsored training on the school psychologist rubric and evaluation process required of all school psychologists and individuals responsible for their evaluation.



## Appendix A

### North Carolina Professional School Psychology Standards Review Committee Members

*Laurie Bober*, NC School Psychology Association and Guilford County Schools  
*Kathy Boyd*, NC School Boards Association  
*Joe Bunch*, Perquimans County Schools  
*Dr. Jim Deni*, Appalachian State University and NC School Psychology Association  
*Wendy Fitch*, Cleveland County Schools  
*Doris Glass*, Charlotte-Mecklenburg Schools  
*Sarah Greene*, NC School Psychology Association and Wake County Public Schools  
*Linda Haigh*, Charlotte-Mecklenburg Schools and NC School Psychology Association  
*Dr. Caroline Hexdall*, NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist  
*Dr. Jenny Hiemenz*, NC Department of Public Instruction and Clinical Scientist and Licensed Psychologist  
*Dr. Steve Knotek*, University of North Carolina-Chapel Hill  
*Cecelia Lee*, Rockingham County Schools  
*Gail McIntosh*, Pitt County Schools  
*Carolyn McKinney*, NC Professional Teaching Standards Commission  
*Bob McLean*, Buncombe County Schools  
*Evan Myers*, NC Principals and Assistant Principals Association and Davidson County Schools  
*Dr. Lynne Myers*, Wake County Public Schools  
*Joe Parry-Hill*, NC Department of Public Instruction  
*Dr. Don Phipps*, Cumberland County Schools  
*Dr. Charles Rudy*, Alleghany Public Schools  
*Dr. Ann Schulte*, North Carolina State University  
*Larry Simmons*, NC Department of Public Instruction  
*Teresa A/ Smith*, NC Department of Public Instruction  
*Laura Snyder*, NC Department of Public Instruction  
*Dr. Corliss Thompson-Drew*, Winston-Salem Forsyth Schools  
*Mabel Tyberg*, Orange County Public Schools  
*Dr. Lori Unruh*, Western Carolina University  
*Wendy Vavrousek*, Franklin County Schools  
*Dr. Christy Walcott*, East Carolina University  
*Mary Watson*, NC Department of Public Instruction  
*Karen West*, Guilford County Schools  
*Tom Watson*, NC Department of Public Instruction

## **Appendix B**

# **National Association of School Psychologists: Model for Comprehensive and Integrated School Psychological Services**

# National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services 2010

## INTRODUCTION

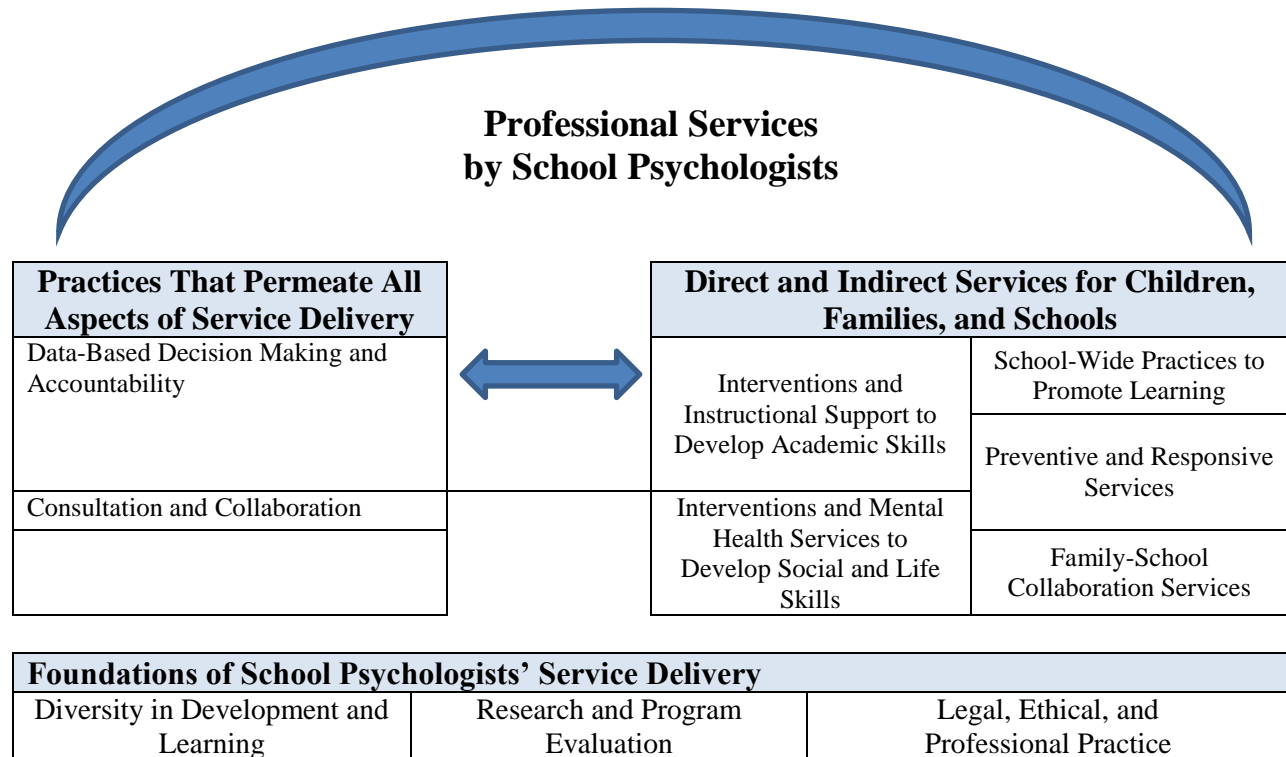
The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

*School psychologists* provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family-school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Figure 1, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Model for Comprehensive and Integrated School Psychological Services* is designed to be used in conjunction with the NASP *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, and *Principles for Professional Ethics* to provide a unified set of national principles that guide graduate education,

credentialing, professional practice and services, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

**Figure 1: Model for comprehensive and integrated school psychological services.**



The *Model for Comprehensive and Integrated School Psychological Services* represents the official policy of NASP regarding the delivery of comprehensive school psychological services. First written in 1978 as the *Guidelines for the Provision of School Psychological Services*, revised in 1984, 1992, 1997, 2000, and 2010, the model serves as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The model provides direction to school psychologists, students, and faculty in school psychology, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. It also delineates what services might reasonably be expected to be available from most school psychologists and, thus, should help to further define the field. In addition, the model is intended to educate the profession and the public regarding appropriate professional practices and, hopefully, will stimulate the continued development of the profession.

The *Model for Comprehensive and Integrated School Psychological Services* addresses the delivery of school psychological services within the context of educational programs and

educational settings. In addition to providing services to public and private schools, school psychologists are employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and in private practice. This revision of the *Guidelines for the Provision of School Psychological Services*, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to schoolchildren. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the National Association of School Psychologists's (2010) *Principles for Professional Ethics* and the American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not addressed in the model.

The model includes two major sections, which describe responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. The first section describes Professional Practices aligned with each of 10 domains of practice that are the core components of this model of school psychological services. The second section outlines Organizational Principles that should be assumed by the organizations that employ school psychologists. These principles describe the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, families, and schools.

Not all school psychologists or school systems will be able to meet every standard contained within this document. Nevertheless, it is anticipated that these guidelines will serve as a model for effective program development and professional practice on federal, state, and local levels. The 10 domains provide a general framework of basic competencies that practitioners should possess upon beginning practice as school psychologists. School psychologists will perceive that it is in their own best interest—and that of the agencies, parents, and children they serve—to adhere to and support the model. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within the model.

NASP acknowledges that this model sets requirements for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the recommendations contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates. Nothing in the model should be construed as superseding such relevant rules and regulations.

The model provides flexibility, permitting agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the model has sufficient specificity to ensure appropriate and comprehensive service provision.

## COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Figure 1 on page 5 of this document. Graduate education in school psychology prepares practitioners with basic professional competencies, including both knowledge and skills, in the 10 domains of school psychology, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology.

The 10 domains of school psychology reflect the following principles:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

The domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the domains provided below outline major areas of knowledge and skill, but are not intended to reflect the possible full range of competencies of school psychologists. Figure 1 represents the 10 domains within a model of comprehensive and integrated services by school psychologists. It is important to emphasize that the 10 domains provide *a general frame of reference for basic competencies* that program graduates should possess upon beginning practice as school psychologists.

The *Model for Comprehensive and Integrated School Psychological Services* describes the services provided by school psychologists to children, families, and schools. Because these services are based on the needs of children, families, and schools, the model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience and advanced graduate education will result in areas of specialization by individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the 10 domains of practice described in this model.

## **PART I: PROFESSIONAL PRACTICES**

### **PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY**

#### **DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS**

##### **Student-Level Services**

##### **Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

School psychologists use assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance.

School psychologists promote the principles of student-centered learning to help students develop their individual abilities to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.

School psychologists work with other school personnel to ensure the attainment of state and local academic benchmarks by all students.

- School psychologists apply 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.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.
- School psychologists incorporate all available assessment information in developing instructional strategies to meet the individual learning needs of children.
- School psychologists share information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement, and healthy lifestyles.
- School psychologists facilitate design and delivery of curriculum and instructional strategies that promote children's academic achievement, including, for example, literacy instruction, teacher-directed instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- School psychologists use information and assistive technology resources to enhance students' cognitive and academic skills.
- School psychologists address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.



## **Interventions and Mental Health Services to Develop Social and Life Skills**

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, and evidence-based strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Examples of professional practices associated with development of social, emotional, behavioral, and life skills include the following:

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children.
- School psychologists facilitate design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making.
- School psychologists use systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.
- School psychologists address intervention acceptability and fidelity during development, implementation, and evaluation of behavioral and mental health interventions.
- School psychologists provide a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, classroom and school-wide social– emotional learning programs, positive behavioral support, and parent education and support; this may include attention to issues such as life skills and personal safety for students with lower levels of functioning.
- School psychologists develop and implement 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.
- School psychologists evaluate implementation and outcomes of behavioral and mental health interventions for individuals and groups.

## **Systems-Level Services**

### **School-Wide Practices to Promote Learning**

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 and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Professional practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies 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 at all levels of schooling, grading, home– school partnerships, and more.

- School psychologists use their 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.
- School psychologists are actively involved in the development of school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which school psychologists deliver their services.
- School psychologists incorporate evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment (e.g., program to program, school to school, age-level changes, and school to work transitions).
- School psychologists promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services, as well as progress monitoring systems to ensure successful learning and school adjustment.
- School psychologists work collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.
- School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

## **Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills 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. Examples of effective practices associated with preventive and responsive services include the following:

- School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.
- School psychologists participate in school crisis teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.
- School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.

- School psychologists develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.
- School psychologists collaborate with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.

### **Family–School Collaboration Services**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices associated with family–school collaboration include the following:

- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
- School psychologists identify diverse cultural issues, contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and address these factors when developing and providing services for families.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists advocate for families and support parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.
- School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- School psychologists help create linkages between schools, families, and community providers, and help coordinate services when programming for children involves multiple agencies.

## **FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY**

### **Diversity in Development and Learning**

School psychologists have knowledge 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. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools 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 for all aspects of service delivery. Examples of professional practices that promote and respect diversity include:

- School psychologists apply their understanding of the influence of culture, background, and individual learning characteristics (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) when designing and implementing interventions to achieve learning and behavioral outcomes.
- School psychologists, in collaboration with others, address individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.
- School psychologists 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.
- School psychologists work collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners.
- School psychologists utilize a problem solving framework for addressing the needs of English language learners.
- School psychologists recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
- School psychologists promote fairness and social justice in educational programs and services.

### **Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills 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, and analysis to support

effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and program evaluation include the following:

- School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
- School psychologists incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.
- School psychologists, in collaboration with others, collect, analyze, and interpret program evaluation data in applied settings.
- School psychologists provide support for classroom teachers in collecting and analyzing progress monitoring data.
- School psychologists apply knowledge of evidence based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.
- School psychologists incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.

### **Legal, Ethical, and Professional Practice**

School psychologists have knowledge 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. School psychologists demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists use supervision and mentoring for effective practice.
- School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.
- School psychologists advocate for professional roles as providers of effective services that enhance the learning and mental health of all children and youth.

- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists participate in continuing education activities at a level consistent with maintenance of the NCSP credential (i.e., a minimum of 25 hours of professional development per year).

## **PART II: ORGANIZATIONAL PRINCIPLES**

### **ORGANIZATIONAL PRINCIPLE 1: ORGANIZATION OF SERVICE DELIVERY**

**School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of consumers and utilizes an evidence-based program evaluation model.**

- 1.1 School psychological services are planned and delivered on the basis of a systematic assessment of the educational and psychological needs of the students and families in the local community. School systems ensure that services provided directly by school psychologists are based on a strategic plan. The plan is developed based on the collective needs of the school system and community, with the primary focus being the specific needs of the students served by individual school psychologists.
- 1.2 School psychological services are available to all students on an equal basis and are not determined by a specific funding source. Services are provided to students based on their need, not based on their eligibility to generate specific funding.
- 1.3 School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of these services based on funding, setting, or program location. Therefore, school psychological and mental health services are provided through a “seamless” system of care. When school psychological services are provided by outside consultants, the school system maintains responsibility for the quality of services and for oversight of planning and implementation of services.
- 1.4 Contractual school psychological services are provided in a manner consistent with this model, NASP Principles for Professional Ethics, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by an employing agency. They may be used to augment and enhance programs.
- 1.5 School systems conduct regular evaluations of the collective delivery of educational, mental health, and other student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes).



Evaluation of services from outside consultants who provide school psychological services is the responsibility of the school system, and the evaluation process should be consistent with that used for services provided by school psychologists who are school district employees.

- 1.6 The school system provides a range of services to meet the academic and mental health needs of students. As indicated in this model, school psychologists collaborate with other school personnel to provide both direct and indirect services to students and families. The consumers of and participants in these services include the following: students, teachers, counselors, social workers, administrators, other school personnel, families, care providers, other community and regional agencies, and resources that support the educational process.
- 1.7 School systems support the provision of consultative and other services by school psychologists to teachers, administrators, and other school personnel for the purpose of improving student outcomes.

## **ORGANIZATIONAL PRINCIPLE 2: CLIMATE**

**It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.**

- 2.1 School systems promote cooperative and collaborative relationships among staff members in the best mutual interests of students and families. Conflicts are resolved in a constructive and professional manner.
- 2.2 School systems provide an organizational climate in which school psychologists and other personnel may advocate in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators.
- 2.3 School systems promote work environments that maximize job satisfaction of employees in order to maintain a high quality of services provided to students. Measures of work climate are included in organizational self-evaluation.
- 2.4 School systems promote and advocate for balance between professional and personal lives of employees.

Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to problem solve when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.



### **ORGANIZATIONAL PRINCIPLE 3: PHYSICAL, PERSONNEL, AND FISCAL SUPPORT SYSTEMS**

**School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, clerical services, and a physical work environment; and (d) employees have adequate personnel benefits necessary to support their work, including continuing educational professional development.**

- 3.1 School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.
- 3.2 School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychology services staff to students. The ratio of school psychologists to students is a critical aspect of the quality of services to students. This ratio should be determined by the level of staffing needed to provide comprehensive school psychological services in accordance with the system's needs assessment. Generally, the ratio should not exceed 1,000 students to 1 school psychologist. When school psychologists are providing comprehensive and preventive services (i.e., evaluations, consultation, individual/group counseling, crisis response, behavioral interventions, etc.), this ratio should not exceed 500 to 700 students for 1 school psychologist in order to ensure quality of student outcomes. Similarly, when school psychologists are assigned to work primarily with student populations that have particularly intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with autism spectrum disorders), this student to school psychologist ratio should be even lower.
- 3.3 School systems provide advanced technological resources in time management, communication systems, data management systems, and service delivery.
- 3.4 School systems provide staff with access to adequate clerical assistance, appropriate professional work materials, sufficient office and work space, adequate technology support (e.g., e-mail, computer), and general working conditions that enhance the delivery of effective services. Included are assessment and intervention materials, access to private telephone and office, clerical services, therapeutic aids, and access to professional literature.

### **ORGANIZATIONAL PRINCIPLE 4: PROFESSIONAL COMMUNICATION**

**School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.**

- 4.1 School systems provide opportunities for employees to communicate with each other about issues of mutual professional interest on a regular basis.

- 4.2 School systems support collaborative problem solving approaches to the planning and delivery of school psychological services. Decision making and strategic planning regarding school psychological services is done in collaboration with other departments and outside agencies to ensure optimal services for students.
- 4.3 School systems ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain appropriate and confidential communication with students, families, and service providers within and outside the system.
- 4.4 The school system's policy on student records is consistent with state and federal rules and laws and ensures the protection of the confidentiality of the student and his or her family. The policy specifies the types of data developed by the school psychologist that are classified as school or pupil records. The policy gives clear guidance (consistent with the Family Educational Records and Privacy Act or similar state/court regulations) regarding which documents belong to the school and the student/ guardian and which documents (such as clinical notes) are the personal property of the school psychologist. Although test protocols are part of the student's record, the school system ensures that test security is protected and copyright restrictions are observed. Release of records and protocols is consistent with state and federal regulations. The policy on student records includes procedures for maintaining student confidentiality and privacy in the use of electronic communications. The NASP Principles for Professional Ethics provides additional guidance for schools with regard to responsible school-based record keeping.

## **ORGANIZATIONAL PRINCIPLE 5: SUPERVISION AND MENTORING**

**The school system ensures that all personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned, including the school psychologist, supervisor, students, and the entire school community.**

- 5.1 Supervisors have a valid state school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.
- 5.2 Supervision methods should match the developmental level of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring and/or peer support can be utilized with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.

- 5.3 School systems allow time for school psychologists to participate in supervision and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision and/or peer support outside the district (e.g., through regional, state, or national school psychologist networks).
- 5.4 The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.
- 5.5 Supervisors ensure that practical and internship experiences occur under conditions of appropriate supervision including (a) access to professional school psychologists who will serve as appropriate role models, (b) provision of supervision by an appropriately credentialed school psychologist, and (c) provision of supervision within the guidelines of the training institution and NASP Graduate Preparation Standards for School Psychology.
- 5.6 Supervisors provide professional leadership through participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

## **ORGANIZATIONAL PRINCIPLE 6: PROFESSIONAL DEVELOPMENT AND RECOGNITION SYSTEMS**

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of professional development activities. These activities could include those provided by the school system, NASP-approved providers, other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

### **6.1 Professional Development Responsibilities**

- The school system provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development at a level necessary to remain current regarding developments in professional practices that benefit children, families, and schools.
- The school system provides technology and personnel resources to assist in providing a system for documenting professional development activities.

### **6.2 Professional Development Plans and Application of New Skills**

- The school system provides supervision of school psychologists by an appropriately credentialed and experienced school psychologist, so that the development of professional skills is continued and maintained over time. School psychologists seek and use appropriate types and levels of supervision as they acquire new knowledge, skills, and abilities by creating and following a personal plan of professional development.

- Supervision supported by the school system makes available the opportunities to provide feedback to the school psychologist about the quality of new skill applications.

**6.3 Advanced Recognition of Professional Development:** The school system provides levels of recognition (e.g., salary, opportunity to use new skills) that reflect the professional growth of individual school psychologists.

## Appendix C

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

Ethical Standards of the American Psychological Association

Ethical Standards of the National Association of School Psychologists.

## Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

### Preamble

**The purpose of this Code of Ethics is to define standards of professional conduct.** The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

### I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

## II. Commitment to the School and School System

- A.** Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B.** Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C.** Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason
- D.** Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E.** When acting in an administrative capacity:
  - 1.** Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  - 2.** Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  - 3.** Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
  - 4.** Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

## III. Commitment to the Profession

- A.** Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B.** Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C.** Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

## Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

### SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

#### 16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;  
Eff. April 1, 1998.

#### 16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

- a. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- b. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - a. Statement of professional qualifications;
    - b. Application or recommendation for professional employment, promotion, or licensure;
    - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    - d. Representation of completion of college or staff development credit;
    - e. Evaluation or grading of students or personnel;



- f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
  - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
  - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- 4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- 5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
  - a. Any use of language that is considered profane, vulgar, or demeaning;
  - b. Any sexual act;
  - c. Any solicitation of a sexual act, whether written, verbal, or physical;
  - d. Any act of child abuse, as defined by law;
  - e. Any act of sexual harassment, as defined by law; and
  - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- 6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- 7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- 8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- 9. Alcohol or controlled substance abuse. The educator shall not:
  - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
  - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
  - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
  - d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998.

# American Psychological Association Ethical Principles of Psychologists and Code of Conduct

Including 2010 Amendment

## Introduction and Applicability

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The American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a [Preamble](#), five [General Principles](#) and specific [Ethical Standards](#). The Introduction discusses the intent, organization, procedural considerations and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current [Rules and Procedures of the APA Ethics Committee](#). APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies and

payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

## Preamble

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Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist and

expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students and the public regarding ethical standards of the discipline. The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees and colleagues; and to consult with others concerning ethical problems.

## General Principles

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This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

### **Principle A: Beneficence and Nonmaleficence**

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

### **Principle B: Fidelity and Responsibility**

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

### **Principle C: Integrity**

Psychologists seek to promote accuracy, honesty and truthfulness in the science, teaching and practice of psychology. In these activities psychologists do not steal, cheat or engage in fraud, subterfuge or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

### **Principle D: Justice**

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence and the limitations of their expertise do not lead to or condone unjust practices.

### **Principle E: Respect for People's Rights and Dignity**

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

## **Standard 1: Resolving Ethical Issues**

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### **1.01 Misuse of Psychologists' Work**

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

### **1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority**

If psychologists' ethical responsibilities conflict with law, regulations or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

### **1.03 Conflicts Between Ethics and Organizational Demands**

If the demands of an organization with which psychologists are affiliated or for whom



they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

#### **1.04 Informal Resolution of Ethical Violations**

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards [1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority](#), and [1.03, Conflicts Between Ethics and Organizational Demands](#).)

#### **1.05 Reporting Ethical Violations**

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard [1.04, Informal Resolution of Ethical Violations](#), or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard [1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority](#).)

#### **1.06 Cooperating with Ethics Committees**

Psychologists cooperate in ethics investigations, proceedings and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

#### **1.07 Improper Complaints**

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

#### **1.08 Unfair Discrimination Against Complainants and Respondents**

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

## Standard 2: Competence

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### 2.01 Boundaries of Competence

(a) Psychologists provide services, teach and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard [2.02, Providing Services in Emergencies](#).

(c) Psychologists planning to provide services, teach or conduct research involving populations, areas, techniques or technologies new to them undertake relevant education, training, supervised experience, consultation or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

### 2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

### 2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.



## **2.04 Bases for Scientific and Professional Judgments**

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards [2.01e, Boundaries of Competence](#), and [10.01b, Informed Consent to Therapy](#).)

## **2.05 Delegation of Work to Others**

Psychologists who delegate work to employees, supervisees or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards [2.02, Providing Services in Emergencies](#); [3.05, Multiple Relationships](#); [4.01, Maintaining Confidentiality](#); [9.01, Bases for Assessments](#); [9.02, Use of Assessments](#); [9.03, Informed Consent in Assessments](#); and [9.07, Assessment by Unqualified Persons](#).)

## **2.06 Personal Problems and Conflicts**

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance and determine whether they should limit, suspend or terminate their work-related duties. (See also Standard [10.10, Terminating Therapy](#).)

## **Standard 3: Human Relations**

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### **3.01 Unfair Discrimination**

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or any basis proscribed by law.

### **3.02 Sexual Harassment**

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist and that either (1) is unwelcome, is offensive or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard [1.08, Unfair Discrimination Against Complainants and Respondents](#).)

### **3.03 Other Harassment**

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language or socioeconomic status.

### **3.04 Avoiding Harm**

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

### **3.05 Multiple Relationships**

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards [3.04, Avoiding Harm](#), and [3.07, Third-Party Requests for Services](#).)

### **3.06 Conflict of Interest**

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

### **3.07 Third-Party Requests for Services**

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards [3.05, Multiple relationships](#), and 4.02, Discussing the Limits of Confidentiality.)

### **3.08 Exploitative Relationships**

Psychologists do not exploit persons over whom they have supervisory, evaluative or other authority such as clients/patients, students, supervisees, research participants and employees. (See also Standards [3.05, Multiple Relationships](#); [6.04, Fees and Financial Arrangements](#); [6.05, Barter with Clients/Patients](#); [7.07, Sexual Relationships with Students and Supervisees](#); [10.05, Sexual Intimacies with Current Therapy Clients/Patients](#); [10.06, Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients](#); [10.07, Therapy with Former Sexual Partners](#); and [10.08, Sexual Intimacies with Former Therapy Clients/Patients](#).)

### **3.09 Cooperation with Other Professionals**

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard [4.05, Disclosures](#).)

### **3.10 Informed Consent**

(a) When psychologists conduct research or provide assessment, therapy, counseling or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards [8.02, Informed Consent to Research](#); [9.03, Informed Consent in Assessments](#); and [10.01, Informed Consent to Therapy](#).)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including

whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards [8.02, Informed Consent to Research](#); [9.03, Informed Consent in Assessments](#); and [10.01, Informed Consent to Therapy](#).)

### **3.11 Psychological Services Delivered to or Through Organizations**

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

### **3.12 Interruption of Psychological Services**

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation or retirement or by the client's/patient's relocation or financial limitations. (See also Standard [6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work](#).)

## **Standard 4: Privacy and Confidentiality**

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### **4.01 Maintaining Confidentiality**

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard [2.05, Delegation of Work to Others](#).)

### **4.02 Discussing the Limits of Confidentiality**

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information

generated through their psychological activities. (See also Standard [3.10, Informed Consent](#).)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

#### **4.03 Recording**

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards [8.03, Informed Consent for Recording Voices and Images in Research](#); [8.05, Dispensing with Informed Consent for Research](#); and [8.07, Deception in Research](#).)

#### **4.04 Minimizing Intrusions on Privacy**

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

#### **4.05 Disclosures**

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard [6.04e, Fees and Financial Arrangements](#).)

#### **4.06 Consultations**

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent

necessary to achieve the purposes of the consultation. (See also Standard [4.01, Maintaining Confidentiality](#).)

#### **4.07 Use of Confidential Information for Didactic or Other Purposes**

Psychologists do not disclose in their writings, lectures or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

### **Standard 5: Advertising and Other Public Statements**

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#### **5.01 Avoidance of False or Deceptive Statements**

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations and published materials. Psychologists do not knowingly make public statements that are false, deceptive or fraudulent concerning their research, practice or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive or fraudulent statements concerning (1) their training, experience or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

#### **5.02 Statements by Others**

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television or other communication media in return for publicity in a news item. (See also Standard [1.01, Misuse of Psychologists' Work](#).)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.



### **5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs**

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures or advertisements describing workshops, seminars or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters and the fees involved.

### **5.04 Media Presentations**

When psychologists provide public advice or comment via print, Internet or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard [2.04, Bases for Scientific and Professional Judgments](#).)

### **5.05 Testimonials**

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

### **5.06 In-Person Solicitation**

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

## **Standard 6: Record Keeping and Fees**

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### **6.01 Documentation of Professional and Scientific Work and Maintenance of Records**

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard [4.01, Maintaining Confidentiality](#).)

### **6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work**

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring and disposing of records under their control, whether these are written, automated or in



any other medium. (See also Standards [4.01, Maintaining Confidentiality](#), and [6.01, Documentation of Professional and Scientific Work and Maintenance of Records](#).)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards [3.12, Interruption of Psychological Services](#), and [10.09, Interruption of Therapy](#).)

### **6.03 Withholding Records for Nonpayment**

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

### **6.04 Fees and Financial Arrangements**

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards [10.09, Interruption of Therapy](#), and [10.10, Terminating Therapy](#).)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards [4.05, Disclosures](#); [6.03, Withholding Records for Nonpayment](#); and [10.01, Informed Consent to Therapy](#).)

### **6.05 Barter with Clients/Patients**

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards [3.05, Multiple Relationships](#), and [6.04, Fees and Financial Arrangements](#).)

### **6.06 Accuracy in Reports to Payors and Funding Sources**

In their reports to payors for services or sources of research funding, psychologists take

reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges or payments, and where applicable, the identity of the provider, the findings and the diagnosis. (See also Standards [4.01, Maintaining Confidentiality](#); [4.04, Minimizing Intrusions on Privacy](#); and [4.05, Disclosures](#).)

### **6.07 Referrals and Fees**

When psychologists pay, receive payment from or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative or other) and is not based on the referral itself. (See also Standard [3.09, Cooperation with Other Professionals](#).)

## **Standard 7: Education and Training**

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### **7.01 Design of Education and Training Programs**

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification or other goals for which claims are made by the program. (See also Standard [5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs](#).)

### **7.02 Descriptions of Education and Training Programs**

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects or community service), training goals and objectives, stipends and benefits and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

### **7.03 Accuracy in Teaching**

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard [5.01, Avoidance of False or Deceptive Statements](#).)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard [2.03, Maintaining Competence](#).)

### **7.04 Student Disclosure of Personal Information**

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment and relationships with parents, peers and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the

information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

#### **7.05 Mandatory Individual or Group Therapy**

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program.

(See also Standard [7.02, Descriptions of Education and Training Programs](#).)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard [3.05, Multiple Relationships](#).)

#### **7.06 Assessing Student and Supervisee Performance**

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

#### **7.07 Sexual Relationships with Students and Supervisees**

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard [3.05, Multiple Relationships](#).)

### **Standard 8: Research and Publication**

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#### **8.01 Institutional Approval**

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

#### **8.02 Informed Consent to Research**

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards [8.03, Informed Consent for Recording Voices and Images in Research](#); [8.05, Dispensing with Informed Consent for Research](#); and [8.07, Deception in Research](#).)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard [8.02a, Informed Consent to Research](#).)

### **8.03 Informed Consent for Recording Voices and Images in Research**

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard [8.07, Deception in Research](#).)

### **8.04 Client/Patient, Student, and Subordinate Research Participants**

(a) When psychologists conduct research with clients/patients, students or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

### **8.05 Dispensing with Informed Consent for Research**

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

### **8.06 Offering Inducements for Research Participation**

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations and limitations. (See also Standard [6.05, Barter with Clients/Patients.](#))

### **8.07 Deception in Research**

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard [8.08, Debriefing.](#))

### **8.08 Debriefing**

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

### **8.09 Humane Care and Use of Animals in Research**

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance and handling of the species being used, to the extent appropriate to their role. (See also Standard [2.05, Delegation of Work to Others.](#))

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

### **8.10 Reporting Research Results**

(a) Psychologists do not fabricate data. (See also Standard [5.01a, Avoidance of False or Deceptive Statements.](#))

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum or other appropriate publication means.

### **8.11 Plagiarism**

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

### **8.12 Publication Credit**

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard [8.12b, Publication Credit.](#))

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard [8.12b, Publication Credit.](#))



### **8.13 Duplicate Publication of Data**

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

### **8.14 Sharing Research Data for Verification**

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

### **8.15 Reviewers**

Psychologists who review material submitted for presentation, publication, grant or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

## **Standard 9: Assessment**

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### **9.01 Bases for Assessments**

(a) Psychologists base the opinions contained in their recommendations, reports and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also [Standard 2.04, Bases for Scientific and Professional Judgments](#).)

(b) Except as noted in [9.01c](#), psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions and appropriately limit the nature and extent of their conclusions or recommendations. (See also [Standards 2.01, Boundaries of Competence](#), and [9.06, Interpreting Assessment Results](#).)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion,



psychologists explain this and the sources of information on which they based their conclusions and recommendations.

## **9.02 Use of Assessments**

(a) Psychologists administer, adapt, score, interpret or use assessment techniques, interviews, tests or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

## **9.03 Informed Consent in Assessments**

(a) Psychologists obtain informed consent for assessments, evaluations or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards [2.05, Delegation of Work to Others](#); [4.01, Maintaining Confidentiality](#); [9.01, Bases for Assessments](#); [9.06, Interpreting Assessment Results](#); and [9.07, Assessment by Unqualified Persons](#).)

## **9.04 Release of Test Data**

(a) The term test data refers to raw and scaled scores, client/patient responses to test

questions or stimuli and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard [9.11, Maintaining Test Security](#).)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

### **9.05 Test Construction**

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias and recommendations for use.

### **9.06 Interpreting Assessment Results**

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities and other characteristics of the person being assessed, such as situational, personal, linguistic and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards [2.01b and c, Boundaries of Competence](#), and [3.01, Unfair Discrimination](#).)

### **9.07 Assessment by Unqualified Persons**

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard [2.05, Delegation of Work to Others](#).)

### **9.08 Obsolete Tests and Outdated Test Results**

- (a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.
- (b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

### **9.09 Test Scoring and Interpretation Services**

- (a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability and applications of the procedures and any special qualifications applicable to their use.
- (b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard [2.01b and c, Boundaries of Competence](#).)

(c) Psychologists retain responsibility for the appropriate application, interpretation and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

### **9.10 Explaining Assessment Results**

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

### **9.11 Maintaining Test Security**

The term test materials refers to manuals, instruments, protocols and test questions or stimuli and does not include test data as defined in Standard [9.04, Release of Test Data](#). Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

## **Standard 10: Therapy**

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### **10.01 Informed Consent to Therapy**

(a) When obtaining informed consent to therapy as required in Standard [3.10, Informed Consent](#), psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards [4.02, Discussing the Limits of Confidentiality](#), and [6.04, Fees and Financial Arrangements](#).)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available and the voluntary nature of their participation. (See also Standards [2.01e, Boundaries of Competence](#), and [3.10, Informed Consent](#).)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

### **10.02 Therapy Involving Couples or Families**

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard [4.02, Discussing the Limits of Confidentiality](#).)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard [3.05c, Multiple Relationships](#).)

### **10.03 Group Therapy**

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

### **10.04 Providing Therapy to Those Served by Others**

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

### **10.05 Sexual Intimacies with Current Therapy Clients/Patients**

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

### **10.06 Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients**

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

### **10.07 Therapy with Former Sexual Partners**

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

### **10.08 Sexual Intimacies with Former Therapy Clients/Patients**

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who

engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard [3.05, Multiple Relationships](#).)

### **10.09 Interruption of Therapy**

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard [3.12, Interruption of Psychological Services](#).)

### **10.10 Terminating Therapy**

- (a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.
- (b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.
- (c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

National Association of School Psychologists  
**Principles for Professional Ethics**  
2010

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# National Association of School Psychologists

## Principles for Professional Ethics

### 2010

#### INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

*School psychologists* provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family-school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Principles for Professional Ethics* is designed to be used in conjunction with the NASP *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, and *Model for Comprehensive and Integrated School Psychological Services* to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics* (*Principles*), and revisions were made in 1984, 1992, 1997, and 2000. The purpose of the Principles is to

protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct. NASP members and school psychologists who are certified by the National School Psychologist Certification System are bound to abide by NASP’s code of ethics.

The *NASP Principles for Professional Ethics* were developed to address the unique circumstances associated with providing school psychological services. The duty to educate children and the legal authority to do so rests with state governments. When school psychologists employed by a school board make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention. For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists “speak up” for the needs and rights of students even when it may be difficult to do so.

The *Principles for Professional Ethics*, like all codes of ethics, provide only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles of employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation. Such situations are often complicated and may require a nuanced application of these Principles to effect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these Principles, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.

The *NASP Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the Principles. When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts by problem solving with others and through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.

In addition to providing services to public and private schools, school psychologists may be employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. The principles in this code should be considered by school

psychologists in their ethical decision making regardless of employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not directly addressed in this code.

Four broad ethical themes provide the organizational framework for the 2010 *Principles for Professional Ethics*. The four broad ethical themes subsume 17 ethical principles. Each principle is then further articulated by National Association of School Psychologists multiple specific standards of conduct. The broad themes, corollary principles, and ethical standards are to be considered in decision making. NASP will seek to enforce the 17 ethical principles and corollary standards that appear in the *Principles for Professional Ethics* with its members and school psychologists who hold the Nationally Certified School Psychologist (NCSP) credential in accordance with NASP's Ethical and Professional Practices Committee Procedures (2008). Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine its application to his or her individual situation.

The decisions made by school psychologists affect the welfare of children and families and can enhance their schools and communities. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the NASP *Principles for Professional Ethics*, and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

## **DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS**

*Client:* The client is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party. While not clients per se, classrooms, schools, and school systems also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

*Child:* A child, as defined in law, generally refers to a minor, a person younger than the age of majority. Although this term may be regarded as demeaning when applied to teenagers, it is used in this document when necessary to denote minor status. The term student is used when a less precise term is adequate. *Informed Consent:* Informed consent means that the person giving consent has the legal authority to make a consent decision, a clear understanding of what it is he or she is consenting to, and that his or her consent is freely given and may be withdrawn without prejudice.

*Assent:* The term assent refers to a minor's affirmative agreement to participate in psychological services or research.

*Parent:* The term parent may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or

other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child’s welfare.

*Advocacy:* School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families. Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (willful disregard of an employer’s lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

*School-Based Versus Private Practice:* School-based practice refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or contracted by the schools on a per case or consultative basis. Private practice occurs when a school psychologist enters into an agreement with a client(s) rather than an educational agency to provide school psychological services and the school psychologist’s fee for services is the responsibility of the client or his or her representative.

## **I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS**

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

**Principle I.1. Autonomy and Self-Determination (Consent and Assent) School psychologists respect the right of persons to participate in decisions affecting their own welfare.**

### ***Standard I.1.1***

School psychologists encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school’s educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide schoolbased consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions. Parent consent is not ethically required for a schoolbased school psychologist to review a student’s educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities. Parents must be notified prior to the administration of school- or classroom-wide screenings for mental health problems and given the opportunity to remove their child or adolescent from participation in such screenings.

### ***Standard I.1.2***

Except for urgent situations or self-referrals by a minor student, school psychologists seek parent consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling or other nonclassroom therapeutic intervention.\*

- It is ethically permissible to provide psychological assistance without parent notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.
- When a student who is a minor self-refers for assistance, it is ethically permissible to provide psychological assistance without parent notice or consent for one or several meetings to establish the nature and degree of the need for services and assure the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parent consent where allowed by state law and school district policy. However, if the student is not old enough to receive school psychological assistance independent of parent consent, the school psychologist obtains parent consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parent notice or consent.

### ***Standard I.1.3***

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.

### ***Standard I.1.4***

School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.

- If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.

- When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices he or she does not wish or is not able to make.

#### **Standard I.1.5**

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources.

### **Principle I.2. Privacy and Confidentiality School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.**

#### **Standard I.2.1**

School psychologists respect the right of persons to self-determine whether to disclose private information.

#### **Standard I.2.2**

School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications are privileged in most jurisdictions and do not disclose information that would put the student or family at legal, social, or other risk if shared with third parties, except as permitted by the mental health provider–client privilege laws in their state.

#### **Standard I.2.3**

School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved. School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure client understanding and agreement regarding how sensitive disclosures will be handled.

#### **Standard I.2.4**

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents.



### **Standard I.2.5**

School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

### **Standard I.2.6**

School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.

### **Standard I.2.7**

School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.

**Principle I.3. Fairness and Justice In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.**

### **Standard I.3.1**

School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics including race; ethnicity; color; religion; ancestry; national origin; immigration status; socioeconomic status; primary language; gender; sexual orientation, gender identity, or gender expression; mental, physical, or sensory disability; or any other distinguishing characteristics.

### **Standard I.3.2**

School psychologists pursue awareness and knowledge of how diversity factors may influence child development, behavior, and school learning. In conducting psychological, educational, or behavioral evaluations or in providing interventions, therapy, counseling, or consultation services, the school psychologist takes into account individual characteristics as enumerated in Standard I.3.1 so as to provide effective services.

### **Standard I.3.3**

School psychologists work to correct school practices that are unjustly discriminatory or that deny students, parents, or others their legal rights. They take steps to foster a school climate that is safe, accepting, and respectful of all persons.



#### **Standard I.3.4**

School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.

## **II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY**

**Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.**

### **Principle II.1. Competence**

**To benefit clients, school psychologists engage only in practices for which they are qualified and competent.**

#### **Standard II.1.1**

School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services.

#### **Standard II.1.2**

Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients. When knowledge and understanding of diversity characteristics are essential to ensure competent assessment, intervention, or consultation, school psychologists have or obtain the training or supervision necessary to provide effective services, or they make appropriate referrals.

#### **Standard II.1.3**

School psychologists refrain from any activity in which their personal problems may interfere with professional effectiveness. They seek assistance when personal problems threaten to compromise their professional effectiveness (also see III.4.2).

#### **Standard II.1.4**

School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.

## **Principle II.2. Accepting Responsibility for Actions**

**School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.**

### **Standard II.2.1**

School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted report if information is found to be inaccurate or incomplete.

### **Standard II.2.2**

School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

### **Standard II.2.3**

School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

### **Standard II.2.4**

When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees.

**Principle II.3. Responsible Assessment and Intervention Practices School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions.**

### **Standard II.3.1**

Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

### **Standard II.3.2**

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

- School psychologists select assessment instruments and strategies that are reliable and valid for the child and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher or the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.

- If using norm-referenced measures, school psychologists choose instruments with up-to-date normative data.
- When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.

### **Standard II.3.3**

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources.

### **Standard II.3.4**

Consistent with education law and sound professional practice, children with suspected disabilities are assessed in all areas related to the suspected disability.

### **Standard II.3.5**

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics (see Standard I.3.1. and I.3.2).

### **Standard II.3.6**

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists take steps to ensure that the interpreters are appropriately trained and are acceptable to clients.

### **Standard II.3.7**

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should utilize a representative sample of records and explain the basis for, and the limitations of, their recommendations.

### **Standard II.3.8**

School psychologists adequately interpret findings and present results in clear, understandable terms so that the recipient can make informed choices.

### **Standard II.3.9**

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice:

- School psychologists use a problem-solving process to develop interventions appropriate to the presenting problems and that are consistent with data collected.
- Preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

### **Standard II.3.10**

School psychologists encourage and promote parental participation in designing interventions for their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.

- School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the ethnic/cultural values of the family and includes alternatives that may be available. Subsequent recommendations for program changes or additional services are discussed with parents, including any alternatives that may be available.
- Parents are informed of sources of support available at school and in the community.

### **Standard II.3.11**

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.

**Principle II.4 Responsible School-Based Record Keeping School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.**

### **Standard II.4.1**

School psychologists discuss with parents and adult students their rights regarding creation, modification, storage, and disposal of psychological and educational records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.

### **Standard II.4.2**

School psychologists maintain school-based psychological and educational records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.

### **Standard II.4.3**

School psychologists include only documented and relevant information from reliable sources in school psychological records.

### **Standard II.4.4**

School psychologists ensure that parents have appropriate access to the psychological and educational records of their child.

- Parents have a right to access any and all information that is used to make educational decisions about their child.

- School psychologists respect the right of parents to inspect, but not necessarily to copy, their child’s answers to school psychological test questions, even if those answers are recorded on a test protocol (also see II.5.1).

#### **Standard II.4.5**

School psychologists take steps to ensure that information in school psychological records is not released to persons or agencies outside of the school without the consent of the parent except as required and permitted by law.

#### **Standard II.4.6**

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to the student’s school psychological records without prior parent permission or the permission of an adult student.

#### **Standard II.4.7**

To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

#### **Standard II.4.8**

It is ethically permissible for school psychologists to keep private notes to use as a memory aid that are not made accessible to others. However, as noted in Standard II.4.4, any and all information that is used to make educational decisions about a student must be accessible to parents and adult students.

#### **Standard II.4.9**

School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that:

- safeguard the security of school psychological records while facilitating appropriate parent access to those records
- identify time lines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice seek parent or other appropriate permission prior to the destruction of obsolete school psychological records of current students
- ensure that obsolete school psychology records are destroyed in a way that the information cannot be recovered

**Principle II.5 Responsible Use of Materials** School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials.

**Standard II.5.1**

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. Unless otherwise required by law or district policy, school psychologists provide parents with the opportunity to inspect and review their child’s test answers rather than providing them with copies of the their child’s test protocols. However, on parent request, it is permissible to provide copies of a child’s test protocols to a professional who is qualified to interpret them.

**Standard II.5.2**

School psychologists do not promote or condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

**Standard II.5.3**

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer. However, school psychologists understand that, at times, parents’ rights to examine their child’s test answers may supersede the interests of test publishers.

**III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS**

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

**Principle III.1. Accurate Presentation of Professional Qualifications** School psychologists accurately identify their professional qualifications to others.

**Standard III.1.1**

Competency levels, education, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others. School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.

### **Standard III.1.2**

School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence that exceeds that which has actually been achieved.

## **Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities** **School psychologists are candid about the nature and scope of their services.**

### **Standard III.2.1**

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner (see I.1.2).

### **Standard III.2.2**

School psychologists make reasonable efforts to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

### **Standard III.2.3**

The school psychologist's commitment to protecting the rights and welfare of children is communicated to the school administration, staff, and others as the highest priority in determining services.

### **Standard III.2.4**

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings.

### **Standard III.2.5**

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional. They do not misrepresent their degree of responsibility for the development and distribution of publications, products, and services.

## **Principle III.3. Respecting Other Professionals To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.**

### **Standard III.3.1**

To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.



### **Standard III.3.2**

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to other professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

### **Standard III.3.3**

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without his or her permission to do so.

**Principle III.4. Multiple Relationships and Conflicts of Interest School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.**

### **Standard III.4.1**

The Principles for Professional Ethics provide standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.

### **Standard III.4.2**

School psychologists refrain from any activity in which conflicts of interest or multiple relationships with a client or a client's family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the client. School psychologists whose personal or religious beliefs or commitments may influence the nature of their professional services or their willingness to provide certain services inform clients and responsible parties of this fact. When personal beliefs, conflicts of interests, or multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.

### **Standard III.4.3**

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants. School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees, or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees.

### **Standard III.4.4**

School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and effectiveness or potentially result in exploitation of a client.

#### **Standard III.4.5**

NASP requires that any action taken by its officers, members of the Executive Council or Delegate Assembly, or other committee members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

#### **Standard III.4.6**

A school psychologist's financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings if that interest is not obvious in the authorship/ownership citations provided.

#### **Standard III.4.7**

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

#### **Standard III.4.8**

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

#### **Standard III.4.9**

School psychologists who provide school-based services and also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

- are obligated to inform parents or other potential clients of any psychological and educational services available at no cost from the schools prior to offering such services for remuneration may not offer or provide private practice services to a student of a school or special school program where the practitioner is currently assigned
- may not offer or provide private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned
- may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed
- do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer
- conduct all private practice outside of the hours of contracted public employment
- hold appropriate credentials for practice in both the public and private sectors

#### **IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY**

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

**Principle IV.1. Promoting Healthy School, Family, and Community Environments School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children.**

##### **Standard IV.1.1**

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and families.

##### **Standard IV.1.2**

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents.

**Principle IV.2. Respect for Law and the Relationship of Law and Ethics School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the Principles for Professional Ethics.**

##### **Standard IV.2.1**

School psychologists recognize that an understanding of the goals, procedures, and legal requirements of their particular workplace is essential for effective functioning within that setting.

### **Standard IV.2.2**

School psychologists respect the law and the civil and legal rights of students and other clients. The Principles for Professional Ethics may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

### **Standard IV.2.3**

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.

### **Standard IV.2.4**

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees. They also identify when they speak as individual professionals rather than as representatives of a professional association.

**Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.**

### **Standard IV.3.1**

School psychologists know the Principles for Professional Ethics and thoughtfully apply them to situations within their employment context. In difficult situations, school psychologists consult experienced school psychologists or state associations or NASP.

### **Standard IV.3.2**

When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.

### **Standard IV.3.3**

If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.

### **Standard IV.3.4**

When school psychologists are concerned about unethical practices by professionals who are not NASP members or do not hold the NCSP, informal contact is made to discuss the concern if feasible. If the situation cannot be resolved in this manner, discussing the situation with the professional's supervisor should be considered. If necessary, an appropriate professional organization or state credentialing agency could be contacted to determine the procedures established by that professional association or agency for examining the practices in question.

**Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.**

**Standard IV.4.1**

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

**Standard IV.4.2**

School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the NASP Graduate Preparation Standards for School Psychologists. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

**Standard IV.4.3**

School psychologists who employ, supervise, or train professionals provide appropriate working conditions, fair and timely evaluation, constructive supervision, and continuing professional development opportunities.

**Standard IV.4.4**

School psychologists who are faculty members at universities or who supervise graduate education field experiences apply these ethical principles in all work with school psychology graduate students. In addition, they promote the ethical practice of graduate students by providing specific and comprehensive instruction, feedback, and mentoring.

**Principle IV.5. Contributing to the School Psychology Knowledge Base To improve services to children, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.**

**Standard IV.5.1**

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of training and graduate degree to potential research participants.

**Standard IV.5.2**

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

- Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.
- In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

#### **Standard IV.5.3**

School psychologists who use their assessment, intervention, or consultation cases in lectures, presentations, or publications obtain written prior client consent or they remove and disguise identifying client information.

#### **Standard IV.5.4**

School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.

#### **Standard IV.5.5**

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

#### **Standard IV.5.6**

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

#### **Standard IV.5.7**

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without

acknowledging previous publication of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

**Standard IV.5.8**

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

**Standard IV.5.9**

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

**Standard IV.5.10**

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.



## **Appendix D: School Psychologist Evaluation Forms**

Rubric for Evaluating North Carolina’s School Psychologists  
School Psychologist Summary Rating Form  
Summary Rating Sheet  
Professional Growth Plan  
Professional Growth Plan- Mid-Year Review  
Professional Growth Plan – End of Year Review  
Record of School Psychologist Evaluation Activities

**Rubric for Evaluating North Carolina’s School Psychologists**

**Standard 1: School psychologists demonstrate leadership.** School psychologists demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen the student, school, home, and community partnerships and alleviate barriers to learning in the twenty-first century. School psychologists contribute significantly to the development of a healthy, safe, caring, and supportive learning environment by advancing awareness and understanding of the social, emotional, psychological, and academic needs of students. School psychologists understand the influences of school, family, community, and cultural differences on academic achievement. School psychologists are knowledgeable of relevant laws and policies and improve the school psychology profession by demonstrating high ethical standards and following the codes of ethics set out for the profession. School psychologists demonstrate leadership by participating in school and district-level activities and committees to address system-level issues.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p><b>a. School Psychologists demonstrate leadership in the schools.</b> School psychologists work collaboratively with all school personnel to create a safe, positive learning community and assist in facilitating problem solving. School psychologists provide leadership and collaborate with other school personnel to provide effective school psychological services. School psychologists analyze and use local, state, and national data to assist in the development of prevention and intervention programs. Such programs assist in the development of School Improvement Plan (SIP) goals and strategies that enhance student learning and contribute to safe schools. School psychologists assist student learning by working collaboratively with school personnel to design, implement, and evaluate the effectiveness of core instruction and evidence-based interventions. They demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. School psychologists assist in the planning of professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes. School psychologists assist in promoting safe and effective learning environments. School psychologists collaborate with their colleagues to hire, mentor, and support other school psychologists, thereby improving the effectiveness of student support services in the schools.</p>				
<input type="checkbox"/> Understands how to collect, manage, and interpret various kinds of group and individual data.  <input type="checkbox"/> Understands that the use of data promotes effective learning environments.  <input type="checkbox"/> Is familiar with a systematic problem-solving model and its use in the school.	<p>... and</p> <input type="checkbox"/> Assists school personnel in understanding legislation and regulations related to school psychological services.  <input type="checkbox"/> Collaborates with school personnel to create a safe, positive learning community.	<p>... and</p> <input type="checkbox"/> Uses data to help schools identify needs for prevention and intervention programs.  Participates in: <input type="checkbox"/> Developing and implementing the school improvement plan <input type="checkbox"/> Hiring, mentoring, and/or supporting other school psychologists, interns, or school psychology students.	<p>... and</p> <input type="checkbox"/> Evaluates the effectiveness of core instruction, and/or prevention and intervention services and programs.  <input type="checkbox"/> Provides professional development to school staff on a variety of topics.	

Standard 1: School psychologists demonstrate leadership.				
<b>b. School Psychologists enhance the school psychology profession.</b> School psychologists strive to enhance the school psychology profession. School psychologists actively participate in and advocate for decision-making structures in education and government that utilizes the expertise of school psychologists. School psychologists communicate the goals of the school psychological services to stakeholders. School psychologists maintain current and appropriate resources for students, parents, school, home, and community. School psychologists promote professional growth and collaborate with their colleagues, professional associations, and school psychology training programs to improve the profession.				
<input type="checkbox"/> Communicates the role of school psychologists to stakeholders.  <input type="checkbox"/> Promotes and advocates for the school psychology profession.	<b>... and</b>  <input type="checkbox"/> Advocates for decision-making structures that take advantage of school psychologists' specialized knowledge and skills.	<b>... and</b>  <input type="checkbox"/> Collaborates with colleagues to promote professional growth and improve the profession	<b>... and</b>  <input type="checkbox"/> Serves in a leadership role in to improve the profession.	
<b>c. School Psychologists advocate for students, families, schools, and communities.</b> School psychologists advocate for positive change in policies and practices affecting student learning. School psychologists share individual, classroom, building, and system data with administrators to promote school improvement and student outcomes. School psychologists support the School Improvement Plan (SIP) and student academic success through developing and utilizing internal and external partnerships and resources. School psychologists use data to monitor, evaluate, and adjust evidence-based interventions for students with behavioral, academic, affective, or social needs. School psychologists collaborate with other educators in implementing initiatives to alleviate the educational and mental health needs of students to improve student learning and to create safe learning environments. School psychologists provide direct services to individuals and groups of students to improve student learning. School psychologists promote family involvement in the educational process.				
<input type="checkbox"/> Understands the importance of family involvement in the educational process.  <input type="checkbox"/> Supports policies and practices that positively affect student learning.  <input type="checkbox"/> Demonstrates sensitivity to issues related to disproportionality of minority populations.	<b>... and</b>  <input type="checkbox"/> Shares data with administrators to improve student learning outcomes.  <input type="checkbox"/> Promotes family involvement.  <input type="checkbox"/> Advocates on behalf of students and families to meet their needs.	<b>... and</b>  <input type="checkbox"/> Analyzes and synthesizes data to promote school improvement and improved student outcomes.	<b>... and</b>  Develops internal and external partnerships to: <input type="checkbox"/> Promote positive student outcomes. <input type="checkbox"/> Support educational and mental health programs.  <input type="checkbox"/> Advocates for students by making recommendations about improving school psychology programs aligned with analysis and synthesis of data.	

Standard 1: School psychologists demonstrate leadership.				
<p><b>d. School Psychologists demonstrate high ethical standards.</b> School psychologists practice in ways that meet all appropriate ethical, professional, and legal standards. School psychologists demonstrate ethical principles, including honesty, integrity, fair treatment, and respect for others. School psychologists maintain confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary. School psychologists deliver services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP) <a href="http://nasponline.org/standards/ethics.aspx">http://nasponline.org/standards/ethics.aspx</a>, and/or American Psychological Association (APA) (<a href="http://www.apa.org/ethics">http://www.apa.org/ethics</a>), the Code of Ethics for North Carolina Educators (effective June 1, 1997), and the Standards for Professional Conduct adopted April 1, 1998.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Upholds:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Code of <i>Ethics for North Carolina Educators</i>.</li> <li><input type="checkbox"/> The <i>Standards for Professional Conduct</i>.</li> <li><input type="checkbox"/> The ethical standards of the American Psychological Association and/or the National Association of School Psychologists. (See Appendix C)</li> <li><input type="checkbox"/> Recognizes limits of expertise.</li> <li><input type="checkbox"/> Maintains confidentiality of student records and information.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stays current in legal, ethical, and professional standards.</li> <li><input type="checkbox"/> Models the tenets of legal, ethical, and professional standards.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a problem-solving model to address ethical issues in providing student support services.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes a leadership role in supporting colleagues to address issues of ethical practice.</li> </ul>	

Examples of suggested artifacts that may be used as evidence of performance on this standard:
<input type="checkbox"/> Documentation of presentations
<input type="checkbox"/> Participation in School Improvement Planning
<input type="checkbox"/> Program Evaluation Reports
<input type="checkbox"/> Communications about the school psychology program
<input type="checkbox"/> Workshop agendas
<input type="checkbox"/> Materials used in working with students
<input type="checkbox"/> Analysis of disaggregated EOG subgroup data
<input type="checkbox"/> Handouts for teachers that includes information and strategies for working with students with specific disabilities
<input type="checkbox"/> Service on committees
<input type="checkbox"/> Collaboration with colleagues to develop early intervention activities
<input type="checkbox"/> Participation in professional organizations
<input type="checkbox"/> Leadership in community organizations
<input type="checkbox"/> Research activities
<input type="checkbox"/> Professional Learning Communities
<input type="checkbox"/> Formal and informal mentoring
<input type="checkbox"/> Supervising an intern or practicum student
<input type="checkbox"/> National Certifications
<input type="checkbox"/> IDEA evaluations and recommendations
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<b>Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)</b>
<b>Comments of Person Being Evaluated: (Optional)</b>

**Standard 2: School psychologists promote a respectful environment for diverse populations.** School psychologists promote a safe, positive, and respectful learning environment in which individual differences are valued. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds. They incorporate information about student backgrounds when designing interventions, conducting assessments, and providing consultation. School psychologists use knowledge of language development, including knowledge of second language acquisition, when evaluating and working with students of diverse language backgrounds. School psychologists collect and analyze local, state, and national data to assist in designing, implementing, and evaluating programs that reduce school violence and improve school safety. School psychologists promote fairness and social justice in educational programs and services. They utilize a problem-solving framework when addressing the needs of diverse populations.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p><b>a. School Psychologists promote an environment in which each student has positive nurturing relationships with caring adults.</b> School psychologists encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School psychologists provide developmentally appropriate and prevention-oriented strategies to nurture students’ relationships with caring adults. School psychologists advocate for student and family involvement in the educational process at all levels. School psychologists consider relevant individual differences (e.g., developmental level, cultural background, and area of disability) when selecting assessment procedures and when recommending educational services or interventions. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education. They use knowledge of school climate to assist school personnel in assessing, analyzing, designing, implementing, and evaluating interventions that lead to positive and respectful learning environments for all students.</p>				
<input type="checkbox"/> Encourages an inviting, respectful, supportive, inclusive, and flexible learning environment.  <input type="checkbox"/> Engages students and family members in the educational process.  <input type="checkbox"/> Considers relevant individual differences when determining services needed.  <input type="checkbox"/> Demonstrates sensitivity to issues related to disproportionality of minority populations.	<p>... and</p> <input type="checkbox"/> Provides developmentally-appropriate and prevention-oriented strategies that nurture students’ relationships with caring adults.  <input type="checkbox"/> Facilitates communication and collaboration among school personnel, families, community professionals, and others.  <input type="checkbox"/> Provides culturally competent services.	<p>... and</p> <input type="checkbox"/> Identifies factors that have an impact on family-school partnerships and interactions with community providers.  <input type="checkbox"/> Addresses the factors above when providing services for families.	<p>... and</p> <input type="checkbox"/> Promotes a respectful and supportive school climate that includes collaboration and a commitment to quality instruction and services.	

Standard 2: School psychologists promote a respectful environment for diverse populations.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>b. School Psychologists use a global perspective to embrace diversity in the school, home, and community.</b> School psychologists recognize issues of diversity that affect their interactions with other people and organizations. School psychologists demonstrate their knowledge of diverse cultures and their role in shaping global issues. School psychologists recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. School psychologists strive to understand how a student's culture and background may influence his or her school performance. School psychologists provide professional development opportunities on the topic of diversity for parents, teachers, administrators, and the community. School psychologists demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and background. School psychologists modify or adapt their practices in order to effectively meet diverse needs.				
Understands how: <input type="checkbox"/> A student's culture and background influence school performance, development, and personality. <input type="checkbox"/> His/her own biases and those of others influence decision-making, instruction behavior, and interactions with others. <input type="checkbox"/> Values the differences and contributions of each student in the learning environment.	<b>... and</b> <input type="checkbox"/> Modifies or adapts practices to meet diverse student needs  Selects materials and activities that: <input type="checkbox"/> Counteract stereotypes. <input type="checkbox"/> Incorporate contributions of all cultures.  <input type="checkbox"/> Demonstrates sensitivity and skills needed to work with families, students, and staff from diverse cultures and background.  <input type="checkbox"/> Provides professional development opportunities on diversity for parents, teachers, administrators, and the community.	<b>... and</b> <input type="checkbox"/> Seeks ways to overcome barriers to effective family and community involvement.  <input type="checkbox"/> Modifies practices to more effectively meet the student needs.	<b>... and</b> <input type="checkbox"/> Collaborates with colleagues to eliminate systemic barriers to student achievement.	



Standard 2: School psychologists promote a respectful environment for diverse populations.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>c. School Psychologists support high expectations for all students.</b> School psychologists maintain high expectations, including graduation from high school, for students of all backgrounds. School psychologists appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School psychologists assist students, individually and in groups, in developing social, affective, and adaptive skills. School psychologists understand learning and instruction and use such knowledge to assist school personnel in developing evidence-based interventions that support and encourage high expectations for all students. They understand the importance of early reading and math literacy in supporting high expectations for all students and promoting high school graduation rates. School psychologists assist school personnel in the assessment, analysis, design, implementation, and evaluation of prevention and intervention programs to promote effective early reading and math literacy skills for all students.				
Understands the importance of: <input type="checkbox"/> Setting high expectations for all students. <input type="checkbox"/> Early reading and math literacy.	<b>... and</b> <input type="checkbox"/> Assist students in developing social, affective, and adaptive skills. <input type="checkbox"/> Sets and maintains high expectations for all students. <input type="checkbox"/> Collaborates with administrators, teachers, and a range of specialists to help meet students' special needs.	<b>... and</b> <input type="checkbox"/> Applies current empirically based research on learning and cognition to the development of instructional strategies. <input type="checkbox"/> Assists school personnel in considering relevant ecological factors and diversity characteristics as a context for making decisions about students.	<b>... and</b> <input type="checkbox"/> Provides leadership in implementation of reading and math literacy programs that increase high school graduation rates.	
<b>d. School Psychologists work collaboratively with students and families.</b> School psychologists recognize that educating students is a shared responsibility involving the students, schools, families, and communities. School psychologists improve communication and collaboration among the student, school, home, and community in order to promote trust and understanding and build partnerships among the student, school, home, and community. School psychologists use a problem-solving process to seek solutions to barriers that inhibit effective family and community involvement in the students' education. School psychologists participate in planning and implementing prevention programs to address the social and affective needs of students, including school or system-level crisis response.				
<input type="checkbox"/> Recognizes that educating students is a shared responsibility involving the students, schools, families, and communities.	<b>... and</b> <input type="checkbox"/> Facilitates communication and collaboration among the student, school, home, and community.	<b>... and</b> <input type="checkbox"/> Promotes trust and understanding and builds partnerships among the student, school, home, and community. <input type="checkbox"/> Coordinates services when programming for children involves multiple agencies.	<b>... and</b> <input type="checkbox"/> Collaboratively addresses systemic problems such as truancy, dropout, bullying, youth suicide, or school violence.	



Standard 2: School psychologists promote a respectful environment for diverse populations.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><b>e. School Psychologists provide services that benefit students with unique needs.</b> School psychologists collaborate with administrators, teachers, and a range of specialists to help meet the unique needs of all students. School psychologists are knowledgeable about and skillful in using a problem-solving process to identify various assessment measures regarding academic achievement, cognitive, behavioral, affective, social, and adaptive functioning. They use data from multiple sources to develop evidence-based interventions for students whose specific behavioral, affective, or social needs have an impact on their own learning. School psychologists use data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs. School psychologists understand the physical and mental health conditions of children and adolescents. They provide leadership and participate in collecting needs assessment data to identify service gaps in meeting the social, affective, and developmental needs of children. School psychologists provide counseling to individuals or groups of students as appropriate. School psychologists demonstrate sensitivity to issues related to disproportionality of minority populations in special education.</p>				
<input type="checkbox"/> Is knowledgeable about and skillful in using a problem-solving process to identify assessment measures  <input type="checkbox"/> Understands the physical and mental health needs of children and adolescents.	<p>... and</p> <input type="checkbox"/> Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students.	<p>... and</p> <input type="checkbox"/> Develop evidence-based interventions for students whose behavioral, affective, or social needs have an impact on their learning.  <input type="checkbox"/> Uses data to monitor, evaluate, and adjust interventions for students with behavioral, affective, or social needs.	<p>... and</p> <input type="checkbox"/> Provides leadership in collecting data to identify service gaps in meeting the social, affective, and developmental needs of children.	
<p><b>Examples of artifacts that may be used as evidence of performance on this standard:</b></p> <input type="checkbox"/> Behavior plans <input type="checkbox"/> Logs of completed evaluations <input type="checkbox"/> Agenda or lesson plans from small group sessions <input type="checkbox"/> School plans that address prevention and intervention <input type="checkbox"/> Agenda from crisis team meeting <input type="checkbox"/> Material from crisis preparedness workshop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<p><b>Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)</b></p>				
<p><b>Comments of person being evaluated: (Optional)</b></p>				

<b>Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.</b> School psychologists align their services to support the <i>North Carolina Standard Course of Study</i> and best practices. School psychologists incorporate information about students’ ethnic, racial, language, cultural, or socio-economic backgrounds when providing consultations, conducting evaluations, and designing interventions. School psychologists demonstrate knowledge of learning, child development, language development, curricula, and instruction in the development of evidence-based academic interventions. School psychologists have knowledge of universal screening, early reading and math literacy. They participate in designing prevention and intervention methods to address problems that impact student learning. School psychologists assist teachers and administrators in collecting and analyzing data to effectively design and implement programs that influence learning and behavior. School psychologists participate in the implementation and evaluation of programs that promote safe schools and communities. School psychologists participate in the development of school improvement plans to improve the school climate, student learning, and instruction.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>a. School Psychologists deliver comprehensive services unique to their specialty area.</b> School psychologists possess a rich and deep understanding of students, schools, families, and communities. School psychologists utilize skills such as assessment, consultation, counseling, and collaboration to create and provide developmentally-appropriate and targeted interventions to meet the identified needs of students, schools, families, and communities. School psychologists support and encourage student and family involvement. School psychologists provide and interpret information about relevant research findings to school personnel, parents, and the public. School psychologists assist in the development, implementation, and evaluation of school-wide or system-wide early screenings, programs, and interventions based on needs assessments and other relevant data.				
Has a deep and rich understanding of: <input type="checkbox"/> Students. <input type="checkbox"/> Schools. <input type="checkbox"/> Families. <input type="checkbox"/> Communities.	<b>... and</b> <input type="checkbox"/> Identifies students in need of instructional or behavioral support. <input type="checkbox"/> Provides a continuum of developmentally appropriate and targeted mental health and education interventions. <input type="checkbox"/> Participates in school crisis teams as appropriate.	<b>... and</b> Provides relevant research findings to: <input type="checkbox"/> School personnel. <input type="checkbox"/> Parents. <input type="checkbox"/> The public. Assists in development, implementation, and evaluation of: <input type="checkbox"/> Screenings. <input type="checkbox"/> Programs. <input type="checkbox"/> Interventions.	<b>... and</b> <input type="checkbox"/> Designs, implements, and evaluates the fidelity and effectiveness of school wide or system wide interventions.	

Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>b. School Psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.</b> School psychologists understand the link between school psychological services and the <i>North Carolina Standard Course of Study</i> . School psychologists understand the implications of demographic and socio-economic factors that influence student achievement. School psychologists communicate and collaborate effectively with teachers, other staff members, and families as part of a problem-solving team within the school setting. School psychologists communicate and collaborate effectively with community professionals and agencies (e.g., local physicians and mental health care providers) regarding student and school-related issues and identify appropriate resources, facilitate access to services, and coordinate services as appropriate. School psychologists understand the way the relationship between school and classroom environment and curriculum and instruction can affect student learning. They use a problem-solving process to design, implement, and evaluate evidence-based intervention to improve student learning. They assist school staff in collecting and analyzing progress monitoring data to evaluate instruction and interventions.				
Understands: <input type="checkbox"/> The link between school psychological services and the <i>North Carolina Standard Course of Study</i> . <input type="checkbox"/> The potential impact of school environment on student learning.	<b>... and</b> <input type="checkbox"/> Facilitates design and delivery of instructional strategies that promote academic achievement. <input type="checkbox"/> Conducts assessments to determine the learning needs of students.	<b>... and</b> <input type="checkbox"/> Assists school staff in collecting and analyzing progress monitoring data. <input type="checkbox"/> Helps school staff use progress monitoring data to design, implement and evaluate instruction and interventions.	<b>... and</b> <input type="checkbox"/> Makes recommendations for school and/or district level improvements based on evaluation findings.	
<b>c. School Psychologists facilitate student acquisition of twenty-first century skills.</b> School psychologists are knowledgeable about the social, affective, and adaptive domains of child development. School psychologists identify and apply sound principles of behavior change within the social, affective, and adaptive domains in order to help design and implement prevention and intervention programs. School psychologists incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School psychologists help students understand the relationship between the <i>North Carolina Standard Course of Study</i> and twenty-first century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School psychologists facilitate student understanding of twenty-first century content relevant to academic, social, affective, and adaptive success. They collaborate with administrators to address school and/or system needs and priorities.				
<input type="checkbox"/> Understands the relationship between the <i>North Carolina Standard Course of Study</i> , 21 <sup>st</sup> century skills and the delivery of psychological services.	<b>... and</b> <input type="checkbox"/> Identifies the links between the <i>North Carolina Standard Course of Study</i> , 21 <sup>st</sup> century skills, and the delivery of psychological services.	<b>... and</b> <input type="checkbox"/> Incorporates 21st century skills and content into delivery of services.	<b>... and</b> <input type="checkbox"/> Collaborates with school and district staff to facilitate student acquisition of the <i>North Carolina Standard Course of Study</i> and 21 <sup>st</sup> century skills.	

Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><b>d. School Psychologists develop comprehensive school psychological services that are relevant to all students.</b> School psychologists use data to develop comprehensive psychological services that are relevant to all students. They consult and confer with teachers, staff, and families about strategies to facilitate the social, emotional, and affective adjustment of all students. School psychologists participate in the planning and implementation of prevention and intervention programs to address the social and affective needs of all students. They incorporate into their programs the life and leadership skills students need to be successful in the twenty-first century. School psychologists use findings from intervention research when designing educational or mental health intervention programs for students.</p>				
<input type="checkbox"/> Understands the components of a comprehensive psychological services program.	<b>... and</b> <input type="checkbox"/> Provides comprehensive psychological services based on best practices and student needs.	<b>... and</b> <input type="checkbox"/> Uses research findings to design educational and/or mental health programs and services.	<b>... and</b> <input type="checkbox"/> Analyzes and interprets data to evaluate and improve practices.	
<b>Examples of artifacts that may be used as evidence of performance on this standard:</b>				
<input type="checkbox"/> Service delivery logs				
<input type="checkbox"/> IDEA Assessment logs				
<input type="checkbox"/> Technology use				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)</b>				
<b>Comments of Person Being Evaluated: (Optional)</b>				

<b>Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach.</b> School psychologists understand how social, emotional, psychological, and environmental factors influence students' academic performance and achievement. School psychologists use a problem-solving process to assist in early identification of student learning problems. They use an ecological perspective to assess students' cognitive and academic performance using a variety of instruments and techniques. School psychologists assist school staff in the collection of universal screening data and progress monitoring data. This data is then used to adjust academic instruction and interventions.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>a. School Psychologists use a variety of strength-based methods.</b> School psychologists help schools develop challenging, but achievable, cognitive and academic goals for all students. School psychologists collaborate and consult with education stakeholders to develop appropriate cognitive and academic goals for students with different abilities, strengths, needs, and interventions to achieve these goals through involvement in problem-solving teams or in school-wide screening efforts. When working with teachers, administrators, and families school psychologists utilize a strength-based approach that influences learning and behavior. School psychologists also use a strength-based approach when selecting assessment instruments to identify learning and behavior problems.				
<input type="checkbox"/> Understands how to apply a strengths-based approach to the practice of school psychology.	<b>... and</b> <input type="checkbox"/> Incorporates a strength-based approach to assess and address learning and behavior problems  <input type="checkbox"/> Engages students in the development of individual learning goals.	<b>... and</b> <input type="checkbox"/> Collaboratively establishes challenging but achievable cognitive and academic goals for students.	<b>... and</b> <input type="checkbox"/> Takes a leadership role in incorporating student strengths into school-based services.	<input type="checkbox"/>
<b>b. School Psychologists help students develop critical thinking and problem solving skills.</b> School psychologists address issues that interfere with students' ability to problem solve and think critically. School psychologists are knowledgeable about and skillful in the use of various evaluative techniques (e.g., behavioral observations, functional behavioral assessments, student, parent, and staff interviews, and threat assessments) regarding behavioral, affective, social, and adaptive functioning. School psychologists assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through direct services to individuals or groups of students (e.g., counseling, crisis intervention, mentoring, and individual safety plans as appropriate). School psychologists use a broad array of assessment procedures within a problem-solving model consistent with prevailing professional standards.				
<input type="checkbox"/> Demonstrates an understanding of various evaluative techniques regarding behavioral, affective, social, and adaptive functioning.	<b>... and</b> Assists students in developing skills necessary to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate effectively.</li> <li><input type="checkbox"/> Synthesize knowledge.</li> <li><input type="checkbox"/> Think creatively.</li> <li><input type="checkbox"/> Make informed decisions.</li> </ul> <input type="checkbox"/> Provides counseling and/or other direct services.	<b>... and</b> <input type="checkbox"/> Uses relevant information to guide improvements to problem-solving and critical thinking skills.	<b>... and</b> <input type="checkbox"/> Provides leadership in promoting students critical thinking skills.	



Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>c. School Psychologists support students as they develop leadership qualities.</b> School psychologists help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership skills. School psychologists use a strength-based approach to help students identify their interests, talents, and abilities. School psychologists assist students in finding service learning projects and opportunities to develop leadership skills in their home, school, and community.				
<input type="checkbox"/> Is knowledgeable about techniques for helping students to develop leadership skills.  <input type="checkbox"/> Understands the importance of student interpersonal skills and self-knowledge.	<b>... and</b>  <input type="checkbox"/> Uses a strength-based approach to help students identify their interests, talents, and abilities  <input type="checkbox"/> Helps students take advantage of opportunities to develop leadership skills.	<b>... and</b>  <input type="checkbox"/> Collaboratively designs and implements school wide efforts to develop students' leadership qualities.	<b>... and</b>  <input type="checkbox"/> Promotes and advocates for students to have opportunities to develop and demonstrate their leadership skills.	
<b>d. School Psychologists possess effective communication skills.</b> School psychologists employ perceptive listening skills and are able to communicate effectively with students, school staff, families, and communities even when language is a barrier. School psychologists demonstrate effective written and oral communication skills. School psychologists write effective and practical assessment reports of student evaluations that adequately address referral question(s) and provide useful recommendations for teachers.				
<input type="checkbox"/> Understands the importance of effective listening and communication skills.  <input type="checkbox"/> Demonstrates effective written communication skills.  <input type="checkbox"/> Adheres to timelines established by the school, district, and/or state.	<b>... and</b>  <input type="checkbox"/> Adapts communication strategies to fit the needs different stakeholders.  <input type="checkbox"/> Writes effective and practical assessment reports.  <input type="checkbox"/> Submits required documents in a high quality and timely manner.	<b>... and</b>  <input type="checkbox"/> Communicates effectively with students, families, school staff, and the community even when barrier are present.	<b>... and</b>  <input type="checkbox"/> Anticipates and responds to communication barriers.	

<b>Examples of artifacts that may be used as evidence of performance on this standard:</b>
<input type="checkbox"/> Interventions
<input type="checkbox"/> Relevant data
<input type="checkbox"/> Evaluation Reports and recommendations
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<b>Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all ratings.)</b>
<b>Comments of Person Being Evaluated: (Optional)</b>

<b>Standard 5: School psychologists reflect on their practice.</b> School psychologists demonstrate accountability for managing and delivering comprehensive school psychology services that strengthen home, school, and community partnerships in support of student learning. School psychologists analyze formal and informal data to evaluate the effectiveness of service delivery. School psychologists adapt their practice based on current and relevant research findings and data to best meet the needs of students, families, schools, and communities. School psychologists utilize collaborative relationships with colleagues, families, and communities to reflect upon and improve their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>a. School Psychologists analyze the impact of the school psychological services on student learning.</b> School psychologists think systemically and critically about the impact of comprehensive school psychological services on student social, emotional, psychological, and academic success. School psychologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school psychologists' adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.				
<input type="checkbox"/> Thinks systematically and critically about the impact of comprehensive school psychological services on student success.	<b>... and</b> <input type="checkbox"/> Uses research findings from a variety of sources as a foundation for effective service delivery.  <input type="checkbox"/> Uses knowledge of research and program evaluation to impact practice and student learning.	<b>... and</b> <input type="checkbox"/> Collects and analyzes data to evaluate the effectiveness of service delivery.	<b>... and</b> <input type="checkbox"/> Adapts professional practices to meet the needs of students, schools, families, and communities based on relevant research findings and data.	
<b>b. School Psychologists link professional growth to their professional goals.</b> School psychologists continually participate in high quality professional development specific to school psychological practice. School psychologists also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education's priorities and initiatives. School psychologists join and/or participate in local, state, and national professional organizations to expand areas of expertise and stay current with professional standards of practice.				
<input type="checkbox"/> Identifies links between professional development, professional growth and professional goals.	<b>... and</b> <input type="checkbox"/> Stays current with professional standards of practice.  <input type="checkbox"/> Formulates personal plans for ongoing professional development.  <input type="checkbox"/> Participates in high quality professional development specific to school psychological practice.	<b>... and</b> <input type="checkbox"/> Expands expertise in a specialized area.  <input type="checkbox"/> Applies the knowledge gained in professional development to professional practice.	<b>... and</b> <input type="checkbox"/> Is sought out by colleagues for guidance and assistance due to specialized knowledge and skills.	

Standard 5: School psychologists reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>c. School Psychologists function effectively in a complex, dynamic environment.</b> School psychologists understand that change is constant; therefore, they actively investigate and consider new ideas that support students' social, emotional, psychological, and academic successes. School psychologists demonstrate familiarity with current research in psychology and education and incorporate this knowledge in instructional planning and consultation. School psychologists use findings from scientifically based intervention research when designing educational, mental health, or treatment programs for children. School psychologists adapt their practice based on current research findings and data to best meet the needs of all students.				
<input type="checkbox"/> Actively investigates and considers new ideas that support students' social, emotional, psychological, and academic successes.	... and <input type="checkbox"/> Demonstrates flexibility and adaptability in incorporating new knowledge into practice.	... and <input type="checkbox"/> Monitors the effect of program adaptations on students and colleagues.	... and <input type="checkbox"/> Uses results of monitoring activities to guide additional refinements of professional practice.	
<b>Examples of artifacts that may be used as evidence of performance on this standard:</b>				
<input type="checkbox"/> Professional Growth Plan				
<input type="checkbox"/> Program design and implementation				
<input type="checkbox"/> Membership in Professional Organizations				
<input type="checkbox"/> Research Results				
<input type="checkbox"/> Participation in Professional Learning Communities				
<input type="checkbox"/> Participation in professional development				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Evaluator Comments: (Required for all "Not Demonstrated" ratings, recommended for all others.)</b>				
<b>Comments of Person Being Evaluated (Optional)</b>				

## Rubric Signature Page

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School psychologist Signature

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Date

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Principal/Evaluator Signature

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Date

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Principal/Evaluator Signature

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Date

*(Signature indicates question above regarding comments has been addressed)*

*Note: The school psychologist's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the school psychologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Psychologist Evaluation Process.*

## School Psychologist Summary Rating Form (Required)

This form is to be jointly reviewed by the school psychologist and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: \_\_\_\_\_  
 School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ District: \_\_\_\_\_  
 Date Completed: \_\_\_\_\_ Evaluator's Title: \_\_\_\_\_

### Standard 1: School psychologists demonstrate leadership.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists demonstrate leadership in the schools.					
b. School psychologists enhance the school psychology profession.					
c. School psychologists advocate for students, families, schools, and communities.					
d. School psychologists demonstrate high ethical standards.					
<b>Overall Rating for Standard 1</b>					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of presentations.</li> <li><input type="checkbox"/> Participation in school improvement planning</li> <li><input type="checkbox"/> Program evaluation reports</li> <li><input type="checkbox"/> Communications about the school psychology program</li> <li><input type="checkbox"/> Workshop agendas</li> <li><input type="checkbox"/> Materials used in working with students</li> <li><input type="checkbox"/> Analysis of disaggregated EOG subgroup data</li> <li><input type="checkbox"/> Handouts for teachers that includes information and strategies for working with students with specific disabilities</li> <li><input type="checkbox"/> Service on committees.</li> <li><input type="checkbox"/> Collaboration with colleagues to develop early intervention activities.</li> <li><input type="checkbox"/> Participation in professional organizations.</li> <li><input type="checkbox"/> Leadership in community organizations.</li> <li><input type="checkbox"/> Research activities</li> <li><input type="checkbox"/> Professional Learning Communities</li> <li><input type="checkbox"/> Formal &amp; informal mentoring</li> <li><input type="checkbox"/> Supervising an intern or practicum student</li> <li><input type="checkbox"/> National certifications</li> <li><input type="checkbox"/> IDEA evaluations &amp; recommendations</li> </ul>				

**Standard 2: School psychologists promote a respectful environment for diverse populations.**

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists promote an environment in which each student has positive nurturing relationships with caring adults.					
b. School psychologists use a global perspective to embrace diversity in the school, home, and community.					
c. School psychologists support high expectations for all students.					
d. School psychologists work collaboratively with students and families.					
e. School psychologists provide services that benefit students with unique needs.					
<b>Overall Rating for Standard 2</b>					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating</b></p> <p>Behavior plans</p> <p>Logs of completed evaluations</p> <p>Agenda or lesson plans from small group sessions</p> <p>School plans that address prevention and intervention</p> <p>Agenda from crisis team meeting</p> <p>Material from crisis preparedness workshop</p>				



**Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.**

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists deliver comprehensive services unique to their specialty area.					
b. School psychologists recognize the relationship between school environment, curriculum and instruction, and the impact on the student learner.					
c. School psychologists facilitate student acquisition of twenty-first century skills.					
d. School psychologists develop comprehensive school psychological services that are relevant to all students.					
<b>Overall Rating for Standard 3</b>					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <p><input type="checkbox"/> Service delivery logs</p> <p><input type="checkbox"/> IDEA Assessment logs</p> <p><input type="checkbox"/> Technology use</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>				

**Standard 4: School psychologists support student learning through the use of a systematic problem- solving approach.**

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists use a variety of strengths-based methods.					
b. School psychologists help students develop critical thinking and problem-solving skills.					
c. School psychologists support students as they develop leadership qualities.					
d. School psychologists possess effective communication skills.					
<b>Overall Rating for Standard 4</b>					
<p>Comments:</p>  <p>Recommended actions for improvement:</p>  <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <p><input type="checkbox"/> Interventions</p> <p><input type="checkbox"/> Relevant data</p> <p><input type="checkbox"/> Evaluation reports and recommendations</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>				

**Standard 5: School psychologists reflect on their practice.**

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists analyze the impact of the school psychological services on student learning.					
b. School psychologists link professional growth to their professional goals.					
c. School psychologists function effectively, in a complex, dynamic environment.					
<b>Overall Rating for Standard 5</b>					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <p><input type="checkbox"/> Professional Growth Plan</p> <p><input type="checkbox"/> Program design and implementation.se of student data to customize th sessions</p> <p><input type="checkbox"/> Membership in professional organizations.</p> <p><input type="checkbox"/> Research results.</p> <p><input type="checkbox"/> Participation in Professional Learning Communities</p> <p><input type="checkbox"/> Participation in professional development</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>				

\_\_\_\_\_  
School Psychologist Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Evaluator Signature

\_\_\_\_\_  
Date

*Note: The school psychologist's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the school psychologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School psychologists Evaluation Process.*

## Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Standard 1: School psychologists demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School psychologists demonstrate leadership in the schools.					
b. School psychologists enhance the school psychology profession.					
c. School psychologists advocate for students, families, schools, and communities.					
d. School psychologists demonstrate high ethical standards.					
<b>Overall Rating for Standard 1</b>					
Standard 2: School psychologists promote a respectful environment for diverse populations.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School psychologists promote an environment in which each student has positive nurturing relationships with caring adults.					
b. School psychologists use a global perspective to embrace diversity in the school, home, and community.					
c. School psychologists support high expectations for all students.					
d. School psychologists work collaboratively with students and families.					
e. School psychologists provide services that benefit students with unique needs.					
<b>Overall Rating for Standard 2</b>					
Standard 3: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School psychologists deliver comprehensive services unique to their specialty area.					
b. School psychologists recognize the relationship between the school environment, curriculum and instruction, and the impact on the student learner.					
c. School psychologists facilitate student acquisition of twenty-first century skills.					
d. School psychologists develop comprehensive school psychological services that are relevant to all students.					
<b>Overall Rating for Standard 3</b>					

Standard 4: School psychologists support student learning through the use of a systematic problem-solving approach.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a.	School psychologists use a variety of strengths-based methods.					
b.	School psychologists help students develop critical thinking and problem-solving skills.					
c.	School psychologists support students as they develop leadership qualities.					
d.	School psychologists possess effective communication skills.					
Overall Rating for Standard 4						
Standard 5: School psychologists reflect on their practice.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a.	School psychologists analyze the impact of school psychological services on student learning.					
b.	School psychologists link professional growth to professional goals.					
c.	School psychologists function effectively in a complex, dynamic environment.					
Overall Rating for Standard 5						

### Professional Growth Plan (Required)

School Year: \_\_\_\_\_

Name: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_

School: \_\_\_\_\_

#### NC Professional School Psychology Standards

<ol style="list-style-type: none"><li>1. Demonstrates leadership</li><li>2. Promotes a respectful environment for diverse populations.</li><li>3. Uses knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.</li><li>4. Supports student learning through use of a systematic problem-solving approach.</li><li>5. Reflects on his/her practice.</li></ol>	<p>Standard(s) to be addressed:</p>  <p>Elements to be addressed:</p>
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#### School Psychologist's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

School Psychologist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Professional Growth Plan – Mid-Year Review (Required)**

To be completed by (date) \_\_\_\_\_

School Psychologist \_\_\_\_\_ Academic Year: \_\_\_\_\_

Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

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**Narrative**

School Psychologist's Comments:	Administrator's Comments:
School Psychologist's Signature:	Administrator's Signature:
Date:	Date:



### Professional Growth Plan – End-of-Year Review (Required)

To be completed by (date) \_\_\_\_\_

School Psychologist \_\_\_\_\_ Academic Year: \_\_\_\_\_

#### Evidence of Progress Toward Specific Standards or Elements to be addressed/Enhanced

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Goal 1 was successfully completed.    Yes ☐    No ☐

Goal 2 was successfully completed.    Yes ☐    No ☐

#### Narrative

School Psychologist's Comments:	Administrator's Comments:
School Psychologist's Signature:	Administrator's Signature:
Date:	Date:

## Record of School Psychologist Evaluation Activities

Name: \_\_\_\_\_ ID# \_\_\_\_\_  
School: \_\_\_\_\_ School Year: \_\_\_\_\_  
Position/Assignment: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

**School Psychologist Background:** (Briefly describe the school psychologist's educational background, years of experience, assignment, and any other factors that may impact the evaluation)

*The North Carolina School psychologist Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:*

Activity	Date	School psychologist Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation			
Post-Observation Conference			
Summary Evaluation Conference			
Professional Growth Plan Completed			



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