CONNECTICUT SEED

Student and Educator Support Specialists Guidance Document

School Psychologists

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **School Psychologists**. Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **School Psychologists** in public school settings.

OVERVIEW:

- o Roles of School Psychologists:

School Psychologists are uniquely qualified to help children and youth succeed academically, socially, behaviorally and emotionally. They collaborate with educators, parents and other professionals to create safe, healthy and supportive learning environments that strengthen connections between home, school and the community for all students. With expertise in both mental health and education, School Psychologists are highly trained in the areas of child development, learning, social/emotional development, curriculum and instruction, evaluation and assessment practices, consultation, collaboration, school law, and systems approaches to learning.

Given their specialized training and skills, School Psychologists are able to provide a multitude of interventions that contribute to overall student achievement (e.g. supporting academic and social-emotional learning, addressing positive school climates, enhancing academic engagement, promoting positive behavioral supports). They work as integral members of both school-based and district-wide teams to support the academic success of students through a variety of means including consultation and review of student performance data. Research findings have shown that students who receive this type of support demonstrate greater overall achievement in school (Bierman et al., 2011; Durlak et al., 2011).

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives.   Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level, course, etc…);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **School Psychologists** given their unique role within school settings.

Sample 1

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: School Psychology

Population of Students: All Elementary Students

Student Learning Objective Focus Statement:
Out of classroom behavior will improve as demonstrated by a decrease in office referrals.

Baseline Data:
Based on the School Wide Information System (SWIS) there were 1542 out of classroom area office referrals in the 2012-2013 school year.

Rationale:
This objective was chosen to decrease behaviors occurring in non-classroom areas that typically interfere with the delivery of instruction and student learning. As part of the school-wide PBIS team, the school psychologist will implement the "Stop/Walk/Talk" curriculum to teach and promote social responsibility skills.

Indicator(s) of Academic Growth and Development:
1. Student office referrals will decrease by 25% during the 2013-2014 academic year, in comparison to the 2012-2013 academic year.

Standards and Learning Content:
Performance Expectation 3:
       Element A, Welfare and Safety of Students, Faculty and Staff

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: School Psychology

Population of Students: Students with Autism Spectrum Disorder (ASD) at Parker Elementary School

Student Learning Objective Focus Statement:
Improve Social Competency of ASD students through initiating peer interaction(s).

Baseline Data:
There are 5 students identified with ASD who have an average daily interaction rate with peers of 1.2 interactions.

Rationale:
Students with ASD require direct instruction and support to generalize social skills to natural settings. The Social Emotional Regulation and Transactional Support (SCERTS) model will be implemented with these students.

Indicator(s) of Academic Growth and Development:
1. Three out of five students will successfully initiate 3 peer interactions with 3 different peers in 3 different situations/environments on a daily basis as measured by frequency data on daily point sheets and documented in observations by school psychologist by January 2014.
2. Two out of five students will successfully initiate 2 peer interactions in two different situations/environments on a daily basis as measured by frequency data on daily point sheets and documented in observations by school psychologist by May 2014.

Standards and Learning Content:
Common Core State Standards (CCSS) ELA & Literacy:
CCRA L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Sample 3

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: School Psychology

Population of Students: 22 students in 2nd grade

Student Learning Objective Focus Statement:
Students currently found to be below targeted benchmarks in reading will increase their reading proficiency by June.

Baseline Data:
22 students did not achieve the target DRA score (18) and are scheduled to receive Tier II and Tier III intervention. They currently read at 12 words per minute or below on AIMsweb Fluency test.

Rationale:
This objective was collaboratively set with the school psychologist and second grade teachers. The school psychologist will attend weekly data team meetings and provide recommendations for intervention using item analysis of student work, and when necessary, conduct classroom observations for students below target.

Indicator(s) of Academic Growth and Development:
1. AIMSweb score will improve by 1.8 words per minute per week for students with targeted interventions by June.
2. AIMSweb score will increase to 35 words read correctly on a second grade passage by end of the school year by June.
3. Increase of 3 DRA levels by the end of the school year.

Standards and Learning Content:
Common Core State Standards (CCSS) ELA & Literacy:
>   RF 2.4 – Read with sufficient accuracy and fluency to support comprehension.

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The School Psychology working group makes the following recommendations to the PEAC for the development of state evaluation guidelines for School Psychologists:

➢ In lieu of the draft rubric currently proposed, that performance criteria for the school psychologist are based on the *Model for Comprehensive and Integrated School Psychological Services* (National Association of School Psychology, 2010). This evaluation process is based on a set of rigorous research-based standards and NASP standards for training and practice. In keeping with the four guiding principles for evaluating the performance of school psychologists posited by the National Association for School Psychologists (NASP, 2012), the instrument is designed to accurately and fairly capture student and professional growth, have sufficient breadth to evaluate the wide scope of school psychological services, use measures that are valid, reliable and meaningful, and provide a uniform evaluation system. The evaluation focuses on the promotion of quality psychological services, effective leadership, enhanced student learning and professional practice. A fourth domain, Core Professionalism, has been added to illustrate the minimum competencies expected in any profession. This is separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice and collegial collaboration. The School Psychologist is expected to meet these standards. If they do not, it will affect their overall rating negatively.

➢ As part of a professional growth model, the School Psychologist Self-Assessment is required as a component of the evaluation process. School Psychologists are well qualified to contribute to the design of their performance evaluations as well as establish professional development goals. In addition to their knowledge of school psychology preparation and practice, they have expertise in measurement theory, data-based decision-making and knowledge of a variety of applicable evaluation methods

➢ Every school district responsible for evaluating the School Psychologist is required to have a clear job description that delineates the full scope of practice to guide the setting of IAGDs, feedback and observation.

➢ The School Psychologist and their evaluator are required to discuss the specific characteristics of the school psychologist's role including the population served and the characteristics of the population to determine the appropriate application of standardized measures of student growth to this professional.

➢ The School Psychologist and evaluator need to determine the appropriate venue for observation and the rubric by which the observation of practice will be conducted.

➢ The School Psychology Working Group recommends that the CSDE establish formal regional networks of professionals within these disciplines who can assist with individual or group supervision, support and evaluation consistent with national standards (NASP, 2012). The following excerpt from the Guidelines for the Practice of School Psychology, Connecticut State Department of Education (2004) provides direction in best practices for supervising and evaluating School Psychologists.

- Competent supervision of clinical skills (i.e., specialized skills required for the practice of school psychology, but not common to educators) promotes, enhances and updates the professional growth of the School Psychologist. As it relates to school psychology, the term "supervision" incorporates activities performed at two levels. At the individual level, clinical supervision refers to face-to-face supervision sessions between the School Psychologist and the supervising school psychologist. These sessions are designed to improve clinical skills related to assessment, counseling, consultation and other school psychology role requirements. Group supervision has the same goal — the enhancement of clinical skills — but refers to sessions with a group of two or more School Psychologists and the supervising School Psychologist. Group and individual clinical supervision require technical proficiency in school psychology and should only be provided by a certified School Psychologist, preferably with training in the area of supervision and evaluation (CSDE, 1999b; NASP, 2000c).

- Administrative supervision may be provided by appropriately credentialed individuals who are knowledgeable about school psychology, such as a building or district administrator (CSBE, 2001). Administrative supervision includes such activities as adherence to school policy and state and federal regulations, and the day-to-day nonclinical duties performed by the School Psychologist.

- Districts should provide adequate clinical supervision and professional resources to meet the needs of their school psychology staff members. Clinical supervision of School Psychologists requires discipline-specific training and expertise (Connecticut State Board of Education, 1999) and experience in the practice of school psychology. A lead School Psychologist should be designated by a school system to respond to practice issues in school psychology such as appropriate assessment techniques, best practice methods in counseling and consultation and skill building in all role functions. Supervision should be offered on an individual basis for all new staff members, interns and veteran professionals. For interns and first-year School Psychologists, face-to-face supervision should be provided for at least two hours weekly (NASP, 2000d; NASP, 2000e). Individual clinical supervision for the experienced School Psychologist should be arranged based on individual and district needs. Peer/group supervision is a viable source for staff supervision and development. Peer mentoring is another means of ensuring sufficient opportunities for professional growth and development for novice School Psychologists.

- Supervision also includes professional development activities offered through department meetings, workshops and conferences. These activities are part of a comprehensive clinical supervision plan developed for a school psychology staff. Professional development days offer an excellent opportunity for School Psychologists to pursue leadership opportunities, learn new counseling techniques, review new assessment methods and participate in program review and planning. School systems should provide professional development activities such as peer supervision and workshops specific to school psychology training and expertise. The Connecticut Association of School Psychologists, the National Association of School Psychologists, the American Psychological Association and the Connecticut State Department of Education Consultant for school psychology are all valuable resources in this regard.

➢ Supervisors should encourage School Psychologists to participate in state and national associations to maintain professional identity and an up-to-date knowledge of the field of school psychology. Supervisors should promote and support the participation of School Psychologists in professional development workshops offered outside the school system to obtain knowledge and to network with fellow School Psychologists (pages 15-16).

➢ Under state law, evaluation of professional school district employees is conducted in accordance with State Board of Education guidelines, in addition to whatever guidelines are established through the local school district's labor agreement. The latter typically assigns exclusive responsibility for staff evaluation to administrators. In order to promote professional growth, the evaluation of School Psychologists' clinical skills is best conducted by an appropriately certified School Psychologist. Many school districts, however, do not have an administrator who is certified in school psychology. In this situation, innovative arrangements for evaluating and supervising School Psychologists (and other support services specialists) might be explored. For example:

1. a School Psychologist with administrator's certification might be designated as a supervisor, or coordinator, and have a split position as both administrator and school psychologist, or
2. a special arrangement might be made for smaller districts to share an administrator (page 17).

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is recommended that the school/district utilize information gathered from the CT School Climate Survey, the National School Climate Survey or customize a survey that focuses on the initiative specific to school psychologists.

RESOURCES:

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Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from http://www.connecticutseed.org

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432.

National Association of School Psychologists, (2012). A framework for the personnel evaluation of school psychologists utilizing the NASP Practice Model, *Comminuque Handout: November,* Volume 41, Number 3. Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists, (2010). Model for Comprehensive and Integrated School Psychological Services. Bethesda, MD: National Association of School Psychologists.

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School Psychologist

STANDARD 1: Practices that Permeate All Aspects of Service Delivery

	Below Standard	Developing	Proficient	Exemplary
1a: Data-Based Decision Making and Accountability	DOESN'T MEET THE DEVELOPING CRITERIA	Conducts assessments to identify eligibility for special education Collects data systematically from one or more sources Uses some valid & reliable assessment techniques	…and Conducts assessments to identify eligibility for special education as part of the multidisciplinary team Collects and uses data to recommend appropriate and research-based academic and social/emotional learning services and interventions Uses problem-solving framework as basis for data-based decision-making Uses systematic and valid data collection procedures	…and Conducts assessments to identify all areas of suspected disability for special education eligibility Data collected systematically from multiple sources and considers ecological factors (e.g. classroom, family, community characteristics) Understands and helps facilitate design/implementation of treatment fidelity Uses systematic and valid methods to evaluate effectiveness of own service and school systems Use of information and technology resources to enhance data collection & decision making
1b. Consultation and Collaboration	DOESN'T MEET DEVELOPING CRITERIA	Uses the problem solving process as a vehicle for planning, communicating, consulting and collaboration Shows up for meetings Returns phone calls/emails Is visible to staff and parents in schools	…and Demonstrates timeliness for meetings, returning phone calls and emails Communicates information for diverse audiences, such as parents, teachers, and other school personnel, policy makers, community leaders, and others Participates in school based meetings and demonstrates attempts to collaborate/consult with school personnel, parents, and community	…and Effectively communicates information for diverse audiences Functions as a potential change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district Applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services

STANDARD 2: Direct and Indirect Services for Children, Families, and Schools

	Below Standard	Developing	Proficient	Exemplary
2a. Interventions and Instructional Support to Develop Academic Skills	DOESN'T MEET DEVELOPING CRITERIA	Works with other school personnel to ensure the attainment of state and local academic benchmarks by all students	…and Applies current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems level Works with other school personnel to develop and evaluate effective interventions for increasing the amount of time students are engaged in learning	…and Incorporates all available assessment information in recommending instructional strategies to meet the individual learning needs of children Seeks to collaboratively promote student achievement with other school staff/resources Uses information and assistive technology resources to enhance students' cognitive and academic skills Seeks out professional development and stays current with research on human learning, cognition, and developmental processes
2b. Interventions and Mental Health Services to Develop Social and Life Skills	DOESN'T MEET DEVELOPING CRITERIA	Integrates behavioral supports and mental health services with academic and learning goals for children Has knowledge and applies techniques of FBA, Positive Behavioral Principles	…and Facilitates design and delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making Uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization Addresses implementation fidelity of behavioral intervention	…and Provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social–emotional learning programs, positive behavioral support, and parent education and support. In addition, the school psychologist evaluates the implementation and results for these services at the individual and group level Develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management

2c. School-Wide Practices to Promote Learning	DOESN'T MEET DEVELOPING CRITERIA	Has knowledge of universal screening programs to identify students in need of additional instructional or behavioral support services as well as assisting with progress monitoring systems to ensure successful learning and school adjustment Demonstrates and utilizes a solid knowledge base of curriculum and instruction	…and Incorporates evidenced-based strategies, in collaboration with others, in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home school partnerships Works to build strong relationships with key staff and collaborates to meet school goals	…and Uses knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services Participates in the development of school improvement plans Promotes the development and maintenance of learning environments that support resilience and academic growth, increase high rates of academic engaged time, and reduce negative influences on learning and behavior
2d. Preventive and Responsive Services	DOESN'T MEET DEVELOPING CRITERIA	Participates in school based team meetings (examples (RTI; MDAT; IEP; PBIS; etc…)	and…. Delivers mental health services, as needed Collaborates with school personnel, students, parents, and community	and… Practices proactive primary prevention Promotes recognition of risk factors Actively participates in threat assessments, utilizing best practices Evaluates the need for preventative services and initiatives Participates in school crisis teams with planning and/or crisis incidents Promotes and advocates for Positive Behavioral Interventions and Support Practices Provides counseling/coaching, and/or interventions strategies Promotes wellness and resiliency Participates in promoting safe and violence-free schools and communities

| 2e. Family-School Collaboration Services | DOESN'T MEET DEVELOPING CRITERIA | Promotes the use of evidence based strategies to design, implement and evaluate effective policies and practices that promote family school collaboration | and… Identifies diverse cultural issues, context and other factors that have an impact on family/school interaction

Helps to create linkages and coordination of services between school families and community | and… Advocates for families and supports parents in their involvement in school activities

Promotes strategies for parenting that facilitate children's healthy development

Educates the school community regarding influence of family involvement on school achievement and advocates for parent involvement in school governance and policy development |

STANDARD 3 Foundations of Service Delivery

	Below Standard	Developing	Proficient	Exemplary
3a. Diversity in Development and Learning	DOESN'T MEET DEVELOPING CRITERIA	Uses valid and reliable assessment instruments and practices when working with diverse populations and communicates possible limitations (e.g., with respect to normative data) with others	and… Applies understanding of the influence of diversity (e.g., culture, language, SES, sexual orientation, race, gender) when designing and implementing interventions to achieve learning and behavioral outcomes	and… Provides culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

Recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students

Promotes fairness and social justice in educational programs and services |

				and…	and…
3b. Research and Program Evaluation	DOESN'T MEET	DEVELOPING CRITERIA	Incorporates techniques for data collection, analysis, and accountability in evaluation of services at the system, group, and individual levels	Applies knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans at the group and individual levels

Supports teachers in collecting and analyzing progress monitoring data at the group and individual levels

Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery | Collaborates with others to collect, analyze, and interpret program evaluation data in applied settings at the group and individual levels

Shares information about research with educators, parents and/or the community to promote improvements in instruction, student achievement and healthy lifestyles

Provides assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the group and individual levels |
| 3c. Legal, Ethical and Professional Practice | DOESN'T MEET | DEVELOPING CRITERIA | Stays current with legal, ethical and professional standards

Sometimes models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community | Accesses, evaluates and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping

Reflects on practice to ensure appropriate service delivery

Occasionally models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community. | Uses supervision, mentoring, and/or consultation for effective practice

Advocates for professional roles as providers of effective services that enhance the learning and mental health of all children

Engages in lifelong learning and formulates personal plans for ongoing professional growth

Assists administrators, teachers, parents, and other school personnel in understanding and adhering to legislation and regulations relevant to regular and special education

Regularly models professional standards including completing duties accurately and punctually, adhering to authorized policies and procedures, selects appropriate channels for resolving conflicts, and is a positive ambassador in the school and community. |

STANDARD 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. School psychologists are expected to meet these standards. If they do not, it will affect their overall rating negatively.

			Does Not Meet Standard	Meets Standard
	1	**Attendance**	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
	2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
	3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
	4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

School Psychologist

Self-Evaluation Form

Name: _____   **Date:** _____

School: _____

STANDARD 1: Practices that Permeate All Aspects of Service Delivery

	Based on the rubric, how would you rate your level of competency in this domain?	Please provide a recent example from your practice that demonstrates this level of professional activity.	Please rate your level of desire for professional development in this domain.
1a: Data-Based Decision Making and Accountability	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High
1b. Consultation and Collaboration	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High

STANDARD 2: Direct and Indirect Services for Children, Families, and Schools

	Based on the rubric, how would you rate your level of competency in this domain?	Please provide a recent example from your practice that demonstrates this level of professional activity.	Please rate your level of desire for professional development in this domain.
2a. Interventions and Instructional Support to Develop Academic Skills	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High
2b. Interventions and Mental Health Services to Develop Social and Life Skills	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High

2c. School-Wide Practices to Promote Learning	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High
2d. Preventive and Responsive Services	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High
2e. Family-School Collaboration Services	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High

STANDARD 3: School Psychological Service Delivery

	Based on the rubric, how would you rate your level of competency in this domain?	Please provide a recent example from your practice that demonstrates this level of professional activity.	Please rate your level of desire for professional development in this domain.
3a. Diversity in Development and Learning	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High
3b. Research and Program Evaluation	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High
3c. Legal, Ethical and Professional Practice	o Below Standard o Developing o Proficient o Exemplary		o None o Minimal o Medium o High