

**A DEVELOPMENTAL CONTINUUM
OF PROFESSIONAL ABILITIES FOR
SCHOOL PSYCHOLOGISTS**

OXNARD UNION HIGH SCHOOL DISTRICT

Teacher Assessment and Support Program

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CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #16 ASSESSING AND DIAGNOSING STUDENT NEEDS

Sub-Domain A: Gathers a Variety of Background Data

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Performs assessment with no interviews of student, parents, teachers or other personnel familiar with student's background.	Performs assessment using a minimum of interviews (for example only the classroom teachers).	Assessments inconsistently utilize interviews with parents, teachers and other personnel familiar with the student background.	Frequently performs assessment using interviews from parents, teachers and other personnel familiar with the student's background.	Consistently performs assessment utilizing thorough interviews of teachers, student, parents, community contacts and other personnel familiar with the student's background.
A-2	Assessment has limited observational data of student in classroom or on the playground.	Observational data is primarily second hand with no direct observation by examiner.	Assessment often includes teacher observations with occasional first hand observation by examiner.	Assessments include teacher observations & frequently include first hand observations by the examiner.	Assessments consistently include classroom, playground, and assessment observations in addition to second hand reports of school performance.
A-3	Assessments focus only on current behavior & levels of performance with only a cursory review of health and educational history.	Assessments document educational health history & other background information without any insights as to how they affect school performance.	Assessments document educational history, previous testing & health issues affecting school performance.	Assessments frequently include educational history, previous testing, health issues & linguistic issues affecting school performance.	Assessments consistently include a thorough review of educational history, previous testing, health issues and cultural/linguistic/environmental issues with documentation of how they affect school performance.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #16 ASSESSING AND DIAGNOSING STUDENT NEEDS

Sub-Domain B: Utilizes a Variety of Tests and Diagnostic Procedures

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Administers only standardized tests.	Administers mostly standardized formal tests with little utilization of authentic assessment measures.	Uses formal and informal assessment procedures in the diagnostic process with some usage of authentic assessment measures.	Uses formal and informal tests and occasionally incorporates curriculum based measurement and dynamic interactive techniques as part of the diagnostic procedure.	Consistently utilizes standardized and criterion referenced tests, curriculum based assessment, and dynamic interactive techniques as a part of the diagnostic procedure.
B-2	Reports test scores with no interpretation of the test results.	Reports test scores along with observational data with a simple summary of finding.	Analyzes test results and observations and summarizes a pattern of strengths and needs.	Integrates test results with background data and observations and summarizes strengths and needs with simple recommendations.	Analyzes test results in a cohesive manner, incorporating background data, interviews and observations into a comprehensive summary of finding with thorough recommendations.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #16 ASSESSING AND DIAGNOSING STUDENT NEEDS

Sub-Domain C: Monitors and Communicates Student Progress

	Beginning	Emerging	Developing	Integrating	Innovating
C-1	Writes assessment reports in isolation with minimal inclusion of other team members' information.	Writes an integrated report that simply includes information by other team members.	Writes integrated reports utilizing information submitted by other team members and proofreads for accuracy.	Frequently writes integrated reports utilizing information submitted by team members, writes a cohesive summary and proofreads for accuracy.	Consistently co-writes integrated reports with assessment team members, writes a cohesive summary, edits to ensure cohesiveness and readability by parent and staff.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #17 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain A: Assists in the Processing of Student Referrals

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Participates in the Student Study Team process when invited.	Attends SST meetings at the request of the site administrator.	Attends SST meetings and actively assists team in developing an intervention plan.	Frequently attends SST meetings at request of site administrator, assists in gathering background information and participates in brainstorming activity.	Consistently attends SST meetings, actively brainstorms interventions, and volunteers to intervene with student at the direction of the site administrator.
A-2	Directs parents to principal or classroom teacher to initiate process.	Actively listens to parent concerns and assists them in initiating the SST process at their school site.	Receives and documents concerns and communicates need for SST to the classroom teacher.	Receives and documents parent concerns, contacts classroom teachers and ensures SST coordinator is aware of parent request.	Actively assists parent by documenting referral concerns advising them of SST and Special Education process and ensures SST coordination is aware of request.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #17 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain B: Provides Required Information Needed for IEP Development

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Attends IEP meeting with test scores, draft report and Present Level of Performance page of IEP completed.	Attends IEP meeting with draft report, Present Level of Performance page of IEP completed, and assists in the generation of goals & objectives at the IEP meeting.	Attends IEP meeting with draft report, Present Level of Performance page of IEP completed, and goals and objectives in draft form.	Frequently attends IEP meeting with draft report, (proofed by team members) with proposed goals and objectives in draft form.	Consistently attends IEP meeting with completed integrated report, (proofed by team members) with proposed goals and objectives in draft form.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #17 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain C: Developing the IEP in Accordance with Legal Requirements

	Beginning	Emerging	Developing	Integrating	Innovating
C-1	Writes a minimum number of goals and objectives in isolation that are unrelated to assessment findings and lack measurable language.	Writes a minimum number of goals and objectives in isolation that are somewhat related to assessment findings but lack measurable language.	Writes clear, measurable goals and objectives related to assessment findings that attempt to address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.	Frequently writes clear, measurable goals and objectives related to assessment findings that address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.	Consistently writes clear, measurable goals and objectives related to assessment findings that address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.
C-2	Serves as Administrative Designee when requested, facilitates meeting, but minimally meets compliance that all information required on IEP is completed.	Serves as Administrative Designee at IEP meeting when requested and occasionally ensures that all information on the IEP is completed.	Serves as IEP Administrative Designee and ensures that all required information on the IEP is filled in.	Serves as IEP Administrative Designee and frequently ensures that all required information of the IEP is filled in.	Consistently serves as Administrative Designee when requested and ensures that dated signatures and all required information for the IEP is completed.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #18 PROFESSIONAL RESPONSIBILITIES

Sub-Domain B: Staff Development

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Is aware of the need for consultation and in-service relating to Special Education issues, but does not participate in in-service development or presentation. Answers inquiries of faculty when contacted.	Occasionally provides consultation and in-service to general and special education staff on topics relating to Special Education as directed by the administration.	Provides consultation and in-service to general and special education staff on topics relating to Special Education in response to staff needs, as well as administrative requests.	Frequently provides consultation and in-service to general and special education staff on topics relating to Special Education in response to needs determined by administration & staff.	Consistently provides on-going consultation and in-service to general and special education staff on topics relating to Special Education; coordinates and/or assists Special Education team in providing in-service.

CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

DOMAIN #18 PROFESSIONAL RESPONSIBILITIES

Sub-Domain C: Promoting Positive School-Community Relations

	Beginning	Emerging	Developing	Integrating	Innovating
C-1	Is aware of some of the school and family resources available to students and families.	Is aware of many of the school and community resources available to students and families.	Provides families with information about school and community resources.	Frequently provides families with information about school and community resources and provides specific names and phone numbers of contact persons.	Consistently advocates for students by interpreting school and community services for families, and by ensuring linkage with needed services through follow-up phone contacts.