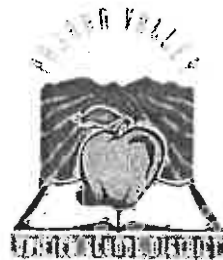


A DEVELOPMENTAL CONTINUUM OF SCHOOL NURSE ABILITIES

Aligned with the
California School Nurses Organization Performance Standards



Introduction to the Developmental Continuum of School Nurse Abilities

Dear School Nurse,

We hope that this introduction will help you understand the use of the Developmental Continuum of School Nurse Abilities. The Continuum describes nursing practice and professional development throughout a nurse's career.

The Continuum was initially developed in 1996 and was revised 2005. The Continuum is based on *California School Nurses Organization Performance Standards (CSNOPS)*. The Continuum is designed for nurses in PVUSD to self-assess, develop professional goals and reflect on practice.

The Continuum presents a holistic view of school nursing. Its organization corresponds to seven standards in the CSNOPS: Policies, Statutes and Regulations; Interdisciplinary Collaboration within the School; Health Education; Nursing Process; Program Management; Community Health; Professional Development. The seven standards are meant to be considered as a whole and not in any particular sequence or order. Each standard contains more specific elements of nursing practice. They are interrelated and work together to provide a complete picture of effective nursing practice.

The Continuum is organized to describe five levels of development. These levels are labeled **Beginning, Emerging, Applying, Integrating, and Innovating**. Each level addresses what a school nurse should know and be able to do in the different Continuum standards. The levels do not represent a chronological sequence in a school nurse's growth, but each row describes developmental levels of performance. A nurse may be at a beginning or emerging level of practice in some places on the Continuum and at advanced levels in some others, no matter how many years she/he has been in the profession.

For example, in the domain for **Policies, Statutes and Regulations**, a nurse may be at the **Emerging** level in *Performs ongoing evaluation of nurse practice methodology for mandates* and at the **Integrating** level in *Complies with legal guidelines*. Because a nurses's growth is developmental, one may return to an earlier level temporarily if there are changes in a nurses's career, such as new school or student demographics.

How to use the Continuum:

To use the Continuum, you read across each row of descriptors from left (beginning) to right (innovating) as the descriptors become more complex and sophisticated. As you move from left to right, locate the descriptor that best defines your current school nursing practice. Any practice described on the left of the Continuum is carried across to those on the right even if not explicitly stated.

The Continuum provides a common language for setting and discussing goals for professional development within an environment of collegial support. The Continuum is a guide for self-reflection, assessment and conversation between nurses, advisors/support providers, and administrators. It is intended to help nurses interpret their nursing practice and make informed decisions about their ongoing development as a professional. In the Santa Cruz New Teacher Project, the Continuum serves as the entry point for developing an Individual Learning Plan (ILP) with which teachers identify and work toward professional goals. The Continuum is not meant to be used as a rubric to define performance standards or expectations. It is not an isolated observation instrument but is best used as one component of a comprehensive process of assessing the development of nursing practice. In some settings, it may be part of an evaluation process and is appropriately used within a peer coaching relationship with a colleague or administrator.

The Continuum has proven to be a powerful tool as nurses identify their areas of growth, move from assistance to autonomy, and become lifelong learners. We hope that the Continuum will help you assess your own nursing practice and plan your professional development.

Glossary of Terms:

- **Continuum:** a document describing different levels of practice or knowledge along various stages of development.
- **Descriptor:** an individual cell or "box" corresponding to the developmental levels in the Continuum.
- **Domain:** one of seven areas of nursing practice that comprises the Continuum.
- **Element:** an area or sub-domain of nursing practice within any of the six Continuum domains.
- **Level:** the levels of nurse development that represent what a nurse should know and be able to do, i.e.:
 - Beginning:** a level of professional development in which the nurse relies on ongoing assistance from more experienced colleagues for support, guidance and survival, and is trying to internalize and apply what she/he has learned about nursing practice.
 - Emerging:** a level of development in which the nurse still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her/his practice.
 - Applying:** a level of development in which the nurse is able to practice school nursing independently, internalizes and easily applies what she/he has learned about nursing practice.
 - Integrating:** a level of development in which the nurse is fully skilled, confident and able to integrate complex elements of knowledge, skill, and professional development into that practice. The integrating nurse moves beyond her/his immediate nursing practice, collegial relationships and professional growth activities and is often a leader among peers.
 - Innovating:** a level of development in which the nurse is consistently innovating and creating in all areas of nursing practice and professional development. A leader in school, district and local community, the innovating nurse contributes to the broader education community through staff development, school-based research, articles in professional journals, etc.

CONTINUUM OF SCHOOL NURSE ABILITIES

POLICIES, STATUTES & REGULATIONS

	Beginning	Emerging	Applying	Integrating	Innovating
Complies with legal guidelines	Is aware of health-related compliance issues with school site, district policy and procedures, state statutes and regulations but doesn't always integrate knowledge with nursing practice.	Occasionally complies with school site, district policy and procedures, state statutes and regulations to ensure that legal mandates are fulfilled.	Complies with school site, district policy and procedures, state statutes and regulations to ensure that legal mandates are fulfilled.	Frequently complies with school site, district policy and procedures, state statutes and regulations to ensure that legal mandates are fulfilled.	Consistently complies with school site, district policy and procedures, state statutes and regulations to ensure that legal mandates are fulfilled.
Performs ongoing evaluation of nurse practice methodology for mandates	Rarely evaluates methodology for or revises nursing practice to increase thoroughness and effectiveness.	Occasionally evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness, effectiveness.	Evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness, effectiveness. (Querying, time management)	Frequently evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness, effectiveness.	Consistently evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness, effectiveness, making changes as needed.
Provides required Special Education health assessments	Special Education health assessments are frequently incomplete with a minimum number of goals and objectives.	Begins to provide required Special Education health Assessments for IEP Teams.	Provides required Special Education Health Assessments for IEP Team to assure full compliance.	Frequently provides required Special Education Health Assessments for IEP Team with defined plan and outcomes.	Consistently provides required Special Education Health Assessments for IEP Team with defined plan and outcomes.

EXAMPLES:

- Complete and submit state and/or other reports as required.
- Review student health data for compliance with state and district regulations – include initial and triennial IEPs.
- Conduct mandated screenings for V, H & scoliosis
- Maintain school health data & records – IZ, CHDP
- Oversee IZ mandates & compliancy.
- Supervise First Aid in accordance with standard First Aid guidelines.

CONTINUUM OF SCHOOL NURSE ABILITIES

INTERDISCIPLINARY COLLABORATION WITHIN THE SCHOOL

	Beginning	Emerging	Applying	Integrating	Innovating
Collaborates with school staff, parents, students, caregivers	Acknowledges need for collaboration with other school personnel, student, parents and caregivers to meet identified student health, developmental and educational need, but does not participate in dialogue with others.	Occasionally collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.	Collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.	Frequently collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.	Consistently collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.
Advocates with school staff on behalf of students and families	Seldom recognizes role as advocate for student/family when health issues require more explanation.	Occasionally acts as an advocate for the student and family in interdisciplinary collaboration.	Acts as an advocate for the student and family in interdisciplinary collaboration.	Frequently acts as an advocate for the student and family in interdisciplinary collaboration.	Consistently acts as an advocate for the student and family in interdisciplinary collaboration.
Acts as a liaison between school and home	Seldom or never functions as school/home liaison in student/family health concerns.	Occasionally functions as school/home liaison in student/family health concerns.	Collaborates as school/home liaison in student/family health concerns.	Frequently functions as school/home liaison in student/family health concerns.	Consistently functions as school/home liaison in student/family health concerns.

EXAMPLES: Maintain a professional working relationship with school staff, students and parents.

Participate in IEP meetings for health purposes as needed.

Participate in interdisciplinary teams that evaluate a healthy/safe environment.

Participate in IEP Process: Assessment, IEP meeting – health goals training _ IHP

Serve on interdisciplinary committees such as: MediCal/Healthy Start Adv. Committee; Low Incidence Committee; CCS or Regional Center meetings; Head Start meetings

CONTINUUM OF SCHOOL NURSE ABILITIES

HEALTH EDUCATION

	Beginning	Emerging	Applying	Integrating	Innovating
Facilitates positive health attitudes, values and beliefs with individual students	Seldom develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Occasionally develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Frequently develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Consistently develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.
Facilitates positive health attitudes, values and beliefs in the classroom	Provides formal classroom instruction not based on sound learning theory as appropriate to student developmental level.	Occasionally provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.	Provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.	Frequently provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.	Consistently provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.

EXAMPLES: Serve as consultant to the staff on student health needs.

Consult with staff and reports suspected child abuse to CPS

Teach Family Life, BBP, CPR, Epi Pen, Hand washing, Dental classes, etc.

Provide in-services on communicable disease to school staff

Provide training for SPHCS & med. administration to school staff

Prepare reports and/or interpret medical information for educational needs as appropriate

Recommend necessary school adjustments for students with health problems

Involve parents in the development of health plans

Provide health counseling and/or ed. to student, parents, school staff

Participate in planning and implementation of a health program

Provide periodic staff development to school staff on First Aid procedures

CONTINUUM OF SCHOOL NURSE ABILITIES

NURSING PROCESS

	Beginning	Emerging	Applying	Integrating	Innovating
Conducts assessment of student needs	Collects information about the health and developmental status of the student on an irregular basis-tracking system for future evaluation needs unclear.	Collects information about the health and developmental status of the student in a less than consistent and continuous manner.	Collects information about the health and developmental status of the student in a consistent and continuous manner.	Frequently collects information about the health and developmental status of the student in a consistent and continuous manner.	Consistently collects information about the health and developmental status of the student in a consistent and continuous manner.
Develops IHP (Individual Healthcare Plan)	Nursing care plans lack component(s) to delineate school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Occasionally develops a nursing care plan with a few specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Develops a nursing care plan with specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Frequently develops a nursing care plan with specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Consistently develops a nursing care plan with specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.
Assesses student response to IHP	Inconsistently evaluates student responses to nursing actions to determine progress toward goal achievement.	Occasionally assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.	Assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.	Frequently assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.	Consistently assesses student responses to nursing actions in order to revise the database, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.

EXAMPLES: Identify student health needs through nursing assessment and refer for appropriate healthcare and follow up.
 Provide supervision and/or direct care for SPHCS and use proper documentation tools.
 Provide supervision and/or direct care for administering of medications and use proper documentation tools.
 Participates in and provides information to SARB review
 Develops IHP in coordination with student, parent, staff_train_monitor_evaluate

CONTINUUM OF SCHOOL NURSE ABILITIES

PROGRAM MANAGEMENT

	Beginning	Emerging	Applying	Integrating	Innovating
Assesses need for health programs	Uses limited collection and analysis of health data to formulate nursing diagnosis of a community or public health problem in the school or district..	Collects health data but uses limited analysis to formulate nursing diagnosis of a community or public health problem in the school or district..	Collects and analyzes health data to formulate nursing diagnosis of a community or public health problem in the school or district.	Frequently collects and analyzes health data to formulate nursing diagnosis of a community or public health problem in the school or district..	Consistently collects and analyzes health data for formulate nursing diagnosis of a of community or public health problem in the school or district.
Develops outcomes for health programs	Identifies a minimum number of outcomes.	Occasionally identifies expected outcomes.	Identifies expected outcomes.	Frequently identified expected outcomes.	Consistently identifies expected outcomes.
Evaluates health programs	Inconsistently develops, implements and evaluates interventions to attain expected outcomes.	Occasionally develops, implements and evaluates interventions to attain expected outcomes.	Develops, implements and evaluates interventions to attain expected outcomes.	Frequently develops, implements and evaluates interventions to attain expected outcomes.	Consistently develops, implements and evaluates interventions to attain expected outcomes.

EXAMPLES: Provide health in-services to school staff on communicable disease prevention

Act as health consultant and resource to staff and community

Interpret and implement policies and procedures re: communicable disease

Analyze accidents to determine causes and report safety hazards to appropriate administrator

Collect data to monitor quality and effectiveness of nursing care

Fiscal responsibility is evident in health care decisions

Administers community or public health programs in the schools such as: BBP, Vision screening, MAA, LEA

Medi Cal Billing, HSA supervision, Safety Committee, Dental Program, Teen Pregnancy, Absenteeism

CONTINUUM OF SCHOOL NURSE ABILITIES

COMMUNITY HEALTH

	Beginning	Emerging	Applying	Integrating	Innovating
Utilizes community resources to meet identified student needs	Seldom contacts people in community resource positions for added health services to meet unmet student needs.	Seldom contacts individuals, public and private agencies and other community groups, utilizing community resources to meet unmet identified student health needs to ensure continuity of service and care.	Works effectively with individuals, public and private agencies and other community groups, utilizing community resources to meet unmet identified student health needs to ensure continuity of service and care.	Frequently works effectively with individuals, public and private agencies and other community groups, utilizing community resources to meet unmet identified student health needs to ensure continuity of service and care.	Consistently works effectively with individuals, public and private agencies and other community groups, utilizing community resources to meet unmet identified student health needs to ensure continuity of service and care.
Utilizes local and state resources to meet identified school/community health needs	Demonstrates little or no awareness of need to interpret school health needs to others to promote broader community health practices.	Infrequently interprets school health needs to appropriate individuals and groups, including elected officials, regional and state planning groups to promote broader community health practices.	Interprets school health needs to appropriate individuals and groups including elected officials, regional and state planning groups to promote broader community health practices.	Frequently interprets school health needs to appropriate individuals and groups, including elected officials, regional and state planning groups to promote broader community health practices.	Consistently interprets school health needs to appropriate individuals and groups, including elected officials, regional and state planning groups to promote broader community health practices.

EXAMPLES: CSNO/NASN, AFT Health Care School Nurse Sub-Committee, Bay Coast CSNO, County Office of Education, Public Radio, Coast Alliance, School Board
 Consult with parents, staff and agencies re: community health problems (i.e. lead, obesity, nutrition)
 Hearing Services, Lions, PVHT, CRC, CCS, SPIN, SARC, Dientes, Monterey Bay Dental, Local Pediatricians

CONTINUUM OF SCHOOL NURSE ABILITIES

PROFESSIONAL DEVELOPMENT

	Beginning	Emerging	Applying	Integrating	Innovating
Assumes responsibility for relating own practice to Professional Standards	Is aware of professional practice standards. Does not relate own nursing practice to standards.	Occasionally evaluates own nursing practice in relation to professional practice standards.	Evaluates own nursing practice in relation to professional practice standards.	Frequently evaluates own nursing practice in relation to professional practice standards.	Consistently evaluates own nursing practice in relation to professional practice standards.
Assumes responsibility for maintaining current professional knowledge	Recognizes the need to acquire and maintain current knowledge in nursing practice but takes no action.	Occasionally acquires and maintains current knowledge in nursing practice.	Evaluates, acquires and maintains current knowledge in nursing practice.	Frequently acquires and maintains current knowledge in nursing practice.	Consistently acquires and maintains current knowledge in nursing practice.
Assumes responsibility for participation in professional development activities	Is aware of opportunities for professional development but doesn't participate in professional organizations, networking, or collegiality.	Occasionally participates in professional organizations, networking and collegiality to promote own professional development.	Evaluates, participates in professional organizations, networking and collegiality to promote own professional development.	Frequently participates in professional organizations, networking and collegiality to promote own professional development.	Consistently participates in professional organizations, networking and collegiality to promote own professional development.

EXAMPLES: Actively updates skills through workshops, conferences, etc.

Participates in professional growth activities.

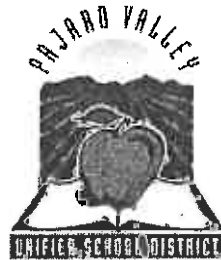
Maintains professional growth through seminars, classes & individual research.

Provides in-services as needed to nursing colleagues.

Consults with professional colleagues and peers to enhance own skills and knowledge.

A DEVELOPMENTAL CONTINUUM OF SCHOOL PSYCHOLOGIST ABILITIES

Aligned with the National Association of School Psychologists and
the California Commission of Teacher Credentialing for School Psychology



Introduction to the Developmental Continuum of School Psychologists Abilities

Dear School Psychologist,

We hope that this introduction will help you understand the use of the Developmental Continuum of School Abilities. The Continuum describes school psychologist practice and professional development throughout a psychologist's career.

The Continuum was initially developed in 1996 and was revised 2005. The Continuum is based on state and national standards for school psychologists. The Continuum is designed for school psychologists in PVUSD to self-assess, develop professional goals and reflect on practice.

The Continuum presents a holistic view of school psychologist practice. The Standards are: Pre-Referral Process, Assessing and Diagnosing Student Needs, Writing Integrated Reports, Developing and Implementing the IEP, and Professional Responsibilities. The five standards are meant to be considered as a whole and not in any particular sequence or order. Each standard contains more specific elements of practice. They are interrelated and work together to provide a complete picture of effective practice.

The Continuum is organized to describe five levels of development. These levels are labeled **Beginning, Emerging, Applying, Integrating, and Innovating**. Each level addresses what a school psychologist should know and be able to do in the different Continuum standards. The levels do not represent a chronological sequence in a school psychologist's growth, but each row describes developmental levels of performance. A school psychologist may be at a beginning or emerging level of practice in some places on the Continuum and at advanced levels in some others, no matter how many years she/he has been in the profession.

For example, in the domain for **Pre-Referral Process**, a school psychologist may be at the **Emerging** level in *Serves as a resource to parents/families and school personnel to address student needs* and at the **Integrating** level in *Assists in the processing of student referrals through participation in the Student Study Team*. Because a school psychologist's growth is developmental, one may return to an earlier level temporarily if there are changes in a school psychologist's career, such as new school placements or changes in assessments or student demographics.

How to use the Continuum:

To use the Continuum, you read across each row of descriptors from left (beginning) to right (innovating) as the descriptors become more complex and sophisticated. As you move from left to right, locate the descriptor that best defines your current school psychologist practice. Any practice described on the left of the Continuum is carried across to those on the right even if not explicitly stated.

The Continuum provides a common language for setting and discussing goals for professional development within an environment of collegial support. The Continuum is a guide for self-reflection, assessment and conversation between school psychologists, advisors/support providers, and administrators. It is intended to help interpret their practice and make informed decisions about their ongoing development as a professional. In the Santa Cruz New Teacher Project, the Continuum serves as the entry point for developing an Individual Learning Plan (ILP) with which teachers identify and work toward professional goals. The Continuum is not meant to be used as a rubric to define performance standards or expectations. It is not an isolated observation instrument but is best used as one component of a comprehensive process of assessing the development of school psychologist practice. In some settings, it may be part of an evaluation process and is appropriately used within a peer coaching relationship with a colleague or administrator.

The Continuum has proven to be a powerful tool as school psychologists identify their areas of growth, move from assistance to autonomy, and become lifelong learners. We hope that the Continuum will help you assess your own school psychologist practice and plan your professional development.

Glossary of Terms:

- **Continuum:** a document describing different levels of practice or knowledge along various stages of development.
- **Descriptor:** an individual cell or "box" corresponding to the developmental levels in the Continuum.
- **Standards:** one of five areas of school psychologist practice that comprises the Continuum.
- **Element:** an area or sub-domain of school psychologist practice within any of the five Continuum standards.
- **Level:** the levels of school psychologist development that represent what a school psychologist should know and be able to do, i.e.:
 - Beginning:** a level of professional development in which the school psychologist relies on ongoing assistance from more experienced colleagues for support, guidance and survival, and is trying to internalize and apply what she/he has learned about school psychologist practice.
 - Emerging:** a level of development in which the school psychologist still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her/his practice.
 - Applying:** a level of development in which the school psychologist is able to practice independently, internalizes and easily applies what she/he has learned about school psychologist practice.
 - Integrating:** a level of development in which the school psychologist is fully skilled, confident and able to integrate complex elements of knowledge, skill, and professional development into that practice. The integrating school psychologist moves beyond her/his immediate school psychologist practice, collegial relationships and professional growth activities and is often a leader among peers.
 - Innovating:** a level of development in which the school psychologist is consistently innovating and creating in all areas of school psychologist practice and professional development. A leader in school, district and local community, the innovating school psychologist contributes to the broader education community through staff development, school-based research, articles in professional journals, etc.

Pre-Referral Process

	Beginning	Emerging	Applying	Integrating	Innovating
Serves as a resource to parents/families and school personnel to address student needs	Participates in brief and spontaneous conversations regarding student needs.	Actively listens to concerns and assists in next steps.	Schedules meetings with personnel to thoroughly discuss concerns, may include SST.	Explores and documents concerns and assists in next steps. Seeks resources and interventions.	Educates parents/families and school personnel regarding student needs and available services.
Assists in the processing of student referrals through participation in the Student Study Team	Participates in the Student Study Team (SST) process when required.	Attends SST meetings at the request of the site administrator or teacher.	Attends SST meetings as requested and actively assists team in developing an intervention plan.	Frequently attends SST meetings at request of site administrator, assists in gathering background information, and participates in brainstorming activity.	Consistently attends SST meetings, actively brainstorms interventions, and actively participates in the team action plan.

Assessing and Diagnosing Student Needs

	Beginning	Emerging	Applying	Integrating	Innovating
Performs assessments using a variety of data from documents and resources	Assessments focus on current behavior and levels of performance with brief review of health and educational history.	Assessments investigate educational and health history and other background information in isolation.	Assessments investigate educational history previous testing, linguistic levels, health issues currently affecting school performance.	Assessments include educational history, previous testing, health issues and analysis of linguistic issues affecting school performance.	Assessments include a thorough review of educational history, previous testing, health issues and cultural/linguistic/ environmental issues with documentation of how they affect school performance.
Gathers a variety of background information when conducting assessments	Observational data is primarily second hand with little to no direct observation by the examiner. Reviews Cum file for academic history.	Assessment has some observational data of students in classroom or on the playground. Makes teacher contact to gather information regarding student functioning.	Assessments include teacher observations with some direct observation by examiner in classroom and during evaluation. Gathers information about family history and home environment from parents and from students when appropriate.	Assessments include teacher and parent interviews and a variety of direct observations by the examiner. Gathers information from other site special education staff as appropriate.	Assessments include observations from a variety of settings. Collects information from persons outside of the classroom and in the community knowledgeable about the student's functioning.
Utilizes a variety of tests and diagnostic procedures when performing an assessment	Administers standardized tests.	Administers standardized formal tests with occasional utilization of authentic assessment measures.	Utilizes formal and informal assessment procedures in the diagnostic process.	Utilizes formal and informal tests and occasionally incorporates curriculum based measurement.	Utilizes standardized tests, criterion referenced or curriculum based assessments, and dynamic interactive techniques as a part of the diagnostic procedure.

Writing Integrated Reports

	Beginning	Emerging	Applying	Integrating	Innovating
<p>Interprets test results and develops a comprehensive summary with recommendations</p>	<p>Reports test scores.</p>	<p>Reports test scores along with observational data with a basic summary of findings.</p>	<p>Analyzes test results and observations and summarizes a pattern of strengths and needs.</p>	<p>Interprets test results with background data and observations and summarizes strengths and needs with recommendations.</p>	<p>Analyzes test results in a cohesive manner, incorporating background data, interviews, and observations into a comprehensive summary of findings with thorough recommendations.</p>
<p>Coordinates with team members to develop an integrated report</p>	<p>Writes assessment reports in isolation with minimal inclusion of other team members information.</p>	<p>Writes an integrated report that includes information provided by other team members.</p>	<p>Writes integrated reports utilizing information submitted by other team members and proofreads for accuracy.</p>	<p>Writes integrated reports utilizing information submitted by team members. Writes a cohesive summary and proofreads for accuracy.</p>	<p>Co-writes integrated reports with assessment team members. Writes a cohesive summary, edits to ensure cohesiveness, and readability by parent and staff.</p>

Developing and Implementing the IEP

	Beginning	Emerging	Applying	Integrating	Innovating
Communicates required information during IEP and assists in development	Prepares test score results and draft report. Attends IEP meeting.	Prepares final report. Attends IEP meeting and discusses assessment results. Minimizes use of educational jargon to promote parent understanding.	Prepares final report, attends IEP meeting and actively participates in discussion. Shares insights and recommendations related to student's academic achievement. Works to ensure clarity of communication to parent.	Attends IEP meeting with final report and with awareness of proposed goals and objectives in draft form. Shares insights and recommendations related to students academic, emotional and behavioral needs in a fully comprehensible way to parents.	Attends IEP meeting with final integrated report, proofed by team members and with knowledge of proposed goals and objectives in draft form. Shares insights and recommendations related to overall student success across environments in a fully comprehensible way to parents.
Leadership in IEP	Addresses mandated components of IEP meeting.	Conducts introductory and closing statements. Ensures each member presents information.	Invites discussion of goals and objectives. Ensures each member shares information and concerns and maintains efficiency of meeting.	States purpose of meeting, invites parent questions and concerns. Facilitates interactive dialogue regarding report findings and other information.	Promotes positive dialogue regarding student success. Is able to work with team to identify and mediate challenging issues. Utilizes reflective listening.

Professional Responsibilities

	Beginning	Emerging	Applying	Integrating	Innovating
Staff Development	Is aware of the need for individual consultation relating to Special education and answers inquiries of faculty when contacted. Attends required inservice.	Provides individual consultation and attends inservice for general and special education staff on topics relating to special education as directed by the administration.	Provides consultation and actively supports inservice to general and special education staff on topics relating to special education and overall student school success.	Plans with others to present inservices on a variety of topics related to general and special education.	Initiates, plans and presents workshops and seminars on a variety of topics relating to general and special education.

**As Professional Educators School Psychologists Always
Adhere to District, State and Federal Guidelines to Ensure District Compliance.**