

## SCHOOL PSYCHOLOGIST RUBRIC

<b>Domain 1: Planning and Preparation</b>			
<b>1a - Demonstrating knowledge of local, state, and federal regulations, and of academic and psychological supports within and beyond the school and district</b>			
<p><b>UNSATISFACTORY</b> Demonstrates little or no knowledge of local, state, and federal regulations.</p> <p>Demonstrates little or no knowledge of academic and psychological supports for students available through the school and district.</p>	<p><b>PROGRESSING</b> Demonstrates basic knowledge of local, state, and federal regulations.</p> <p>Demonstrates basic knowledge of academic and psychological supports for students available through the school and district.</p>	<p><b>EFFECTIVE</b> Demonstrates knowledge of local, state, and federal regulations.</p> <p>Demonstrates knowledge of academic and psychological supports within the district and outside resources.</p>	<p><b>HIGHLY EFFECTIVE</b> Demonstrates extensive knowledge of local, state, and federal regulations.</p> <p>Demonstrates extensive knowledge of academic and psychological supports within the school, district, and outside the district.</p>
<b>1b - Demonstrating knowledge of child and adolescent development, learning, and psychopathology</b>			
<p><b>UNSATISFACTORY</b> Demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology.</p>	<p><b>PROGRESSING</b> Demonstrates basic knowledge of child and adolescent development, learning, and psychopathology.</p>	<p><b>EFFECTIVE</b> Demonstrates knowledge of child and adolescent development, learning, and psychopathology.</p>	<p><b>HIGHLY EFFECTIVE</b> School psychologist demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology.</p>
<b>1c - Establishing goals for the school psychologist appropriate to the setting and the students served</b>			

<p><b>UNSATISFACTORY</b> Has no clear goals or the goals are inappropriate to either the situation or the age of the student(s).</p>	<p><b>PROGRESSING</b> Has goals that are rudimentary and only partially suitable to the situation and the age of the student(s).</p>	<p><b>EFFECTIVE</b> Has goals that are clear and appropriate.</p>	<p><b>HIGHLY EFFECTIVE</b> Has goals that are highly appropriate and personalized based upon multiple factors within the context of the educational setting and to the age/developmental level of the student(s).</p>
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**1d - Considering possible interventions and instructional supports based on student needs**

<p><b>UNSATISFACTORY</b> Does not consider possible academic, behavioral, and social/emotional interventions/supports for students.</p>	<p><b>PROGRESSING</b> Considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of the student(s).</p>	<p><b>EFFECTIVE</b> Practices evidence-based interventions to support the needs of students.</p>	<p><b>HIGHLY EFFECTIVE</b> Thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of the student(s) and are connected to building/district goals.</p>
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**1e - Demonstrating knowledge of a Variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities**

<p>UNSATISFACTORY</p> <p>Demonstrates little or no knowledge of assessment instruments.</p> <p>Is unable to identify instruments that effectively evaluate educational needs and eligibilities.</p>	<p>PROGRESSING</p> <p>Has limited knowledge of assessment instruments for systems, groups, and individuals.</p> <p>Inconsistently identifies instruments that effectively evaluate educational needs and eligibilities.</p>	<p>EFFECTIVE</p> <p>Is knowledgeable of a variety of valid and reliable assessments.</p> <p>Consistently identifies educational evaluation instruments.</p>	<p>HIGHLY EFFECTIVE</p> <p>Has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals.</p> <p>Always identifies instruments that effectively evaluate educational needs and eligibilities.</p>
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Domain 2: The Classroom Environment

2a - Establishing rapport with students, parents, and school personnel			
<p><b>UNSATISFACTORY</b></p> <p>Interacts with students, staff, and parents in a negative or inappropriate manner.</p> <p>Students appear uncomfortable in the school psychologist's environment.</p>	<p><b>PROGRESSING</b></p> <p>Interacts with students, staff, and parents in a positive and negative manner.</p> <p>Develops rapport inconsistently.</p>	<p><b>EFFECTIVE</b></p> <p>Interacts with all stakeholders in a positive and respectful manner.</p> <p>Provides a comfortable environment.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Creates an environment that is welcoming to students and families, using knowledge of individual students' background information to guide interactions.</p> <p>Students, staff, and parents seek out the school psychologist, reflecting a high degree of comfort and trust in the relationship.</p>
2b - Establishing a positive culture and climate throughout the school			
<p><b>UNSATISFACTORY</b></p> <p>Makes no attempt to establish a culture for positive mental health in the testing environment and/or school.</p> <p>Demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p><b>PROGRESSING</b></p> <p>Inconsistently promotes a culture for positive mental health in the testing environment and/or school.</p> <p>Has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p><b>EFFECTIVE</b></p> <p>Creates a culture for positive mental health.</p> <p>Demonstrates knowledge of school-wide supports and interventions.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Models and facilitates a culture for positive mental health throughout the school.</p> <p>Demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions.</p>
2c - Establishing and maintaining clear procedures for referrals and using time effectively			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not follow district and building referral procedures.</p> <p>Exercises poor judgment in setting priorities, resulting in confusion and missed deadlines.</p>	<p>Understands but does not consistently comply with district and building referral procedures.</p> <p>Has moderately well-developed time-management skills; essential activities are carried out, but not always in the most efficient manner.</p>	<p>Adheres to school and district referral procedures.</p> <p>Makes completion of evaluations a priority.</p>	<p>Understands referral procedures and consistently adheres to those procedures.</p> <p>Has established himself or herself as a resource person for others to learn the referral procedures.</p> <p>Demonstrates excellent time- management skills, accomplishing all tasks in a seamless manner.</p>

2d - Establishing standards of student conduct in the evaluation and counseling environment and organizing that environment for optimal results			
<p><b>UNSATISFACTORY</b></p> <p>Has not established standards of student conduct.</p> <p>Disregards or fails to address negative student behavior in the evaluation/counseling environment.</p>	<p><b>PROGRESSING</b></p> <p>Appears to have established standards of conduct for the evaluation and counseling environment.</p> <p>Attempts to monitor and correct negative student behavior in the evaluation/counseling environment are partially successful.</p>	<p><b>EFFECTIVE</b></p> <p>Monitors student behavior accordingly.</p> <p>Responds to students appropriately and respectfully.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Has established standards of conduct for evaluation and counseling environment.</p> <p>Monitors students in a subtle and preventive manner.</p> <p>Students engage in self-monitoring of behavior, and the milieu serves as a model for other school staff.</p>

## Domain 3: Instruction

### 3a - Demonstrating the ability to communicate effectively with students at their developmental level

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not interact with students or engages in inappropriate interactions.</p> <p>Interacts with students in a limited capacity or the purposes of such interactions are not clearly communicated with the student(s).</p>	<p>Sometimes communicates with students in a developmentally inappropriate way.</p> <p>Does not clearly express the purpose of and directions for activities and/or activities are not developmentally appropriate.</p>	<p>Communicates with students using developmentally appropriate language.</p> <p>Chooses activities that are developmentally appropriate.</p>	<p>Communicates with students in a consistently effective manner and uses developmentally appropriate language.</p> <p>Clearly expresses the purpose of and directions for activities and/or activities are developmentally appropriate and generalizable to other settings.</p>

### 3b - Interpreting data to facilitate effective instructional decision-making

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not use data and/or incorrectly interprets data to inform decision-making in problem-solving and eligibility meetings.</p>	<p>Presents data in a way that is not clearly understood by other team members.</p> <p>Is a passive participant in problem-solving and eligibility meetings.</p>	<p>Establishes boundaries that are developmentally appropriate.</p> <p>Includes students in a discussion about their needs if developmentally appropriate.</p> <p>Clearly communicates expectations.</p>	<p>Always interprets data clearly and concisely.</p> <p>Promotes effective decision-making in a responsive manner across meetings at the system, group, and individual level.</p>

<b>3c - Promoting the use of evidence-based interventions and supports based on student needs</b>			
<p><b>UNSATISFACTORY</b> Does not attend scheduled consultations regarding evidence-based interventions for specific students.</p>	<p><b>PROGRESSING</b> Passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input.</p>	<p><b>EFFECTIVE</b> Is involved in consultations concerning the specific needs of students.</p>	<p><b>HIGHLY EFFECTIVE</b> Initiates consultations regarding evidence-based interventions with staff and families.  Contributes actively and positively during consultations.  Helps to align interventions with building/district goals.</p>
<b>3d - Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs</b>			
<p><b>UNSATISFACTORY</b> Does not adhere to standardization procedures when administering assessments or does not score assessments accurately.</p>	<p><b>PROGRESSING</b> Administers assessments adhering to standardization procedures and accurately scores assessments.  Does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.</p>	<p><b>EFFECTIVE</b> Properly administers assessments.  Shares assessment results in an understandable manner with stakeholders.</p>	<p><b>HIGHLY EFFECTIVE</b> Properly administers assessments adhering to standardization procedures.  Scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.</p>

3e - Demonstrating flexibility, adaptability, and responsiveness when working with staff, students, and parents			
<p><b>UNSATISFACTORY</b></p> <p>Avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective.</p>	<p><b>PROGRESSING</b></p> <p>Responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.</p>	<p><b>EFFECTIVE</b></p> <p>Inputs and makes changes as needed in response to stakeholders.</p> <p>Demonstrates flexibility and adaptability to student needs.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Readily and courteously responds to staff, student, and parent input.</p> <p>Proactively anticipates students' needs.</p> <p>Collaboratively seeks ways to improve the responsiveness of the school-wide environment to student needs.</p>
<p><b>Domain 4: Professional Responsibilities</b></p>			
4a - Reflecting on professional practice			
<p><b>UNSATISFACTORY</b></p> <p>Does not reflect on practice or the reflections are inaccurate or self-serving.</p>	<p><b>PROGRESSING</b></p> <p>Reflects on practice without citing specific examples.</p> <p>Suggests generic information to improve practice.</p>	<p><b>EFFECTIVE</b></p> <p>Reflects on practices citing specific examples.</p> <p>Makes suggestions on how to improve his or her performance.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Reflects on practice in a highly perceptive manner citing specific examples that were not fully successful for some students.</p> <p>Draws on an extensive repertoire to suggest alternative strategies.</p>

4b - Maintaining accurate records			
<p><b>UNSATISFACTORY</b></p> <p>Does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.</p>	<p><b>PROGRESSING</b></p> <p>Has a rudimentary system for monitoring deadlines.</p> <p>Completes most evaluations and reevaluations before the deadline.</p>	<p><b>EFFECTIVE</b></p> <p>Develops a system for ensuring evaluation and re-evaluation deadlines are met.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Has developed an effective system for ensuring the timely completion of all evaluations and reevaluations.</p> <p>Proactively communicates timelines to case managers and related service personnel.</p>
4c - Collaborating with teachers, administrators, parents, students, and appropriate community supports			
<p><b>UNSATISFACTORY</b></p> <p>Does not respond to staff and parent requests for information.</p>	<p><b>PROGRESSING</b></p> <p>Responds to staff and parent requests for information within a reasonable timeline.</p>	<p><b>EFFECTIVE</b></p> <p>Confers with stakeholders regarding student needs.</p> <p>Responds promptly and appropriately to parent inquiries.</p>	<p><b>HIGHLY EFFECTIVE</b></p> <p>Proactively seeks out teachers and administrators to confer regarding student needs.</p> <p>Initiates contact with parents and appropriate community supports.</p>
4d - Participating in a professional community			

<p>UNSATISFACTORY</p> <p>Does not consistently attend required school and required district meetings.</p> <p>Forms relationships with colleagues that are negative or inappropriate.</p>	<p>PROGRESSING</p> <p>Inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting.</p> <p>Forms relationships with colleagues that are cordial.</p>	<p>EFFECTIVE</p> <p>Attends all required school and district meetings.</p> <p>Maintains positive and productive relationships with colleagues.</p>	<p>HIGHLY EFFECTIVE</p> <p>Makes a substantial contribution to school and district meetings.</p> <p>Participates in district-level committees.</p> <p>Assumes a leadership role with colleagues.</p>
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4e - Growing and developing professionally

<p>UNSATISFACTORY</p> <p>Does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.</p>	<p>PROGRESSING</p> <p>Participates in professional development activities that are required.</p>	<p>EFFECTIVE</p> <p>Seeks out professional development to meet their individual needs.</p>	<p>HIGHLY EFFECTIVE</p> <p>Provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices.</p> <p>Makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
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4f - Showing professionalism, including integrity, advocacy, and maintaining confidentiality

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Violates principles of confidentiality.</p>	<p>Is honest in interactions with colleagues, students, and the public.</p> <p>Plays a moderate advocacy role for students.</p> <p>Does not violate norms of confidentiality.</p>	<p>Displays high standards of honesty, integrity, and confidentiality in interactions with all stakeholders.</p> <p>Advocates for students when needed.</p>	<p>Upholds the highest standards of honesty, integrity, and confidentiality.</p> <p>Assumes a leadership role with colleagues in advocating for students' learning needs.</p>

