

Educator Effectiveness Observation & Practice

FRAMEWORK FOR
NON-TEACHING PROFESSIONALS:

School Psychologist



Revised June 2021

EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE: Framework for Evaluation: School Psychologist

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I'm completing an:

- Evaluatee Self-Assessment
- Evaluator Assessment

Today's Date:

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Introduction

The Framework for Non-Teaching Professionals (NTP) identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what NTPs should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every situation. The evaluator and the NTP jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

- i NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice for School Psychologists



DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 4: Professional Responsibilities

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 1: Planning and Preparation

COMPONENT 1A:

Demonstrating Knowledge of Content and Best Practice

The school psychologist has a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies, as well as the ability to communicate important principles and concepts.

Distinguished

- Demonstrates extensive knowledge of best practices and applies knowledge across stakeholders and settings; informed by the NASP Practice Model.

Proficient

- Demonstrates sufficient knowledge of best practices relative to planning and preparation for comprehensive service delivery; informed by the NASP Practice Model.

Needs Improvement

- Demonstrates limited knowledge of best practices relative to planning and preparation for comprehensive service delivery; informed by the NASP Practice Model.

Failing

- Demonstrates little or no knowledge of best practices relative to planning and preparation for comprehensive service delivery; does not utilize the NASP Practice Model.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist has knowledge of best practices.*
- *If not covered in discussion, ask questions that probe a salient aspect of school psychologist's work.*
- *How does the National Association of School Psychologist (NASP) inform practice?*

Evidence of Practice:

- School Psychologist information on website/online resource
- Sample Functional Behavioral Assessment (FBA)
- Intervention manual
- Sample intervention plan
- Sample Pessu Boyden System Psychomotor (PBSP)
- Sample evaluation/reevaluation
- 504 evaluation/report
- National Association of School Psychologists (NASP) Practice Organizational Principles and Practice Domains
- Consultation plan with pre- and post-data



DOMAIN 1: Planning & Preparation

COMPONENT 1B:

Demonstrating Knowledge of Client Development and Individual Needs

The school psychologist demonstrates knowledge of biological, developmental, academic, cultural, environmental, cognitive, behavioral, familial, and social/emotional factors as well as perceived characteristics or other distinguishing characteristics.

Distinguished

- Demonstrates extensive knowledge of the client’s biological, developmental, academic, cultural, environmental, cognitive, behavioral, familial, and social/emotional needs, as well as perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics and uses needs to work within an interdisciplinary context to inform planning and preparation for comprehensive service delivery.

Proficient

- Demonstrates sufficient knowledge of the client’s biological, developmental, academic, cultural, environmental, cognitive, behavioral, familial, and social/emotional needs, as well as perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics and uses needs to inform planning and preparation for comprehensive service delivery.

Needs Improvement

- Demonstrates some knowledge of the client’s biological, developmental, academic, cultural, environmental, cognitive, behavioral, familial, and social/emotional needs, as well as perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics and uses needs to inform planning and preparation.

Failing

- Demonstrates little/no knowledge of the client’s biological, developmental, academic, cultural, environmental, cognitive, behavioral, familial, and social/emotional needs, as well as perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist has knowledge of general areas of child development, behavioral and social needs, cultural influences, and student achievement.*
- *If not covered in discussion, ask questions that probe issues such as how assessment measures are selected to address individual student characteristics.*

Evidence of Practice:

- Intervention plan
- Evaluation/reevaluation report
- FBA and PBSP
- Manifestation Determination
- 504 evaluation/report
- Bias-free assessments
- Psychological counseling as a related service
- Consultation plan with pre- and post-data



DOMAIN 1: Planning & Preparation

COMPONENT 1C:

Demonstrating Knowledge of a Variety of Assessment Techniques

The school psychologist collects and analyzes data from multiple sources (e.g., caregivers, teachers, students) and levels (i.e., individual, group, system) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.

Distinguished

- Has extensive knowledge of assessment, resulting in well-defined recommendations that are matched to student needs and staff-friendly.
- Consistently uses data sources that are equitable to all persons regardless of actual or perceived characteristics (including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability) or any other distinguishing characteristics to inform instruction that is aligned with evidenced-based instructional practices and mental and behavioral health interventions and supports that promote equitable access to educational opportunities.
- Has extensive and appropriate knowledge of, and training/professional development in the administration and interpretation of, assessments that have been developed and standardized for remote or telehealth work.

Proficient

- Has sufficient knowledge of assessment that results in well-defined recommendations that are matched to student needs and staff-friendly.
- Uses data sources that are equitable to all persons regardless of actual or perceived characteristics (including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability) or any other distinguishing characteristics to make recommendations to inform instruction that is aligned with evidenced-based instructional practices and mental and behavioral health interventions and supports that promote equitable access to educational opportunities.
- Has appropriate knowledge of, and training/professional development in the administration and interpretation of, assessments that have been developed and standardized for remote or telehealth work.

Needs Improvement

- Demonstrates an emerging knowledge of assessment, but inconsistently defines recommendations.
- Inconsistently uses data sources that are equitable to all persons regardless of actual or perceived characteristics (including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability) or any other distinguishing characteristics to inform instruction aligned with evidenced-based instructional practices and mental and behavioral health interventions and supports that promote equitable access to educational opportunities.
- Demonstrates an emerging knowledge of, and some training/professional development in the administration and interpretation of, assessments that have been developed and standardized for remote or telehealth work.

Failing

- Has little or no knowledge of assessment techniques, resulting in poorly defined recommendations.
- Does not use data sources that are equitable to all persons regardless of actual or perceived characteristics (including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability) or any other distinguishing characteristics to inform instruction aligned with evidenced-based instructional practices and mental and behavioral health interventions and supports that promote equitable access to educational opportunities.
- Has limited knowledge of, and minimal training/professional development in the administration and interpretation of, assessments that have been developed and standardized for remote or telehealth work.

Not Observed

Discussion Prompts: i

- *Listen and look for evidence that the school psychologist has sufficient knowledge of assessment that they are able to establish student goals that are student-friendly, measurable and aligned with PA Academic Standards*
- *If not covered in discussion, ask questions probing how data are analyzed, the impact on goal setting, and how progress is measured.*

Evidence of Practice:

- Data reports from a universal screening to drive decision making (district level, school level, grade level, classroom level, student level)
- Evaluation/reevaluation report
- Data reports re: office discipline referrals to look at district/school level, grade level, classroom level, student level to guide decision making
- Data reports from behavioral, social, emotional screening (district level, school level, grade level, classroom level, student level)
- Bank of measurable goals aligned to prerequisite skills and standards
- Disaggregated data reports identifying outcomes for groups of students, including marginalized students, to improve outcomes for all
- 504 evaluation/report
- Psychological counseling as a related service



DOMAIN 1: Planning & Preparation

COMPONENT 1D:

Demonstrating Knowledge of Resources

The school psychologist demonstrates knowledge of community resources to enhance collaboration and service delivery, as well as knowledge of a comprehensive continuum of resources to support learning, behavior, and social emotional development at the systems, group, and individual level for all students.

Distinguished

- Demonstrates extensive knowledge of resources and shares this information with others to inform collaborative planning and preparation relative to provision of comprehensive and well-integrated school psychological services both in-person and remotely/telehealth-based on the NASP Practice Model.

Proficient

- Demonstrates sufficient knowledge of resources and uses this information to inform planning and preparation relative to provision of comprehensive school psychological services both in-person and remotely/telehealth-based on the NASP Practice Model.

Needs Improvement

- Demonstrates some knowledge of resources and the ability to use this information to inform planning and preparation of school psychological services both in-person and remotely/telehealth-based on the NASP Practice Model.

Failing

- Does not demonstrate knowledge of resources for the delivery of comprehensive school psychological services both in-person and remotely/telehealth-based on the NASP Practice Model.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist has knowledge of resources within and beyond the LEA that are credible, accessible, and when applicable research-based.*
- *If not covered in discussion, ask questions probing knowledge of websites, community and PDE resources, and tools (such as various research-based classroom management programs) that can be shared with staff, students, and/or families.*

Evidence of Practice:

- Community services directory
- Websites and other resources used to identify evidence-based assessments, practices, and interventions
- Informational materials for families (e.g., school psychologist webpage, newsletter, brochure)
- Materials from a professional development session provided to staff, families, other stakeholders, etc.
- District-wide training plan for social-emotional learning, trauma
- MTSS or PBIS Manual



DOMAIN 1: Planning & Preparation

COMPONENT 1E:

Collaborating on the Design of Coherent Service Delivery

The school psychologist delivers a comprehensive range of services in professional practice based upon the NASP Practice Model that result in direct, measurable outcomes for students, families, schools, and/or other consumers.

Distinguished

- Makes significant contributions to the meaningful design of comprehensive school psychological service delivery based on the NASP Practice Model, both in-person and remotely/telehealth due to extensive knowledge in designing structures, supports, processes, and resources.
- Works within an interdisciplinary team to design and integrate comprehensive services for the individual and system.

Proficient

- Contributes to the meaningful design of comprehensive school psychological service delivery based on the NASP Practice Model, both in-person and remotely/telehealth due to sufficient knowledge in designing structures, supports, processes, and resources.

Needs Improvement

- Partially contributes to the meaningful design of comprehensive school psychological service delivery based on the NASP Practice Model, both in-person and remotely/telehealth due to limited knowledge in designing structures, supports, processes, and resources.

Failing

- Is unable to contribute to the meaningful design of comprehensive school psychological service delivery based on the NASP Practice Model, both in-person and remotely/telehealth due to limited knowledge in designing structures, supports, processes, and resources.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist has knowledge of instructional and service delivery models to contribute to designing supports, processes, and resources applicable to students and families.*
- *If not covered in discussion, ask questions that probe the psychologist's knowledge of how data are interpreted and guides instruction, relevant characteristics of various instructional approaches and interventions, and how to evaluate the benefits of using particular service or instructional models.*

Evidence of Practice:

- Advanced Tiers intervention manual/grid
- Data-analysis teaming protocol (e.g., TIPS-II, DAT-R, SIRF)
- Intervention plan
- 504 evaluation/report
- Evaluation/reevaluation report
- Functional Behavioral Assessment/Positive Behavior Support Plan



DOMAIN 1: Planning & Preparation

COMPONENT 1F:

Designing Student Assessments

The school psychologist incorporates various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.

Distinguished

- Uses various approaches to assessment (both in-person and remotely/telehealth) that take into account ecological factors (e.g., classroom, family, and community characteristics); approaches are fully aligned with instructional outcomes for both content and process.
- Adapts various assessment methodologies for individual students, groups of students, and/or at the system level with consideration for impact on historically marginalized and minoritized groups of students, promoting equitable access to educational opportunities.

Proficient

- Identifies whether the majority of instructional outcomes were attained via the use of appropriate assessment methods (both in-person and remotely/telehealth) which take into account ecological factors (e.g., classroom, family, and community characteristics).
- Measures and recommends appropriate adaptations for individual students, groups of students, and/or at the system level with consideration for impact on historically marginalized and minoritized groups of students in support of equitable access to educational opportunities.

Needs Improvement

- Identifies whether some instructional outcomes were attained via the use of appropriate assessment methods and measures (both in-person and remotely/telehealth) which take into account ecological factors (e.g., classroom, family, and community characteristics) for individual students, groups of students, and/or at the system level.
- Considers impact on historically marginalized and minoritized groups of students.

Failing

- Fails to identify assessment methods and measures (both in-person and remotely/telehealth) which take into account ecological factors (e.g., classroom, family, and community characteristics) and are congruent with instructional outcomes for individual students, groups of students, and/or at the system level.
- Fails to consider impact on historically marginalized and minoritized groups of students.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist knows how to choose and/or design appropriate assessment measures to meet needs pertinent to groups and/or individual students.*
- *If not covered in discussion, ask questions regarding use of various types of assessment (e.g., formative, summative, authentic, standardized, group and/or individual) and their use relative to the group or individual student needs.*

Evidence of Practice:

- Evaluation/reevaluation report
- 504 evaluation/report
- FBA/PBSP
- Sample alternative assessment
- Description/examples of assessments used to drive intervention
- Report of program evaluation (MTSS)
- Discipline disproportionality analysis
- Consultation plan with pre- and post-data



DOMAIN 2: Educational Environment

COMPONENT 2A:

Creating an Environment of Respect and Rapport

The school psychologist provides services that foster a positive school climate and uses expertise to build and enhance relationships leading to greater school connectedness for students, staff, families, and communities.

Distinguished

- Interacts with clients (both in-person and remotely/telehealth) in a manner characterized by high levels of rapport, confidentiality, and mutual respect.
- Works proactively with other professionals in the setting to establish a safe, positive, supportive, and respectful climate and to collect feedback to sustain and/or continue to improve the environment taking into account issues of equity and diversity including, but not limited to, culture, religion, language, poverty, race, violence, isolation, and economic segregation of students, staff, families, and communities.

Proficient

- Interacts with clients (both in-person and remotely/telehealth) in a manner characterized by adequate rapport, confidentiality, and mutual respect.
- Consistently seeks to establish a safe, positive, supportive, and respectful climate for students, staff, families, and communities taking into account issues of equity and diversity including, but not limited to, culture, religion, language, poverty, race, isolation, and economic segregation.

Needs Improvement

- Interacts with clients (both in-person and remotely/telehealth) in a manner characterized by minimal rapport, a degree of mutual respect, and limited conflict/relational tension; is in the process of establishing mutual trust and collaboration.
- Acknowledges equity and diversity factors including, but not limited to, culture, religion, language, poverty, race, isolation, and economic segregation, of student, staff, families, and communities that may impact the establishment of trust and relational issues.

Failing

- Interacts with clients (both in-person and remotely/telehealth) in a manner that is characterized by conflict, tension, and limited rapport; lacks mutual trust and collaboration skills.
- Does not acknowledge factors related to equity and diversity factors including, but not limited to, culture, religion, language, poverty, race, isolation, and economic segregation of student, staff, families, and communities that may impact interaction and relational trust.

Not Observed

Discussion Prompts:



- *It is noted that this item may be best appraised by direct observation of the school psychologist by the evaluator and/or other administrators.*
- *Follow-up discussion might address the school psychologist's perceptions of the outcomes of these observations.*

Evidence of Practice:

- Documentation of meetings with students
- Documentation of procedures by which students can contact or meet with SP
- Signage or communications to students (e.g., Safe Zone sign outside office, information for students)



DOMAIN 2: Educational Environment

COMPONENT 2B:

Establishing a Culture for Positive Mental Health and Learning

The school psychologist collaborates with others to promote preventive and responsive services that enhance learning, mental, and behavioral health, as well as addressing psychological and physical safety through implementation of effective crisis prevention, protection, mitigation, response, and recovery.

Distinguished

- Is a model and leader with respect to significant and consistent contributions toward the establishment of a culture characterized by equity, diversity, inclusion, and high standards for academic and mental and behavioral success.

Proficient

- Believes in the importance of, or consistently contributes to, the establishment of a culture characterized by the promotion of equity, diversity, inclusion, and high standards for academic and mental and behavioral success.

Needs Improvement

- Believes somewhat in the importance of, or occasionally contributes meaningfully to, the establishment of a culture characterized by equity, diversity, inclusion, and high standards for academic and mental and behavioral success.

Failing

- Does not believe in the importance of, or does not contribute meaningfully to, the establishment of a culture characterized by equity, diversity, inclusion, and high standards for academic and mental and behavioral success.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist is involved in activities that are related to improvements in student performance.*
- *If not covered in discussion, ask questions that address whether the school psychologist is involved in related activities.*

Evidence of Practice:

- SWPBIS Team meeting notes with noted roles
- District or school plan for SEL
- Documentation of student meetings
- Intervention plan
- Verification of PREPaRE training
- Documentation of participation on LEA threat assessment team
- Consultation plan with pre- and post-data



DOMAIN 2: Educational Environment

COMPONENT 2C:

Managing Procedures

The school psychologist establishes organizational routines, data systems, and practices for effective delivery of comprehensive services while adhering to legal and ethical requirements.

Distinguished

- Empowers clients to adhere to routines and procedures and to maintain data and data systems in-person and remotely/telehealth.
- Exemplary compliance with evaluation timelines; Chapters 14, 15, and 16; and IDEA regulations.
- Actively advocates for the welfare and rights of children and uses expertise to promote changes in individual education programs, systems, schools, and legislation.

Proficient

- Delivers services in-person and remotely/telehealth with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems.
- Complies with evaluation timelines; Chapters 14, 15, and 16; and IDEA regulations.
- Advocates for the welfare and rights of children.

Needs Improvement

- Some loss of service delivery in-person and remotely/telehealth due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems.
- Inconsistently complies with evaluation timelines; Chapters 14, 15, and 16; and IDEA regulations.
- Limited advocacy for the welfare and rights of children.

Failing

- Significant loss of service delivery in-person and remotely/telehealth due to inefficient routines and/or management of procedures, supplies, data, and data systems.
- Does not comply with evaluation timelines; Chapters 14, 15, and 16; and IDEA regulations.
- Does not advocate for the welfare and rights of children.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist manages assigned duties in an efficient and timely manner.*
- *If not covered in discussion, ask questions that address functions for which there are legal or organizational expectations for timeliness of completion (e.g., state-mandated evaluation timeline).*

Evidence of Practice:

- Threat assessment procedures
- Leadership role on the LEA's threat assessment team
- Written process for gathering evaluation/reevaluation report or waiver data
- Early Warning System team meeting protocol
- Documentation of due dates and completion dates for evaluation/reevaluation reports, gifted written reports
- Schedule of problem-solving team meetings



DOMAIN 2: Educational Environment

COMPONENT 2D:

Managing Student Behavior

The school psychologist integrates behavioral supports and mental health services with academic and learning goals, using data to identify students requiring individualized support and to provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services.

Distinguished

- Models highest standards of conduct that are clear and applied effectively.
- Provides comprehensive assistance to school personnel at the systems, group, and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services; outcomes support a consistently positive impact and promote equity and access to educational opportunity.

Proficient

- Establishes clear standards of conduct and applies them consistently.
- Provides adequate assistance to school personnel at the systems, group, and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.

Needs Improvement

- Establishes clear standards of conduct but applies them inconsistently.
- Provides some assistance to school personnel at the systems, group, and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.

Failing

- Does not clearly establish, nor consistently apply, standards of conduct.
- Provides little/no assistance to school personnel at the systems, group, and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist is involved in activities related to fostering students' appropriate behavior in school.*
- *If not covered in discussion, ask questions that address how the school psychologist is involved in these types of activities.*

Evidence of Practice:

- Advanced Tiers intervention manual/grid
- Copy of data-analysis teaming protocol (e.g., TIPS-II, DAT-R, SIRF)
- Intervention plan
- 504 evaluation/report
- Evaluation/reevaluation report
- Functional Behavioral Assessment/Positive Behavior Support Plan
- Certification in de-escalation and safe management of dangerous behavior (e.g., current CPI or Safety Care)
- Documentation of counseling services/CBT provided



DOMAIN 2: Educational Environment

COMPONENT 2E:

Organizing the Environment

The school psychologist organizes the environment to ensure safety, privacy, and confidentiality.

Distinguished

- Effectively organizes physical and digital spaces to ensure privacy, safety, and confidentiality.
- Creates a welcoming and inclusive environment that embraces diverse populations.

Proficient

- Organizes physical and digital spaces with consideration for privacy, safety, and confidentiality.
- Creates a welcoming and positive environment.

Needs Improvement

- Organizes the environment with respect to privacy, safety, and confidentiality; however, security risks are evident.

Failing

- Does not organize the environment with respect to privacy, safety, and confidentiality; security breaches are likely to occur.

Not Observed

Discussion Prompts:

- *Listen and look for evidence that the school psychologist in such a way to enhance efficiency and maintain confidentiality.*
- *If not covered in discussion, ask questions about the school psychologist's workspace.*

Evidence of Practice:

- Visual inspection of the school psychologist office (e.g., confidential locked test kits, files)
- Documentation of procedures for telehealth



DOMAIN 3: Delivery of Service

COMPONENT 3A:

Communicating Clearly and Accurately

The school psychologist effectively communicates information verbally and in writing for diverse audiences: caregivers, teachers, school personnel, policy makers, community leaders, and others.

Distinguished

- Effectively communicates and collaborates with families to facilitate positive home-school partnerships; provides a continuum of services that includes outreach and support to families on a consistent basis.
- Effectively collaborates with educators and provides a continuum of services that includes outreach and support to educators on a consistent basis.

Proficient

- Provides consistent communication and a continuum of services that includes outreach and support to families.
- Consistently communicates with educators at the individual, group, and systems level.

Needs Improvement

- Provides inconsistent communication and a limited continuum of services that includes outreach and support to families.
- Inconsistently communicates with educators at the individual, group, or systems level.

Failing

- Does not communicate effectively with students and families.
- Does not provide a continuum of services that includes outreach and support to students and families.
- Does not communicate effectively with educators at the individual, group, or systems level.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist performs effectively with caregivers. (This area may be best appraised by direct observation of the school psychologist.)*
- *If not covered in discussion, ask questions that address how the school psychologist interacts with caregivers and other stakeholders.*

Evidence of Practice:

- Evaluation/reevaluation report
- FBA/PBSP
- Intervention plan
- School psychologist's resources for families, educators, other stakeholders on webpage or other online source
- Newsletters, brochures
- Sample email to an educator sharing a resource and how to use it
- Consultation plan with pre- and post-data



DOMAIN 3: Delivery of Service

COMPONENT 3B:

Using Questioning, Discussion, and Consultation Techniques

The school psychologist consults and collaborates with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.

Distinguished

- Provides highly effective consultative services and facilitates interdisciplinary collaboration.
- Builds individual- and systems-level capacity through consultation and collaboration.
- Demonstrates sophisticated oral/written communication strategies to support high quality consultation and/or continuum of service.
- Considers the viewpoints of all parties on service delivery and outcomes.

Proficient

- Provides effective consultative services and participates collaboratively relative to service delivery and outcomes.
- Demonstrates appropriate oral and written communication techniques in support of consultation and/or continuum of service.

Needs Improvement

- Provides minimally effective consultative services; limited participation in collaborative efforts relative to service delivery and outcomes.
- Uses limited oral/written communication strategies in consultation and/or provision of continuum of service.

Failing

- Does not provide consultation or collaborate or use oral/written communication strategies to enhance the quality and/or continuum of services.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist consults effectively with teachers and administrators. (This area may be best appraised by direct observation of the school psychologist.)*
- *If not covered in discussion, ask questions about how the school psychologist consults with teachers and administrators.*

Evidence of Practice:

- Evaluation/reevaluation reports
- Advanced Tiers team meeting/data protocols
- Intervention plan developed through consultation with pre- and post-data
- FBA/PBSP



DOMAIN 3: Delivery of Service

COMPONENT 3C:

Enhancing Learning Outcomes

The school psychologist provides effective instructional behavioral consultation and collaboration strategies to recommend evidence-based academic, behavioral, and SEL methodologies to improve outcomes for all students.

Distinguished

- Demonstrates extensive ability to facilitate evidence-based methodologies, and works to build the same level of capacity within an interdisciplinary team to enhance individual-level achievement outcomes and promote equity and access to educational opportunity through comprehensive school psychological service delivery.

Proficient

- Demonstrates sufficient ability to facilitate evidence-based methodologies to enhance student achievement outcomes and promote equity and access to educational opportunity as part of comprehensive school psychological service delivery.

Needs Improvement

- Demonstrates some ability to facilitate evidence-based methodologies to enhance student achievement outcomes and promote equity and access to educational opportunity.

Failing

- Demonstrates little or no ability to facilitate evidence-based methodologies to enhance student achievement outcomes and promote equity and access to educational opportunity.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist recommends or facilitates the use of evidence-based practices.*
- *If not covered in discussion, ask questions about how the school psychologist facilitates the use of evidence-based practices.*

Evidence of Practice:

- Evaluation/reevaluation reports
- Advanced Tiers team meeting/data protocols
- Intervention plan developed through consultation with pre- and post-data
- FBA/PBSP
- Intervention plan
- Alternatives to suspension program manual / narrative
- Research literature review summary
- Professional development materials
- School psychologist designed brochures, videos, or other communications demonstrating how to implement strategies
- Consultation plan with pre- and post-data



DOMAIN 3: Delivery of Service

COMPONENT 3D:

Using Assessment in Learning and Mental Health Services toward Educational, Social, and Life Outcomes

The school psychologist uses varied models and reliable and valid methods of assessment to inform instruction and service outcomes.

Distinguished

- Provides a continuum of services and evaluation tools that assesses the impact of services relative to the development of academic, social-emotional, mental health, and life skills, and collaborates with other professionals to coordinate and integrate efforts in order to build capacity and enhance service delivery outcomes using reliable and valid evaluation criteria.

Proficient

- Provides adequate services and evaluation tools to assess the impact of services relative to the development of academic, social-emotional, mental health, and life skills.

Needs Improvement

- Provides some degree of services and evaluation tools to assess outcomes toward improved, academic, social-emotional, mental health, and life skills.

Failing

- Does not provide a continuum of services or evaluation tools that assesses the quality of those services toward improved, academic, social-emotional, mental health, and life skills.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist is effective in providing and/or facilitating the delivery of mental health services to students.*
- *If not covered in discussion, ask questions about how the school psychologist is involved in the delivery of mental health services to students.*

Evidence of Practice:

- Advanced Tiers intervention manual/grid
- Copy of data-analysis teaming protocol (e.g., TIPS-II, DAT-R, SIRF)
- Intervention plan
- 504 evaluation/report
- Evaluation/reevaluation report
- Functional Behavioral Assessment/Positive Behavior Support Plan
- Program evaluation summary
- Consultation plan with pre- and post-data



DOMAIN 3: Delivery of Service

COMPONENT 3E:

Demonstrating Flexibility and Responsiveness

The school psychologist serves as an interdisciplinary team member who engages in collaboration and problem-solving to meet evolving needs and assists in action planning.

Distinguished

- Functions in a leadership role on the school crisis team.
- Investigates and designs evidence-based counseling procedures for students who are at-risk, providing regular counseling and mentoring.
- Reviews school-wide universal data for students' academic performance and, where a high percentage of students are not reaching proficiency, provides data summaries for data-analysis teams and assists them with setting grade-level and school-wide goals that include evidence-based strategies for increasing academic skills.
- Assists in establishing systems for class-wide intervention to close gaps on prerequisite skills in an equitable and efficient manner.

Proficient

- Functions effectively as part of the school crisis team.
- Provides individual counseling and mentoring for at-risk students.
- Reviews school-wide universal data for students' academic performance and, where a high percentage of students are not reaching proficiency, provides data summaries for data-analysis teams.

Needs Improvement

- Functions as part of the school crisis team in a limited capacity.
- Identifies students who are at-risk and refers them for individual counseling and mentoring.
- Reviews school-wide universal data for students' academic performance and is able to recognize that a high percentage of students are not reaching proficiency; however, takes no steps to support systems-level steps to improve academic achievement.

Failing

- Fails to contribute to the school crisis team as designated.
- Fails to identify, or provides no counseling services for, at-risk students.
- Does not review school-wide universal data.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist is involved in the delivery of services that are preventive and/or responsive to students' academic and/or behavioral/emotional needs.*
- *If not covered in discussion, ask questions about how the school psychologist is involved in preventative and responsive services.*

Evidence of Practice:

- Advanced Tiers intervention manual/grid
- Copy of data-analysis teaming protocol (e.g., TIPS-II, DAT-R, SIRF)
- Intervention plan
- 504 evaluation/report
- Evaluation/reevaluation report
- School Crisis Response Team documentation
- Consultation plan with pre- and post-data



DOMAIN 4: Professional Development

COMPONENT 4A:

Reflecting on Professional Practice

The school psychologist sets and monitors personal, individual, and systems-level professional learning needs and growth opportunities.

Distinguished

- Engages in high levels of reflective practice relative to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities to enhance professional growth.
- Solicits input from clients, colleagues, and administrators to improve the quality of school psychological services.
- Engages in high levels of regular professional supervision, peer consultation, and mentoring in support of effective practice.

Proficient

- Demonstrates consistent levels of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities to enhance professional growth.
- Consistently applies professional supervision, peer consultation, and mentoring to effect improved practice.

Needs Improvement

- Demonstrates some reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance professional growth.
- Minimal engagement in professional supervision, peer consultation, and mentoring to improve practice.

Failing

- Fails to demonstrate reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance professional growth.
- Lack of engagement in professional supervision, peer consultation, and mentoring to improve practice.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist demonstrates reflective practice and adheres to ethical (NASP and American Psychological Association Ethical Practices) and legal standards as well as engages in activities that allow for professional growth.*
- *If not covered in discussion, ask questions that relate to the engagement of professional learning opportunities such as reading materials, learning communities, webinars, or actual conferences attended and how the school psychologist follows best practice.*

Evidence of Practice:

- Advanced Tiers intervention manual/grid
- Copy of data-analysis teaming protocol (e.g., TIPS-II, DAT-R, SIRF)
- Intervention plan
- 504 evaluation/report
- Evaluation/reevaluation report
- Functional Behavioral Assessment/Positive Behavior Support Plan
- Reports reflecting disaggregation of special education data to identify trends and problem solve



DOMAIN 4: Professional Development

COMPONENT 4B:

Maintaining Accurate and Confidential Records

The school psychologist adheres to ethical, professional, and legal standards while maintaining accuracy in record keeping.

Distinguished

- Consistently maintains internal records that are current, accurate, secure, and organized in adherence to ethical, professional, and legal standards; assists others with this process.
- Accesses, evaluates, and uses external information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.

Proficient

- Consistently maintains internal records that are current, accurate, secure, and organized in adherence to ethical, professional, and legal standards.
- Accesses, evaluates, and uses external information sources and technology in a responsible manner consistent with local policies.

Needs Improvement

- Inconsistently maintains internal records with limited adherence to ethical, professional, and legal standards.
- Accesses, evaluates, and uses external information sources and technology with minimal regard for confidentiality, security, or compliance with local policies.

Failing

- Fails to maintain internal records; disregards ethical, professional, and legal standards.
- Does not access, evaluate, or use external information sources and technology safely, securely, or in compliance with local policies.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist maintains current/accurate student records in a secure, confidential location.*
- *If not covered in discussion, ask questions that relate to how records are stored and/or provided to appropriate personnel.*

Evidence of Practice:

- Permission to evaluate/reevaluate form
- Documentation of due dates and completion dates of ERs, RRs, FBAs, PBSPs, GWRs that are all in compliance
- HIPAA and FERPA release documentation



DOMAIN 4: Professional Development

COMPONENT 4C:

Communicating with Stakeholders

The school psychologist effectively communicates information verbally and in writing for diverse audiences: caregivers, teachers, school personnel, policy makers, community leaders, and others.

Distinguished

- Adapts communication in a culturally responsive manner to diverse stakeholders.
- Uses communication skills to effectively facilitate team building and collective ownership, increasing capacity for enhanced service delivery outcomes.

Proficient

- Employs effective written and oral communication skills with all stakeholder groups.

Needs Improvement

- Written and/or oral communication with all stakeholders is limited and/or minimally effective.

Failing

- Does not communicate with stakeholders or communication is inappropriate.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist demonstrates effective written and oral communication with students, caregivers, administrators and staff and engages in advocacy for children, families, and best practices.*
- *If not covered in discussion, ask questions that relate to artifacts that are being reviewed in the context of timeliness, usefulness, accuracy and thoroughness.*

Evidence of Practice:

- Intervention plan
- 504 evaluation/report
- Evaluation/reevaluation report
- Functional Behavioral Assessment/Positive Behavior Support Plan
- Caregiver letter
- Resources designed for caregivers, educators, stakeholders (e.g., online school psychologist-developed resources, letters, brochures)
- School psychologist presentation materials
- Consultation plan with pre- and post-data



DOMAIN 4: Professional Development

COMPONENT 4D:

Participating in a Professional Community

The school psychologist actively participates in professional communities, contributing to personal growth as well as to school and community initiatives.

Distinguished

- Is a highly participative and contributive PLC member who initiates collaboration and provides professional development at the local, state, and/or national level.
- Builds capacity toward improved outcomes and services.

Proficient

- Participates in a PLC.
- Provides professional development at the local, state, and/or national level.

Needs Improvement

- Participates in a PLC in a limited capacity.
- Provides professional development when directed.

Failing

- Does not participate in a PLC.
- Works in isolation and does not participate in or provide professional learning.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist demonstrates participation in a professional learning community.*
- *If not covered in discussion, ask questions that relate to situations in which the school psychologist has collaborated with staff to improve services to students.*

Evidence of Practice:

- Conference attendance documentation
- Memberships to professional organizations
- Presentations, newsletters, or other communications to other professionals
- Supervision of practicum students or interns



DOMAIN 4: Professional Development

COMPONENT 4E:

Growing and Developing Professionally

The school psychologist seeks growth opportunities (e.g., professional supervision, peer consultation, and mentoring) to effect improvement of practice and evaluates, interprets, and synthesizes research findings as a foundation for effective service delivery.

Distinguished

- Applies research to practice, contributing to systemic improvement in quality of services.
- Realizes professional growth and development opportunities, including remote/telehealth practices, and routinely includes others who are seeking to improve the quality of services delivered to individuals and the system.

Proficient

- Applies research to personal practice effectively.
- Routinely seeks opportunities, including remote/telehealth practices, that result in professional growth and development.

Needs Improvement

- Attempts to apply research to practice; however, results have limited impact on the quality of services.
- Participates in professional growth and development opportunities when directed.

Failing

- Does not apply research to practice.
- Minimal participation in required professional growth and development.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist demonstrates consistent application of research in the implementation of practice and has sought out professional growth.*
- *If not covered in discussion, ask questions that relate to how the school psychologist seeks current research related to best practices in education and pursues professional growth opportunities.*

Evidence of Practice:

- Newsletter, journal articles written by the school psychologist
- Session description when presenting at conferences, PaTTAN
- Session description/documentation for presenting to school psychologists in training at the university level
- Certificates for attendance of professional development opportunities outside of what is provided by the school psychologists' employer
- Professional development materials created by the school psychologist for educators, families, other stakeholders
- Serving on dissertation committees for doctoral level school psychologists
- Program evaluation or action research summary



DOMAIN 4: Professional Development

COMPONENT 4F:

Showing Professionalism

The school psychologist demonstrates high levels of professionalism and ethical conduct.

Distinguished

- Demonstrates the highest level of professionalism characterized by integrity and ethical conduct, per NASP and APA standards.
- Provides clients with high-quality services tailored to their needs.
- Routinely seeks feedback from clients to evaluate professionalism and solicits recommendations for areas of improvement.
- Engages in high levels of responsive, ethical, and professional decision-making and collaboration with other professionals.

Proficient

- Demonstrates professionalism characterized by integrity and ethical conduct, per NASP and APA standards.
- Provides clients with high-quality services.
- Engages in responsive, ethical, and professional decision-making.

Needs Improvement

- Generally demonstrates professionalism.
- Inconsistently engages in responsive, ethical, and professional decision-making.

Failing

- Does not demonstrate professionalism.
- Does not engage in responsive, ethical, and professional decision-making.

Not Observed

Discussion Prompts:



- *Listen and look for evidence that the school psychologist demonstrates consistent levels of professionalism and integrity.*
- *If not covered in discussion, ask questions that relate to services that are ethical and tailored to the individual or system with whom the school psychologist is working and/or enhance the field.*

Evidence of Practice:

- NASP standards and Practice Model

Ratings by Domain

DOMAIN 1: Planning and Preparation

*Effective nonteaching professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.**

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs.</p> <p>Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs.</p> <p>Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs.</p> <p>Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs.</p> <p>All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes.</p> <p>There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.**</p>	<p>Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes.</p> <p>There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.**</p>	<p>Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth.</p> <p>Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.**</p>	<p>Recipients of services make a significant and meaningful contribution to various dimensions of the environment and contribute to improved academic, behavioral, and social-emotional outcomes.**</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 3: Delivery of Service

*Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.**

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.</p> <p>Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports.</p> <p>Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.</p> <p>Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity.</p> <p>Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.</p> <p>As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.**</p>

DOMAIN RATING: _____**COMMENTS:**

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>NTPs do not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues.</p> <p>Their record keeping systems are inefficient and ineffective.</p> <p>Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.</p> <p>NTPs do not take on leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice.</p> <p>Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>	<p>NTPs partially adhere to ethical standards and convey an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues.</p> <p>Their record keeping systems are approaching efficiency and effectiveness.</p> <p>Communication is somewhat effective, albeit inconsistent.</p> <p>NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>	<p>NTPs fully adhere to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues.</p> <p>Their record keeping systems are efficient and effective.</p> <p>Communication is clear, frequent, and effective.</p> <p>NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>Reflection on their practice may result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>	<p>NTPs have exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues.</p> <p>Their record keeping systems are exceptionally efficient and effective.</p> <p>Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.</p> <p>NTPs consistently seek out leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>Reflection on their practice consistently results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>

DOMAIN RATING: _____

COMMENTS:

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ADDITIONAL COMMENTS:



Adapted Work

Adapted by the Pennsylvania Department of Education from Charlotte Danielson’s 2011 “Framework for Teachers”

Adapted by Pennsylvania Department of Education from Charlotte Danielson’s 2020 “Framework for Remote Teaching”

Referenced Work

PA Department of Education. Equity and Inclusion. Retrieved May 14, 2021, from <https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx>

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