

Delaware Framework for Specialists Critical Attributes and Possible Examples

School Psychologists
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Delaware
Department of Education



Delaware Framework for Specialists Critical Attributes and Possible Examples School Psychologist

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson* was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the Framework for Teaching (FtT) is just that, a definition of teaching that did not address the work of many specialists, including school psychologists. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the Framework for Teaching in 2007. In those specialist rubrics, the basic architecture of the Framework for Teaching remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013. The Evaluation Instrument contained rubric language *for teachers* for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance.

In Delaware, school psychologists implement school programs based on the National Association of School Psychologists (NASP) Model. The NASP Model provides a framework for school psychologists to build programs that support the school's mission. School psychologists carry out their work in various settings, including individual and small group sessions. School psychologists serve as a resource to individual students, teachers, families, the school as a whole and their communities.

In an attempt to address the specific characteristics of school psychologists in the state of Delaware and to acknowledge the areas of alignment between the National Standards and the Delaware Specialist rubrics, a representation of school psychologists from across the state of Delaware was consulted in the development of this document. Together with a consultant from the Danielson Group, the school psychologists crafted a set of critical attributes and possible examples for each criterion across all four levels of performance. These examples are by no means meant to be exhaustive. Indeed, the broad and diverse world of school psychologists demanded we develop examples from as many perspectives as possible based upon the concepts embedded in the Delaware Specialists rubrics.

This document can be used in multiple ways. Obviously, it can be used by observers to identify, collect, sort, and align accurate evidence for each criterion. The document is meant to be a working document that can be used by specialists and observers to support professional conversations based on a shared understanding of the criteria in order to provide and maintain a high level of service delivery, communication, and collaboration with students, families and the entire school community. The critical attributes and possible examples can help observers in providing specific feedback and actionable recommendations that encourage professional learning for specialists whose services are such an integral part of student success. Specialists and observers are encouraged to add additional examples specific to the specialists' responsibilities related to the vision, mission, and/or goals of their specific LEA and/or school. By using this document in these ways, it can be used to promote growth for the specialist and for those who observe.

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We are deeply indebted to those committed and knowledgeable specialists from the state of Delaware who provided the necessary expertise and insight to the development of this document.

Committee members:

Kathleen Eaken, Red Clay Consolidated School District
Emily Klein, Red Clay Consolidated School District
Amy Lowe, Christina School District
Kathryn Obrien Mackie, Christina School District
Amanda Wells, Capital School District
Brittany Zehr, Christina School District

*School Psychologist Overview (includes excerpts from *Enhancing Professional Practice*, Charlotte Danielson, 2007)

Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, district, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

1a Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

School Psychologist Indicators:

- Designs activities and plans for services in accordance with federal and state laws and regulations, NASP Principles for Professional Ethics, the NASP Model for Comprehensive and Integrated School Psychological Services, and established state and national credentialing/licensing guidelines.
- Activities and plans for services are appropriate for the individual needs of the recipient of services.
- Communicates how and why the activities and plans for services are important, and the desired goal(s).

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The program is not aligned to state/ national standards and/or resources; activities are inappropriate in nature for the group being served.	The program is partially aligned to state/ national standards and/or the activities partially support the needs of the clients being served.	The program is aligned to state/ national standards, and the activities are appropriate for those being served.	The program is aligned to state/ national standards and the activities are appropriate for those being served and are

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				shared with a variety of members of the community, as applicable.
Critical Attributes	<ul style="list-style-type: none"> Delivered program is not aligned to either state (Delaware Association of School Psychologists) or national standards (National Association of School Psychologists). Program is not appropriate for students and clients. The school psychologist does not use data to inform the practice to meet student needs. 	<ul style="list-style-type: none"> Delivered program is partially aligned to either state (Delaware Association of School Psychologists) or national standards (National Association of School Psychologists). Program is inconsistently appropriate for students and clients. The school psychologist uses minimal data to inform the practice to meet student needs. 	<ul style="list-style-type: none"> Delivered program is aligned to either state (Delaware Association of School Psychologists) or national standards (National Association of School Psychologists). Program is appropriate for students and clients. The school psychologist uses data to inform the practice to meet student needs. 	<ul style="list-style-type: none"> Delivered program is aligned to either state (Delaware Association of School Psychologists) or national standards (National Association of School Psychologists). Program is appropriate for students and clients. The school psychologist uses data to inform the practice to meet student needs. The school psychologist actively seeks input from multiple stakeholders within and beyond the district to maximize the collaborative planning process.
Possible Examples	<ul style="list-style-type: none"> The school psychologist used the WISC-III to assess a student's cognitive ability, rather than using the current version of that assessment. 	<ul style="list-style-type: none"> The school psychologist administered current, validated assessments, but did not consider individualizing their standard battery of assessments to answer the specific referral question. 	<ul style="list-style-type: none"> The school psychologist administered a nonverbal cognitive assessment for a student with significant language deficits. The school psychologist used a social story to help a 	<ul style="list-style-type: none"> The school psychologist presented an individualized behavior plan to the family and discussed application/implementation in the home setting.

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<ul style="list-style-type: none"> • The school psychologist used a counseling curriculum that is developmentally inappropriate for the students in the group. • When asked for help with a student who has trouble paying attention in class, the school psychologist said, "Just seat them near the front of the room," without considering the individual student's needs or strategies already tried by the teacher. • When assessing a student with a hearing loss, the school psychologist used an assessment that is not normed for deaf children and did not include a statement in the report explaining that results should be interpreted with caution. • And others... 	<ul style="list-style-type: none"> • The school psychologist runs regular counseling groups using the same curriculum/sequence of lessons, instead of individualizing the counseling lesson plan/sequence to match the students' needs. • When assessing a student the school psychologist did not consider data from previous evaluations. • And others... 	<p>student learn to resolve conflicts peacefully.</p> <ul style="list-style-type: none"> • The school psychologist developed a behavior plan individualized to the student's needs and based on data collected. • When assessing a student with a hearing loss, the school psychologist used an assessment that is not normed for deaf children but includes a statement in the report explaining that results should be interpreted with caution. • And others... 	<ul style="list-style-type: none"> • The school psychologist obtained input from the student's private therapist to develop meaningful school-based counseling goals. • When testing a student due for reevaluation, the school psychologist reviewed current progress on IEP goals, previous assessment data, and current teacher and parent concerns to plan accordingly when designing an assessment battery. • And others...
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1b Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

School Psychologist Indicators:

- Identifies the important concepts in the profession and applies them suitably for their students/stakeholders while considering the diversity of learners.
- Considers intra-disciplinary connections and plans how they will help student/stakeholders.
- Identifies how professional services are related to and support other disciplines.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist demonstrates no knowledge of the NASP Practice Model. • The school psychologist does not practice the ethical principles of the profession within the NASP Ethical Standards. • The school psychologist does not adhere to laws and 	<ul style="list-style-type: none"> • The school psychologist demonstrates some knowledge of the NASP Practice Model. • The school psychologist sometimes practices the ethical principles of the profession within the NASP Ethical Standards and sometimes does not. 	<ul style="list-style-type: none"> • The school psychologist demonstrates solid knowledge of the NASP Practice Model. • The school psychologist practices the ethical principles of the profession within the NASP Ethical Standards. • The school psychologist adheres to laws and 	<ul style="list-style-type: none"> • The school psychologist is knowledgeable about ethical and professional standards, and legal regulations, and assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education. • The school psychologist engages in professional development and life-long

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	regulations pertinent to their professional practice.	<ul style="list-style-type: none"> The school psychologist partially adheres to laws and regulations pertinent to their professional practice. The school psychologist engages in limited opportunities for professional development. 	<p>regulations pertinent to their professional practice.</p> <ul style="list-style-type: none"> The school psychologist engages in professional development and life-long learning. 	learning and uses that knowledge in supervision, training and mentoring of others.
Possible Examples	<ul style="list-style-type: none"> The school psychologist said, "I don't 'do' behavior." A student tells the school psychologist that they are being bullied on the bus every morning and the school psychologist says, "Just ignore them," and fails to report the bullying. When notified that a student with a disability is being suspended out of school beyond the 10th day of the school year, the school psychologist refuses to hold a manifestation determination meeting. And others... 	<ul style="list-style-type: none"> When a teacher tells the school psychologist that one of their students told them that they do not have any food at home and are very hungry, the school psychologist tells the teacher to call DFS, but does not provide assistance or follow-up with the student. The school psychologist reports findings from the BASC-3 in their report, but does not include a clause about interpreting results with caution due to an elevated validity score (I.e., responses were found to be overly negative). After a review of recent suspension data, the school 	<ul style="list-style-type: none"> The school psychologist uses data collected by teachers in different classes/settings to measure progress on behavior goals. The school psychologist conducts a manifestation determination meeting in a timely manner once a student has been suspended for 10 days. After a review of recent suspension data, the school psychologist reminds the administrators and deans that, by law, we cannot suspend a special education student for more than 10 days prior to conducting a manifestation determination. 	<ul style="list-style-type: none"> When facilitating a manifestation determination meeting, the school psychologist comes prepared with the DSM-V and a copy of the Delaware State Regulations to assist the team in decision-making. After attending a workshop on classroom strategies for managing students with defiant/oppositional tendencies at the annual NASP conference, the school psychologist delivers an in-service at their middle school, where data shows an increasing trend in students sent out of class to the time-out room.

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		<p>psychologist recognizes names of special education students, and thinks, “Oh, I think they’re close to 10 days, not sure,” and does not follow up to check.</p> <ul style="list-style-type: none"> • And others... 	<ul style="list-style-type: none"> • When a teacher tells the school psychologist that one of their students told them that they do not have any food at home and are very hungry, the school psychologist meets with the student to get additional details and then assists the teacher in making a call to DFS. • And others... 	<ul style="list-style-type: none"> • When a teacher tells the school psychologist that one of their students told them that they don’t have any food at home and are very hungry, the school psychologist meets with the student to get additional details, assists the teacher in making a call to DFS, and contacts the Food Bank to add the student to the Backpack Program to provide additional food on the weekends. • And others...
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1c Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

School Psychologist Indicators:

- Identifies individual strengths, differences, backgrounds, cultural heritage, interests, and needs from a variety of sources.
- Values individual strengths, differences, backgrounds, cultural heritage, interests, and needs.
- Refers to this information when planning service delivery.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.
Critical Attributes	<ul style="list-style-type: none"> The school psychologist has no knowledge or understanding of students' cultural, social, and economic background. The school psychologist lacks knowledge of child development theories. 	<ul style="list-style-type: none"> The school psychologist has limited knowledge or understanding of students' cultural/social/economic background and/or development. The school psychologist inconsistently applies their understanding of students' cultural/social/economic background and/or development in practice. 	<ul style="list-style-type: none"> The school psychologist understands how students' cultural/social/economic background may affect their development of academic skills, behavior, social/emotional skills, and relationships with peers and adults, and overall school performance. The school psychologist uses principles of multi-tiered approaches to enhance their professional practice. 	<ul style="list-style-type: none"> The school psychologist collaborates with students, staff, and stakeholders to provide a safe, supportive learning environment for all students.
Possible Examples	<ul style="list-style-type: none"> The school psychologist uses an offensive racial term when speaking with a student. The school psychologist suggests that a teacher use a phonetic approach to reading when teaching a child with a significant hearing loss. 	<ul style="list-style-type: none"> The school psychologist says, "If it's okay with you, I'm going to call you 'Sid', because your full name is too difficult to pronounce." The school psychologist does not take into consideration a lack of early intervention services when assessing a 	<ul style="list-style-type: none"> The school psychologist asks a student how to properly pronounce his name and then writes it down phonetically in order to remember it for future interactions. The school psychologist refers a primarily Spanish-speaking 	<ul style="list-style-type: none"> The school psychologist encourages teachers to provide time during the day to complete homework for a student who lives in a homeless shelter. The school psychologist collaborates with personnel from a community-based

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<ul style="list-style-type: none"> The school psychologist says, “What are you going to be for Halloween?” to a student who already told the school psychologist that they were Muslim and their family does not celebrate that holiday. And others... 	<p>young student with a suspected disability.</p> <ul style="list-style-type: none"> And others... 	<p>student for a bilingual psychological evaluation.</p> <ul style="list-style-type: none"> And others... 	<p>instruction site to identify tasks suited to the student’s current skills.</p> <ul style="list-style-type: none"> The school psychologist organizes an anti-bullying rally to promote a safe learning environment. And others...
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1d Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

School Psychologist Indicators:

- Demonstrates knowledge of internal and external resources to support the needs of students and other stakeholders.
- All materials and resources are suitable for the students/stakeholders and support the stated goals of service.
- Strives to select activities and tasks that support meaningful student improvement.
- Uses technology to enhance service delivery when appropriate and possible.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.

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Critical Attributes	<ul style="list-style-type: none"> • The school psychologist has no knowledge regarding resources outside the school. • The school psychologist does not take advantage of opportunities to provide in-school supports to students. 	<ul style="list-style-type: none"> • The school psychologist has limited knowledge regarding resources outside the school and/or inconsistently shares them with students and parents. • The school psychologist only uses outside resources who reach out to them to provide in-school supports to students. 	<ul style="list-style-type: none"> • The school psychologist has knowledge regarding resources outside the school and consistently shares them with students and parents. • The school psychologist consistently shares outside resources and provides in-school supports to students. 	<ul style="list-style-type: none"> • The school psychologist proactively and routinely seeks resources outside the school and makes extensive effort to share with students, parents, and other stakeholders. • The school psychologist reviews data and collaborates with staff, students, and parents to identify the needs of the diverse population and uses outside resources to provide in-school supports to students.
Possible Examples	<ul style="list-style-type: none"> • When a parent asks the school psychologist about resources for their child with Autism, the school psychologist says, "Try Googling it." • When a parent expresses concerns about food security when the school psychologist calls them to get a child's developmental/medical history, the school psychologist does not mention the school's 	<ul style="list-style-type: none"> • The school psychologist has a file with names and numbers of mental health providers but when asked by a parent for names of therapists, does not provide more than one option. • When a student knocks on the school psychologist's door and wants to talk, the school psychologist says, "I don't have time right now, check back later," and does not follow up with that student for two days. 	<ul style="list-style-type: none"> • When a parent expresses some frustration that their child feels like their stuttering makes it difficult for them to make friends in their neighborhood, the school psychologist says, "There's this amazing program that helps students with speech/language disabilities build their self-esteem – let me get you their brochure so you can check it out!" • Even though the school psychologist is working on 	<ul style="list-style-type: none"> • The school psychologist works with the district to ensure that all psychologists have access to iPads to use for testing. • The school psychologist contacts the Autism Support Group to learn about resources and obtains brochures to distribute to parents of children with Autism. • For a student in the emotional support program

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	partnership with the Food Bank of Delaware. • And others...	• And others...	finalizing a report for an upcoming meeting, he is responsive to a student needing to talk for a few minutes. • And others...	who will soon be returning to school from their second psychiatric hospitalization, the school psychologist collaborates with the student's caseworker from the mental health facility regarding effective coping skills to reinforce with the student in school. The school psychologist then shares these strategies with the emotional support program staff to utilize with the student in the classroom as well. • And others...
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1e Demonstrating Knowledge of How to Design or Use Student Assessments.

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and to plans for the use of those assessments.

School Psychologist Indicators:

- Creates and/or selects a battery of assessments that are fully aligned with the referral question.
- Plans for the use of assessments to closely monitor student/stakeholder progress.
- Uses a broad array of assessment data related to the students/stakeholders they serve when planning.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	<ul style="list-style-type: none"> The school psychologist uses out-of-date versions of assessments or assessments not validated on the population they serve, when current versions of the assessments validated for their population are available. The school psychologist does not review the manuals of assessments they use to ensure that those measures have sufficient reliability/validity to make eligibility decisions. The school psychologist ignores assessment results that conflict with their “professional judgment.” 	<ul style="list-style-type: none"> The school psychologist uses appropriate assessment tools but does not share the results with teachers. The school psychologist is minimally cautious in the interpretation of results from assessment tools not validated on the population they serve. The school psychologist inconsistently utilizes multiple data sources to develop recommendations. 	<ul style="list-style-type: none"> The school psychologist uses appropriate assessment tools and makes recommendations based on results. The school psychologist is adequately cautious in the interpretation of results from assessment tools not validated on the population they serve. 	<ul style="list-style-type: none"> The school psychologist uses a comprehensive and individualized approach to assessment and is able to adjust the plan accordingly based on the psychologist’s informal observations of the student’s ability level. In planning the assessment battery, the school psychologist collaborates with parents and staff to fully address the referral concern. The school psychologist collaborates and shares information with outside agencies as appropriate.
Possible Examples	<ul style="list-style-type: none"> The school psychologist relied only on the results of the House-Tree-Person projective test to determine if a child has an emotional disability. 	<ul style="list-style-type: none"> As part of an assessment, the school psychologist used the BASC-3 to assess behavior. Several areas were identified as being 	<ul style="list-style-type: none"> The school psychologist used the Callier-Azusa to evaluate a deaf-blind student and shared the results when 	<ul style="list-style-type: none"> After hearing teachers express frustration with identifying ways to measure reading comprehension for IEP goals, the school

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	<ul style="list-style-type: none"> • The school psychologist said to a parent, "She can't possibly be that bad at home; at school, she's a model student!" • And others... 	<p>At-Risk or Clinically Significant, but the school psychologist did not share the results with classroom teachers.</p> <ul style="list-style-type: none"> • And others... 	<p>collaborating with the teacher on IEP goal development.</p> <ul style="list-style-type: none"> • The school psychologist had two teachers and a parent complete the BASC-3 for a student with a history of noncompliance in the classroom. Strategies for the classroom were recommended based on results and the psychologist followed up with the teacher. • And others... 	<p>psychologist provides a brief tutorial on various reading comprehension CBMs (e.g., EasyCBM, DAZE, MAZE).</p> <ul style="list-style-type: none"> • As part of an in-service provided to Educational Surrogate Parents on the role of the school psychologist, the school psychologist shared commonly used assessments when evaluating for a learning disability so that the ESP had background knowledge when attending an IEP meeting. • When assessing a Life Skills student, the psychologist contacted the job coach to see how the student was performing at the job placement site. • And others...
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Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the district and community.

2a Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

School Psychologist Indicators:

- The learning community (e.g., students, families, and staff) understands the school psychologist is there to support them.
- Interactions reflect mutual care and respect.
- The school psychologist's interactions demonstrate awareness of the diversity* of students/stakeholders.
- Models and sets expectations for student/stakeholder interactions.
- Actively listens and responds with empathy and understanding to the opinions of stakeholders (e.g., parents, community, students, and colleagues).

* "diversity" includes but is not limited to factors such as: age, gender, gender identity, gender expression, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual orientation, disability, chronic illness, language, socioeconomic status

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Rubric	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/ stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group. Students/ stakeholders appear to trust the specialist with sensitive information. Students/ stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	<ul style="list-style-type: none"> The school psychologist displays no familiarity with, or caring about, individual students/ stakeholders. Students/stakeholders' body language indicates feelings of hurt, discomfort, or insecurity. The school psychologist uses vocabulary that demonstrates poor understanding of the diversity of students/ stakeholders that is potentially harmful to developing rapport. The school psychologist disregards feelings of students/ stakeholders during sensitive interactions. 	<ul style="list-style-type: none"> The school psychologist attempts to make connections with individual students/ stakeholders, but their reactions indicate that these are not entirely successful. The quality of the interactions between the school psychologist and students/ stakeholders is uneven, with occasional disrespect or insensitivity. The school psychologist uses vocabulary that demonstrates a limited understanding of the diversity of students/ stakeholders. 	<ul style="list-style-type: none"> The school psychologist makes general connections with individual students/ stakeholders. Talk between the school psychologist and students/ stakeholders is generally polite and respectful. The school psychologist uses vocabulary that demonstrates an appropriate understanding of the diversity of students/ stakeholders. The school psychologist manages sensitive interactions with students/stakeholders appropriately. 	<ul style="list-style-type: none"> The school psychologist demonstrates knowledge and caring about individual students/stakeholders' lives beyond school. Students/stakeholders generalize polite and respectful interpersonal skills in their interactions with others. Students' / stakeholders' understanding of diversity promotes a climate of trust in their interactions with others. Students/ stakeholders share sensitive information with the school psychologist with confidence.

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		<ul style="list-style-type: none"> The school psychologist attempts to manage sensitive interactions with students/stakeholders appropriately, but their reactions indicate that these are not entirely successful. 		
Possible Examples	<ul style="list-style-type: none"> The school psychologist said to a student, "You're never going to work anywhere but McDonald's." At an eligibility meeting, a parent asked why their recently deceased spouse's name is on the report and asks to have it removed. The school psychologist disregards the request. After a deaf parent expresses that, they find the term "hearing impaired" offensive and prefer that they be referred to as "deaf," the school psychologist continued to use the term "hearing impaired." The school psychologist walked into a classroom and handed a bag of food from 	<ul style="list-style-type: none"> The school psychologist asked a student, "How's your mom feeling?" The student replied, "Why are you asking about my mom?" In a meeting with a parent and an interpreter, the school psychologist frequently addressed the interpreter instead of the parent. After a student requests to be addressed using "he/him/his" pronouns, the school psychologist tried to honor this request but occasionally used female pronouns. The school psychologist called the student down to their office to pick up their bag of food from the food bank but forgot to tell the student to bring their backpack, so the student had to walk back to 	<ul style="list-style-type: none"> The school psychologist asked a student, "How's your mom feeling?" The student replied, "She's doing better. Thanks for asking." The school psychologist said, "Thank you, Mr. and Mrs. Smith, for coming to the meeting today. You're the experts on your child, and we really value your input, so feel free to add information or ask questions as we go along." After a student requested to be addressed using "he/him/his" pronouns, the school psychologist honored this request. The school psychologist called the student down to their office to pick up their bag of food and placed the food into 	<ul style="list-style-type: none"> The school psychologist reached out to the student's mother to offer assistance in finding resources to help the family out until she is well enough to return to work. After the school psychologist opened the meeting, other related service providers used a similar, respectful tone to others around the table. The school psychologist provided an in-service to staff about deaf culture. A student confided in the school psychologist that they did not have any food in the house over the weekend. And others...

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School Psychologist

	<p>the food bank to a student in front of his classmates.</p> <ul style="list-style-type: none"> • And others... 	<p>their locker while carrying the bag of food.</p> <ul style="list-style-type: none"> • And others... 	<p>a generic bag that obscured the contents.</p> <ul style="list-style-type: none"> • And others... 	
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2b Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

School Psychologist Indicators:

- Adapts delivery of services/approach as needed in response to the needs of students/stakeholders.
- Actively listens and pays attention to students' needs and experiences.
- Adjusts his or her plans and pacing based on student's/stakeholder's needs.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the specialists blames the students/ stakeholders or the environment.	The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies.	The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/ stakeholders. The specialist accepts responsibility for the program and works to include students/ stakeholders who are resistant. The specialist has a broad repertoire of strategies.	The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

Critical Attributes	<ul style="list-style-type: none"> • The school psychologist disregards students' interests during a session. • The school psychologist is not responsive to questions from students/ stakeholders. • The school psychologist does not recognize when improvisation may be necessary. • The school psychologist does not take responsibility for making adjustments when facing resistance from students/ stakeholders. 	<ul style="list-style-type: none"> • The school psychologist incorporates students' interests into the sessions when he remembers. • The school psychologist is sometimes responsive to questions from students/ stakeholders and sometimes not. • When improvising becomes necessary, the school psychologist has a limited repertoire of strategies to adjust. • The school psychologist attempts to adjust their approach to overcome resistance by students/ stakeholders. 	<ul style="list-style-type: none"> • The school psychologist incorporates students' interests into the session. • The school psychologist is consistently responsive to questions from students/ stakeholders. • When improvising becomes necessary, the school psychologist accesses a broad repertoire of strategies to successfully adjust. • The school psychologist consistently adjusts their approach to overcome resistance by students/ stakeholders. 	<ul style="list-style-type: none"> • The school psychologist seizes on a teachable moment to enhance a session. • The school psychologist is consistently responsive to questions from students/ stakeholders and follows-up to ensure understanding. • When improvising becomes necessary, the school psychologist accesses a broad repertoire of strategies to adjust and identifies additional resources to ensure success. • The school psychologist seamlessly adjusts their approach and successfully overcomes resistance by students/ stakeholders.
Possible Examples	<ul style="list-style-type: none"> • The school psychologist was notified of a crisis but did not alter their schedule to respond. • The school psychologist did not recognize when a basal had not been obtained on a subtest. 	<ul style="list-style-type: none"> • The school psychologist responded to emails/phone calls from a student's family, but not in a timely manner. • The school psychologist planned a lesson for a social skills group using characters from a popular TV show, but only some of the students in 	<ul style="list-style-type: none"> • The school psychologist incorporated the group's interest in the upcoming school dance to practice their social skills. • The school psychologist applied a reverse rule when administering a cognitive or achievement test, or switched 	<ul style="list-style-type: none"> • The school psychologist had been working with a student on frustration management. After that student "melted down" in the classroom, the school psychologist used that specific incident to teach the student a deep breathing technique.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	<ul style="list-style-type: none"> • The school psychologist was oblivious to the child's fatigue during testing. • The school psychologist did not assess social-emotional skills in a high-risk student. • And others... 	<p>the group had ever watched the show.</p> <ul style="list-style-type: none"> • The school psychologist said, "I know you're getting tired, but we really need to finish this part." • The school psychologist scored behavior-rating scales and noticed that the teacher rated the student's anxiety as an area of concern. The school psychologist noted this finding in the report but did not offer a suggestion to the teacher about ways they could alleviate the student's anxiety in the classroom. • And others... 	<p>from one level of the ADOS to another mid-session.</p> <ul style="list-style-type: none"> • The school psychologist said, "You just did a lot of writing. How about we take a break and give your hand a rest?" • The school psychologist scored behavior-rating scales and noticed that the teacher rated the student's anxiety as an area of concern. The school psychologist noted this finding in the report and suggested pre-warning the student of changes in routine and/or developed a nonverbal signal the child can use to ask for a break. • And others... 	<ul style="list-style-type: none"> • In response to a parent's question about where their child's skills fell on "that curve", the school psychologist prepared a visual representation with the child's scores highlighted and shared it with the parent the next time they came in the school. • Before beginning the test, the school psychologist said, "We're going to be doing a lot of things today. You can let me know if you need a break." • The student recognized a trigger their anxiety, and used a mindfulness strategy in the classroom to cope, as practiced in a prior session with the school psychologist. • And others...
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2c Communicating Clearly and Accurately (Optional)

Verbal and written communication is clear and appropriate to students' or clients' ages, backgrounds, needs, and/or levels of understanding.

School Psychologist Indicators:

- Communicates information for diverse audiences, using appropriate forms of oral and written communication.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

- Procedures are clear and understood by the students/stakeholders.
- Explanations are clear, accurate, and appropriate.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The purpose of the communication is unclear or confusing to the students/ stakeholders. It may contain inappropriate language and/ or major errors when speaking or in writing.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing.	The purpose of the communication is clear to all and the content is appropriate and connects with students'/ stakeholders' knowledge and experience. There are no errors in speaking or writing.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist makes major errors in written or oral communication. • The school psychologist's vocabulary is inappropriate to the age or culture of the students. • Students indicate through their questions that they are confused about the task. 	<ul style="list-style-type: none"> • The school psychologist makes a few errors in written or oral communication. • The school psychologist's vocabulary is too technical for the audience. • The school psychologist must clarify the task or directions so that students can complete it. 	<ul style="list-style-type: none"> • The school psychologist makes no content errors in written or oral communication. • The school psychologist's vocabulary is appropriate to the audience. • Students engage with the task or activity, indicating that they understand what they are to do. 	<ul style="list-style-type: none"> • The school psychologist consistently delivers written or oral communication free of errors and makes connections between concepts to facilitate understanding. • The school psychologist skillfully adapts their vocabulary to a wide variety of audiences. • Students suggest other strategies they might use in approaching a challenge.
Possible Examples	<ul style="list-style-type: none"> • The school psychologist routinely included the wrong student's identifying information in a written report. 	<ul style="list-style-type: none"> • The school psychologist did not include all of the correct student's identifying information in a written report. 	<ul style="list-style-type: none"> • The school psychologist included the correct student's identifying information in every written report. 	<ul style="list-style-type: none"> • The school psychologist used the correct student's identifying information and explained how the student's academic difficulties

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	<ul style="list-style-type: none"> • The school psychologist incorrectly referred to “RTI” (Response to Intervention) as “Right to Intervention.” • After the school psychologist explained how the students would be organizing their binders, multiple students made comments like, “Wait, what are we doing?”, “I don’t get it,” and “Why are we here?” • And others... 	<ul style="list-style-type: none"> • In an IEP meeting, the school psychologist used several acronyms like “FBA,” “BSP,” and “ESR,” but did not explain to the parent what the acronyms stood for. • Student said, “I understand I need to organize my binder, but what is this ‘executive functioning skills’ stuff?” • And others... 	<ul style="list-style-type: none"> • In an IEP meeting, the school psychologist said, “The BSP – or ‘behavior support plan’...” • The students took out their binders and inserted the color-coded folders. • And others... 	<p>influenced their behavior in the classroom in a written report.</p> <ul style="list-style-type: none"> • In an IEP meeting, the school psychologist said, “This is a plan that we are going to develop to try to improve your child’s behavior at school.” • The students returned the following week with their organized binders, and showed the school psychologist how they were using their agenda books to keep track of their assignments. • And others...
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2d Delivery of Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

School Psychologist Indicators:

- The workspace is safe, clean, and conducive to the delivery of services.
- The room arrangement assures that all students have access to services.
- Ensures confidentiality.
- Utilizes systems that maximize time and minimize disruptions.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/ models of delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/ models of delivery are present and support the success of the program.	The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.
Critical Attributes	<ul style="list-style-type: none"> There are physical hazards in the room, endangering student safety. There is no consideration of privacy. There is no evidence of systems in place to minimize distractions/ interruptions. The school psychologist has poor time management skills. 	<ul style="list-style-type: none"> The workspace is safe and accessible to most students. The workspace inconsistently provides privacy to maintain confidentiality. There is limited evidence of systems in place to minimize distractions/ interruptions. The school psychologist attempts to use time effectively but does so inconsistently. 	<ul style="list-style-type: none"> The workspace is safe and accessible to all students. The workspace provides privacy to maintain confidentiality. The school psychologist has a consistent system in place to minimize distractions and interruptions during assessment, counseling, etc. 	<ul style="list-style-type: none"> Modifications are made to the physical environment to accommodate students with special needs. The workspace provides privacy to maintain confidentiality. The school psychologist takes preventative measures to minimize distractions and interruptions during assessment, counseling, etc.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

			<ul style="list-style-type: none"> The school psychologist has a consistent system in place to maximize use of their time. 	<ul style="list-style-type: none"> The school psychologist has systems in place to maximize use of their time AND minimize student's time outside of the classroom.
Possible Examples	<ul style="list-style-type: none"> The school psychologist had a sensitive conversation with a student in the hallway. A school psychologist who worked with young children had small objects that were potentially a choking hazard mixed in with developmentally appropriate toys. The school psychologist routinely waits for notice that a meeting has been scheduled to begin testing a student. The school psychologist routinely pulls a student for counseling during their English class. When assigned a testing space in a noisy area of the building, the school psychologist made no attempt to secure a more ideal space. 	<ul style="list-style-type: none"> The school psychologist had a sensitive conversation with a student in their office with the door wide open. The school psychologist had resources for students (e.g., fidgets, stress balls, coloring books, etc.), but they were on a shelf where only some students could easily access them. The school psychologist created a list of students whose evaluations were due that school year but did not keep it up to date. The school psychologist inconsistently consults the student's schedule before deciding on the time of the session. When assigned a testing space in a noisy area of the building, the school 	<ul style="list-style-type: none"> When meeting with students on sensitive issues, the school psychologist used a white noise machine to ensure privacy. The school psychologist had resources for students (e.g., fidgets, stress balls, coloring books, etc.) in a place that the students could easily access when they entered the room. In order to meet deadlines, the school psychologist planned their month in their calendar using color-coded sticky notes. The school psychologist consistently consults the student's schedule before deciding on the time of the session. The school psychologist consistently puts a sign on their door saying "Testing – 	<ul style="list-style-type: none"> The school psychologist notified the office to hold any incoming calls while they were completing the DPBHS referral packet for a Higher Level of Care with a student's parent. When a student walked into the school psychologist's office, they walked directly to the student resources area and grabbed a fidget object that they could use during their session. The school psychologist met with the building level coordinator to develop a tentative meeting schedule for the year. And others...

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	<ul style="list-style-type: none"> And others... 	<p>psychologist asked the principal if they could use the main office conference room for testing if it was available.</p> <ul style="list-style-type: none"> And others... 	<p>Do Not Disturb” to minimize the chances of interruption.</p> <ul style="list-style-type: none"> And others... 	
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Component Three: Professional Consultation and Collaboration

The nature of specialists’ assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other district employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

3a Collaborating with Others

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

School Psychologist Indicators:

- Collaborates with teachers, administrators, families, specialists, and/or other community stakeholders to meet the needs of students.
- Collaborates with teachers, administrators, families, specialists, and/or other community stakeholders to meet the needs of the school.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The specialist collaborates with others in the design of the plan and meeting the needs of the school.	The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist's interaction with colleagues is characterized by negativity or combativeness. • The school psychologist purposely avoids collaboration with stakeholders to support student needs. 	<ul style="list-style-type: none"> • The school psychologist minimally engages in collaborative and professional interactions with colleagues to meet student needs. • The school psychologist inconsistently shares information with stakeholders to support student needs. 	<ul style="list-style-type: none"> • The school psychologist has supportive, collaborative, and professional interactions with colleagues to meet student needs. • The school psychologist regularly gathers and shares information with stakeholders to support student needs. 	<ul style="list-style-type: none"> • The school psychologist initiates and models supportive, collaborative, and professional interactions with colleagues to meet student needs. • The school psychologist consistently gathers and shares information with a variety of stakeholders within the school and the community to support student needs.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

Possible Examples	<ul style="list-style-type: none"> • The school psychologist said to a teacher, “That’s not what I observed; I don’t believe you.” • The school psychologist disregarded input from the student’s teachers when developing a plan to transition the student from an emotional support classroom to a general education setting. • And others... 	<ul style="list-style-type: none"> • The school psychologist said to a student’s teacher in the hallway, “Hey, can you give me a quick blurb on how Sally is doing in your class? I need it today for my report.” • The school psychologist sought out minimal input from the student’s teachers when developing a plan to transition the student from an emotional support classroom to a general education setting. • And others... 	<ul style="list-style-type: none"> • The school psychologist met with a student’s teachers to gather input for an assessment to be shared with the student’s IEP team. • The school psychologist met with a student’s teachers to develop a plan to help the student transition from an emotional support classroom to a general education setting. • And others... 	<ul style="list-style-type: none"> • The school psychologist met with a student’s teachers and outside therapist to gather input for an assessment to be shared with the student’s IEP team. • The school psychologist involved the student in the development of the plan to transition from an emotional support classroom to a general education setting. • And others...
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3b Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

School Psychologist Indicators:

- Shares information about services with colleagues in the school and/or district.
- Provides information about services in multiple formats.
- Seeks opportunities to provide expertise in appropriate venues and formats.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist declines or resists serving as a consultant to the school community.	The specialist serves as a consultant to the school community, but the services may be inconsistent.	The specialist serves as a consultant to the school community and shares expertise with others frequently.	The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	<ul style="list-style-type: none"> The school psychologist is unwilling to identify or suggest resources to meet the needs of students. The school psychologist does not attempt to collaborate with teachers, administrators, community leaders, and other education stakeholders. The school psychologist does not seek resources or relies on outdated resources to extend their personal knowledge and skills. 	<ul style="list-style-type: none"> The school psychologist has limited suggestions of resources to meet the needs of students. The school psychologist creates limited partnerships with teachers, administrators, community leaders, and other education stakeholders. The school psychologist rarely seeks resources to extend their personal knowledge and skills. 	<ul style="list-style-type: none"> The school psychologist shares knowledge of resources with colleagues that are available to students through the school, through the community, on the Internet, etc. The school psychologist collaborates with teachers, administrators, community leaders, and other education stakeholders to promote educational equity, student achievement, and success. The school psychologist utilizes various resources to extend their own personal skills and knowledge to assist students and staff. 	<ul style="list-style-type: none"> The school psychologist proactively and routinely shares resources with colleagues that are available to students through the school, through the community, on the Internet, etc. and makes extensive efforts to share with colleagues, parents, and community stakeholders. The school psychologist makes extensive use of partnerships with school, district, community, and external resources to promote educational equity, student achievement, and success. The school psychologist utilizes various resources to extend their own personal skills and knowledge to assist students and staff and shares

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

				that knowledge with stakeholders.
Possible Examples	<ul style="list-style-type: none"> When a teacher asked for assistance with the implementation of a student's behavior support plan, the school psychologist said, "I'm not sure, just do your best." The school psychologist declined to participate in a meeting to discuss a student's transition back to school from a mental health facility, despite having the ability. The school psychologist told parents that all they needed to do was pray about it. And others... 	<ul style="list-style-type: none"> When a teacher asked for assistance with the implementation of a student's behavior support plan, the school psychologist only provided one non-student specific suggestion, that was, preferential seating. The school psychologist attended a meeting for a student transitioning back to school from a mental health facility, but offered limited transition strategies. The school psychologist did not engage in any professional development in-house or outside of the school during the school year. And others... 	<ul style="list-style-type: none"> After attending a statewide training/professional development session on trauma-informed care, the school psychologist shared key points and practical suggestions with staff during a staff meeting. The school psychologist attended a meeting for a student transitioning back to school from a mental health facility, and helped develop a transition plan, then shared it with the student's team. The school psychologist attended a mental health first aid training and utilized learned strategies to deescalate a student. And others... 	<ul style="list-style-type: none"> After consulting with administrators regarding behavioral management needs expressed by teachers, the school psychologist developed and provided an in-service training to staff on practical and evidence-based behavioral strategies to implement in the classroom, as well as providing staff with websites to research additional strategies on their own. The school psychologist participated in the creation of a transition plan for a student transitioning back to school from a mental health facility, and followed up to ensure effective implementation of the plan and student's well-being. The school psychologist presented an overview of their role/services at an annual Educational Surrogate

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

				<p>Parent (ESP) conference to facilitate greater understanding and collaboration for student needs.</p> <ul style="list-style-type: none"> • The school psychologist attended a mental health first aid training and invited the trainer to present at the school. • And others...
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3c Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

School Psychologist Indicators:

- Shares information about external resources and/or services with colleagues in the school and/or district.
- Welcomes inquiries about his or her services and available resources.
- Helps colleagues, students, and families access services and/or resources, as appropriate.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so. The specialist is not accessible to students/ stakeholders.	The specialist locates resources to support the program but they may be limited to only giving them to the student/ stakeholder when requested to do so. The specialist is accessible to the students/ stakeholder upon request.	The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources.	The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program.
Critical Attributes	<ul style="list-style-type: none"> The school psychologist does not seek resources outside the district. The school psychologist is unwilling to suggest or identify resources to meet the needs of the student population. The school psychologist is not available as a resource to support the needs of the students on their caseload and school staff. 	<ul style="list-style-type: none"> The school psychologist sometimes seeks resources outside the district. The school psychologist has limited suggestions for resources to meet the needs of the student population. The school psychologist is not consistently available as a resource to support the needs of the students on their caseload or for school staff when needed. 	<ul style="list-style-type: none"> The school psychologist knows how to gain access to resources outside the district and effectively shares those with students, staff, and other stakeholders. The school psychologist accesses evidence-based resources to address the needs of a diverse student population. The school psychologist is consistently available as a resource to support the needs of the students on their caseload and school staff. 	<ul style="list-style-type: none"> The school psychologist proactively and routinely seeks resources outside the district and makes an extensive effort to share with students, staff and other stakeholders. The school psychologist works collaboratively with outside agencies to access evidence-based resources to address the needs of a diverse student population. The school psychologist is consistently available as a resource to support the needs of the students on their caseload and school staff, and actively works to connect them with outside resources.

Delaware Framework for Specialists Critical Attributes and Possible Examples School Psychologist

Possible Examples	<ul style="list-style-type: none"> When a teacher asked for reading strategies for students, the school psychologist said, "I don't know, why don't you Google it." When a parent of an autistic student asked for resources on social skills, the school psychologist said, "I'm too busy to help you track down that information. Maybe someone else can help you." The school psychologist sees a student in crisis in the hall, but walks the other way. And others... 	<ul style="list-style-type: none"> The school psychologist handed the family a list of providers, some of which were no longer in business. A school psychologist, working primarily with students with Autism, did not seek information or resources to support this population. When asked by the principal to meet with a student who seemed increasingly withdrawn, the school psychologist waited two weeks to do so. And others... 	<ul style="list-style-type: none"> The school psychologist provided the family with two Spanish-speaking therapists to contact for outside services. The school psychologist, working primarily with students with Autism, attended training on social thinking. When asked by the principal to meet with a student who seems increasingly withdrawn, the school psychologist did so within forty-eight hours and arranged to have the student meet with the school nurse. And others... 	<ul style="list-style-type: none"> The school psychologist formed a partnership with an outside therapist to conduct individual sessions with students during the school day. The school psychologist organized someone from PFLAG (Parents, Families and Friends of Lesbians and Gays) to give a presentation at a faculty meeting. And others...
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3d Maintaining Professional Standards

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

School Psychologist Indicators:

- Carries out responsibilities in accordance with federal and state laws and regulations, NASP Principles for Professional Ethics, the NASP Model for Comprehensive and Integrated School Psychological Services, and established state and national credentialing/licensing guidelines.
- Follows professional standards/protocols for student/stakeholder confidentiality.
- Follows professional standards/protocols for recording and sharing of data.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

- Is aware of current trends in his or her professional practice.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist does not adhere to procedures, guidelines, ethical and professional standards, and/or legal regulations. • The school psychologist regularly breaches confidentiality. 	<ul style="list-style-type: none"> • The school psychologist is aware of procedures, guidelines, ethical and professional standards, and legal regulations, but focuses primarily on adhering to legal regulations. • The school psychologist does not consistently adhere to laws/regulations regarding confidentiality of student information. 	<ul style="list-style-type: none"> • The school psychologist is knowledgeable about and adheres to procedures, guidelines, ethical and professional standards, and legal regulations. • The school psychologist adheres to laws/regulations regarding the confidentiality of student information (e.g., FERPA, NASP Principles of Professional Ethics). 	<ul style="list-style-type: none"> • The school psychologist assists stakeholders in understanding procedures, guidelines, ethical and professional standards, and/or legal regulations. • The school psychologist mentors other school psychologists on procedures, guidelines, ethical and professional standards, and/or legal regulations.

Delaware Framework for Specialists Critical Attributes and Possible Examples School Psychologist

Possible Examples	<ul style="list-style-type: none"> • The school psychologist completed initial psycho-educational testing without parent consent. • The school psychologist suspected child abuse but did not report it to the appropriate state agency. • And others... 	<ul style="list-style-type: none"> • The school psychologist agreed to complete the psycho-educational evaluation for a coworker's daughter at the same school because the child was due for their triennial evaluation. • During a faculty lunch, the school psychologist said, "That redhead in Mrs. J's class is at it again!" • And others... 	<ul style="list-style-type: none"> • When asked to utilize a specific therapeutic approach in which the school psychologist had not been trained, the school psychologist sought an alternate option. • The school psychologist asked a parent to sign a Release of Information form before sharing information with their child's physician. • And others... 	<ul style="list-style-type: none"> • The school psychologist trained staff on the district's threat assessment protocol. • Each week, the school psychologist worked with a new-to-the-state school psychologist to educate them on Delaware regulations. • And others...
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3e Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

School Psychologist Indicators:

- Uses assessment data to understand student's strengths and needs and to implement evidence-based instructional and mental/behavioral health services.
- Uses data to assess progress.
- Conducts valid and reliable assessments for identifying students' eligibility for special education services.
- Shares data with colleagues, if permitted/appropriate.
- Provides accurate, constructive, substantive, specific, and timely feedback to students and stakeholders.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The specialist seeks and uses data to inform some aspects of planning and delivery of services but implementation is inconsistent.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist does not use data to guide professional practice. • The school psychologist does not use data to monitor student progress for service delivery. • The school psychologist does not share data with stakeholders, or shares irrelevant or incomprehensible data. 	<ul style="list-style-type: none"> • The school psychologist, on occasion, uses data from a variety of sources (e.g., psycho-educational testing, observations of the student, parent/teacher/student interviews), to guide professional practice. • The school psychologist is inconsistent in analyzing student data to monitor student progress for service delivery. • Sometimes, the school psychologist shares data with stakeholders. 	<ul style="list-style-type: none"> • The school psychologist uses data from a variety of sources (e.g., psycho-educational testing, observations of the student, parent/teacher/student interviews) to guide professional practice. • The school psychologist analyzes student data to monitor student progress and determine next steps for service delivery. • The school psychologist consistently shares data with stakeholders to support planning and service delivery. 	<ul style="list-style-type: none"> • The student reviews and analyzes data with the school psychologist to monitor progress and determine next steps. • The school psychologist shares data with LEA and/or state-level stakeholders to support planning and service delivery.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

Possible Examples	<ul style="list-style-type: none"> • The school psychologist developed an intervention to reduce student elopement without using data. • The school psychologist presented graphs of student data without any labels or explanation. • And others... 	<ul style="list-style-type: none"> • The school psychologist developed an intervention to reduce student elopement using little data on the function of the behavior. • When identifying students for participation in either a social skills group or an anger management group, the school psychologist only collected data on frequency of anger outbursts. • And others... 	<ul style="list-style-type: none"> • The school psychologist used data from a functional behavior assessment to develop an intervention to reduce student elopement. • The school psychologist shared graphs of student discipline referrals with the school-wide Positive Behavior Support Team to determine the effectiveness of the school-wide incentive plan. • And others... 	<ul style="list-style-type: none"> • The school psychologist shared preference assessment data with the student and collaboratively developed an incentive program to reduce elopement. • The school psychologist shared data on use of physical restraints in school with the statewide Peer Review Committee to develop a plan to reduce need for restraints. • And others...
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Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

4a Communicating with Families and Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

School Psychologist Indicators:

- Provides frequent information about the student's educational program to families.
- Provides information in a format(s) accessible to all parents.
- Provides information using understandable language and terms and in a culturally competent manner.
- Communication between the school psychologist and families is two-way and ongoing.
- When appropriate, the school psychologist involves the student in the conversations.
- Communication provided is legally and ethically sound.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.	The specialist participates in required activities related to communication but offers little additional information. Responses to families/clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner.	The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.	The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough.
Critical Attributes	<ul style="list-style-type: none"> The school psychologist does not comply with school /LEA procedures for communicating with families and stakeholders or does not do so in a timely, professional, and/or ethical manner. The school psychologist does not provide information to families and stakeholders about the student's educational program, despite request. The school psychologist purposely avoids responding 	<ul style="list-style-type: none"> The school psychologist complies with school /LEA procedures for communicating with families and stakeholders in a professional manner, but is not always timely. The school psychologist provides minimal information to families and stakeholders about the student's educational program, upon request. The school psychologist's response to communication from families is inconsistent 	<ul style="list-style-type: none"> The school psychologist complies with all school /LEA procedures for communicating with families and stakeholders in a timely, professional, and ethical manner. The school psychologist provides information to families and stakeholders about the student's educational program. The school psychologist is regularly responsive to communication from families and addresses their concerns. 	<ul style="list-style-type: none"> The school psychologist consistently complies with school /LEA procedures for communicating with families and stakeholders and does so in a thorough, timely, ethical and professional manner. The school psychologist consistently seeks additional input from stakeholders on how to improve the student's educational program and addresses the concerns of the student and family. The school psychologist skillfully communicates with

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	to communication from families.	and/or the school psychologist minimally addresses their concerns.		the student, the student's family, and members of the student's team and makes appropriate recommendations to address the concerns.
Possible Examples	<ul style="list-style-type: none"> The school psychologist received a lengthy email from a parent regarding concerns with their child. The school psychologist did not respond for a week. In an eligibility meeting, the school psychologist stated, "Let's just say your child is not the sharpest tool in the shed." The school psychologist listened to a voicemail message from a parent expressing concerns about anxiety, but took no action. And others... 	<ul style="list-style-type: none"> The school psychologist received a lengthy email from a parent regarding concerns with their child. The school psychologist responded with, "I'll look into it." In an eligibility meeting, the school psychologist stated, "The student is eligible for services under the classification of OHI," but did not include an explanation or the input of other team members. A parent had a student with anxiety who had missed thirty days of school. The school psychologist, without offering assistance or suggestions, told the parent they needed to bring their child to school. And others... 	<ul style="list-style-type: none"> The school psychologist called the parent prior to the IEP meeting to discuss parent concerns about testing results. In an IEP meeting, the school psychologist explained why the student might need school-based counseling services. The school psychologist received an email from a parent who was concerned with their child's handwriting. The school psychologist responded including the occupational therapist in the discussion. And others... 	<ul style="list-style-type: none"> The parent called with a concern regarding their child crying in the morning prior to getting on the bus. The school psychologist met with the student that morning and followed up with a phone call to the parent. Prior to the IEP meeting, the school psychologist called the student's therapist and parent to obtain relevant information for planning purposes. The school psychologist facilitated a "best interest" meeting for a student who had recently been placed in foster care. The meeting included the social worker, the educational surrogate, the student, and the district "Homeless Liaison." And others...

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

4b Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

School Psychologist Indicators:

- Records are organized, accurate, and timely.
- Records and maintains student or client data in appropriate data systems.
- Shares data appropriately with his or her colleagues.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/ stakeholders/ program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion.	The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion.	The record keeping system is complete and effective. The information on progress of students/stakeholders/ program is complete and used to effectively report progress. The information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist has no system for record keeping. • The school psychologist's records are disorganized, unable to be accessed when needed, result in poor time management, and/or ineffective communication. 	<ul style="list-style-type: none"> • The school psychologist has a process for recording information; however, it is out of date, incomplete, or inaccurate. • The school psychologist inconsistently uses record keeping to facilitate time management and communicate with others. 	<ul style="list-style-type: none"> • The school psychologist's process for record keeping and reporting is efficient and effective. • The school psychologist uses record keeping to facilitate effective time management and enhance communication with others. 	<ul style="list-style-type: none"> • The school psychologist collaborates with colleagues regarding record keeping, and shares systems and processes. • The school psychologist involves students in recording their own data.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

Possible Examples	<ul style="list-style-type: none"> • The school psychologist did not maintain a weekly calendar, and missed meetings. • A student had to be reassessed due to the school psychologist misplacing the original protocols. • And others... 	<ul style="list-style-type: none"> • The school psychologist entered student progress data in the IEP progress-monitoring system past the deadline. • The school psychologist established a system at the beginning of the school year to track evaluation dates; however, they have not updated it since. • And others... 	<ul style="list-style-type: none"> • The school psychologist documented a physical restraint as per state regulations. • The school psychologist utilized a color-coded weekly calendar to organize their workday. • And others... 	<ul style="list-style-type: none"> • The school psychologist shared their template for tracking parent contacts with another school psychologist. • As part of a counseling intervention, the school psychologist taught a student to record how frequently he utilized a stress ball in class. • And others...
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4c Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

School Psychologist Indicators:

- Seeks opportunities to enhance his or her knowledge and/or skills.
- Seeks and participates in opportunities to stay current in the field.
- Selects professional goals directly related to state/national standards aimed at optimizing student success.
- Welcomes feedback from colleagues and supervisors.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond.	The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required.	The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting.	The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist does not participate in professional development. • The school psychologist purposefully rejects feedback from the school supervisor and school staff. 	<ul style="list-style-type: none"> • The school psychologist attends the required professional development opportunities within the school and/or LEA. • The school psychologist, on occasion, utilizes feedback from the school supervisor to change practices. 	<ul style="list-style-type: none"> • The school psychologist seeks opportunities for continued professional development and incorporates relevant information into their practice. • The school psychologist uses feedback from the school supervisor and school staff to improve their comprehensive practice. 	<ul style="list-style-type: none"> • The school psychologist seeks regular opportunities for continued professional development, incorporates relevant information into their practice, and shares the information with school and/or LEA staff. • The school psychologist leads professional development trainings on relevant topics. • The school psychologist uses personal reflection, peer feedback, and observations to promote professional development and growth.

Delaware Framework for Specialists Critical Attributes and Possible Examples School Psychologist

Possible Examples	<ul style="list-style-type: none"> • The school psychologist called in sick for every professional development day. • Despite being given organizational strategies, the school psychologist continued to disregard evaluation deadlines. • And others... 	<ul style="list-style-type: none"> • The school psychologist attended the required training, but did not return after lunch for the afternoon session. • “I know you wanted me to break the information down more for the parent, but I just didn’t have time.” • And others... 	<ul style="list-style-type: none"> • The school psychologist attended solution-focused counseling training and incorporated learned strategies into his counseling sessions. • A teacher complained that the school psychologist pops into the classroom for observations without advance notice. The school psychologist changed his protocol, and consistently emailed to ask about the best time to observe. • And others... 	<ul style="list-style-type: none"> • After reviewing discipline data, the school psychologist researched and attended restorative practice training and facilitated an in-service for staff upon return to school. • At the end of the year, the school psychologist sat down with the principal and collaboratively discussed ways to provide more counseling to students. • The school psychologist attended training over the summer on the Second Step program. • And others...
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4d Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

School Psychologist Indicators:

- Accurately assesses his or her effectiveness using the various components of the framework for specialists.
- Assesses his or her own performance in relation to state/national standards.
- Accurately attributes performance to various inputs and/or conditions (student, teacher, environment, et cetera).
- Accurately assesses his or her ability to add value.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

- Regularly uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate.
- Sets goals to improve his or her personal practice and documents his or her progress toward goals.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist does not know whether the program was effective, or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met.	The specialist has a generally accurate impression of the program's effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle.	The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle.	The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals.
Critical Attributes	<ul style="list-style-type: none"> • The school psychologist blames others for their own ineffectiveness. • The school psychologist makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The school psychologist has a general sense of whether their practices and program are effective. • The school psychologist makes general suggestions for improvement. 	<ul style="list-style-type: none"> • The school psychologist uses data that accurately reflects the effectiveness of their practices/program. • The school psychologist makes changes in their practice after reflection. • The school psychologist accurately assesses their effectiveness using the various components of the framework for specialists. 	<ul style="list-style-type: none"> • The school psychologist has a personalized professional learning plan based on the NASP Practice Model. • The school psychologist accurately assesses the effectiveness of the program and the extent to which they met the goals using the various components of the framework for specialists. From that assessment, the psychologist develops an action plan for growth.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Psychologist

Possible Examples	<ul style="list-style-type: none"> • The school psychologist says, "It's not my fault, no one told me how I was supposed to meet those program goals." • The school psychologist attends all RTI meetings but makes no suggestions for student improvement. • And others... 	<ul style="list-style-type: none"> • The school psychologist says, "I think it's going okay, it seems to be going better than last year." • The school psychologist recommends a vague "preferential seating" recommendation for all behavior plans. • And others... 	<ul style="list-style-type: none"> • The school psychologist says, "Due to the social skills group that I ran at the beginning of the year, all five of my students report that they feel comfortable eating in the cafeteria, and their attendance has improved." • The school psychologist says, "I'm not good at doing counseling first thing in the morning - so counseling is now scheduled later in the day." • And others... 	<ul style="list-style-type: none"> • The school psychologist recognized that she needed more training in dyslexia so she participated in a webinar during the school year. • And others...
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