

School Psychologists

Rubric ID = 8673

Domain 1: Planning and Preparation				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Demonstrating knowledge of district, state and federal regulations and guidelines	School Psychologist demonstrates little or no knowledge of special education laws and procedures	School Psychologist demonstrates basic knowledge of special education laws and procedures	School Psychologist demonstrates thorough knowledge of special education laws and procedures. Can articulate and define examples of diagnostic criteria.	School Psychologist demonstrates thorough knowledge of special education laws and procedures. Can articulate and define examples of diagnostic criteria and can distinguish levels of appropriate services.
Demonstrating knowledge of cultural diversity and family dynamics and their impact on educational success/learning	The school psychologist does not understand and is not sensitive to cultural and environmental differences amongst students and their families	The school psychologist has basic knowledge of the cultural and environmental differences amongst students and their families	The school psychologist understands the characteristics and effects of the cultural and environmental milieu of the student and family including cultural and linguistic diversity	The school psychologist understands the characteristics, effects of the cultural and environmental milieu of the student/family including cultural and linguistic diversity and socioeconomics by providing appropriate interventions.
Demonstrating knowledge of district philosophy,	The school psychologist has	The school psychologist has	The school psychologist	The school psychologist

school mission and department goals	no knowledge of the district philosophy, school mission statement, and department goals.	knowledge of the district philosophy, school mission statement and department goals.	follows the district philosophy, school mission statement and department goals.	follows and is involved in implementing the district philosophy, school mission statement and department goals.
Demonstrating knowledge of resources both within and beyond the school and district	The school psychologist demonstrates little or no knowledge of resources for students available through the school or district and an unwillingness to seek knowledge for students. through the school or district and an unwillingness to seek knowledge for students	The school psychologist demonstrates basic knowledge of resources for students available through the school or district.	The school psychologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. Able to provide contact information of other service providers and agencies to access for family support.	The school psychologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. Able to provide contact information of other service providers and agencies to access for family support and facilitate access to outside agencies and organizations.
Demonstrating knowledge of child & adolescent physical, cognitive, and emotional development	The school psychologist has little knowledge of child and adolescent development	The school psychologist has basic knowledge and of child and adolescent development	The school psychologist has an understanding of child and adolescent development and the ranges of individual variation	The school psychologist applies the knowledge of child and adolescent development to learning while making intervention decisions.

Domain 2: The Environment

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Organizing time effectively	School psychologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules	School psychologist's time management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner	School psychologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	School psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teacher and students understand their schedules.
Communicating with colleagues, special services director and administration	The school psychologist does not communicate with fellow colleagues or administration regarding delivery of services.	The school psychologist occasionally communicates with fellow administrator regarding delivery of services	The school psychologist regularly communicates with fellow administrators regarding delivery of services	The school psychologist consistently takes in information from fellow colleagues or administration and follows through to provide the optimum delivery of services.
Establishing rapport with students	School psychologist interactions with students are negative or inappropriate; students appear uncomfortable in the testing environment	School psychologist's interactions are a mix of positive and negative; the providers efforts at developing rapport are partially successful	School psychologist's interactions with students are positive and respectful; students appear comfortable in testing environment	Students seek out the provider, reflecting a high degree of comfort and trust in the relationship.
Working within the physical space for testing of students and providing	The evaluation and treatment area is disorganized and	The evaluation and treatment area is moderately well	The evaluation and treatment area is well organized and	The evaluation and treatment area is highly organized and

therapy	poorly prepared to work with students. Materials are difficult to find when needed.	organized and moderately prepared to working with students. Materials are usually available.	prepared; materials are available when needed.	has been prepared to be inviting to students. Materials are convenient when needed.
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Domain 3: Delivery of Service

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Responding to referrals and evaluating student needs	School psychologist fails to respond to referrals or makes hasty assessments of student needs	School psychologist responds to referrals when pressed and makes adequate assessments of student needs	School psychologist responds to referrals and makes thorough assessments of student needs.	School psychologist is proactive in responding to referrals and makes highly competent assessments of student needs.
Conducting special education evaluations to inform eligibility, service, and programming decisions	School psychologist conducts evaluations that are completed past the compliance due dates and/or are inappropriate for the student	School psychologist conducts evaluations that are completed by compliance due date but are limited in appropriateness for the student being evaluated and/or are limited in providing instructionally relevant information	School psychologist conducts evaluations that are completed by compliance due date, are appropriate for the student being evaluated and are informative for instructional and/or programming purposes	School psychologist conducts evaluations that are completed by compliance due date, effectively communicates evaluation findings to school staff through written reports and conferences and/or utilizes evaluation findings to inform accurate eligibility, placement and service decisions.
Utilizing appropriate assessment and data collection methods	School psychologist uses assessment and data collection methods that are inappropriate for the purpose and/or are administered, scored, or interpreted	School psychologist uses assessment and data collection methods that are appropriate for the student, are administered, scored and interpreted correctly, but are	School psychologist uses assessment and data collection methods that are appropriate for intended purpose, appropriate and individualized for the	School psychologist uses assessment and data collection methods that are appropriate for intended purpose. Additionally, the school psychologist applies

	incorrectly	limited in variety for the intended purpose or limited in individualization for the specific student	specific student's cultural, linguistic and disability background and of sufficient variety for the intended purpose	evaluation data and findings to intervention, instruction, programming and services through written reports, intervention plans and meetings/ conferences with parents and/or school staff.
Contributes to intervention practices for academic, social-emotional, and behavioral domains	School psychologist lacks knowledge about intervention strategies and practices. Fails to take advantage of opportunities to engage in continued professional growth and learning	School psychologist is responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school/role.	School psychologist contributes to intervention practices in a manner that meets the expectations of the role/school. Helps develop intervention plans for individual students or small groups of students.	School psychologist contributes to intervention practices in a manner that exceeds the expectations of the role/school. Helps develop intervention plans for individual student or small groups of students. Also serves as a member of student level teams (e.g. intervention team, problem solving team, etc.)
Demonstrating the ability to manage crisis situations	The school psychologist does not manage crisis situations effectively.	The school psychologist is able to assume some responsibility during crisis situations.	The school psychologist can successfully meet the identified needs and assist with crisis management.	The school psychologist assumes a leadership role, delegates responsibility, and anticipates consequences and outcomes of crisis situations.

Domain 4: Professional Responsibilities

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with Colleagues	The School Psychologist's relationships with colleagues are negative or self-serving.	The School Psychologist maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. The School Psychologist maintains an open mind and participates in team or departmental decision-making.	Support and cooperation characterize relationships with colleagues. School Psychologist takes initiative with others and is highly respected role model among colleagues. The School Psychologist maintains an open mind and participates in team or departmental decision-making.
Participation in School and District (School/District Involvement)	The School Psychologist avoids becoming involved in school and district.	The School Psychologist participates in school/district events/initiatives only when asked/suggested.	The School Psychologist volunteers to participate in school/district events/initiatives, making contributions.	The School Psychologist volunteers to participate in school/district events/initiatives, making multiple and substantial contributions.
Communication with Families (Communicate Student Information)	The School Psychologist makes no attempt to communicate with families in the counseling/instructional program and seldom works with families to develop	The School Psychologist makes modest and inconsistently successful attempts to communicate with families in the counseling/instructional	The School Psychologist's efforts to communicate with families in the counseling/instructional program are successful and regular. The School	The School Psychologist's efforts to communicate with families in the counseling/instructional program are successful and frequent. The School

	<p>interventions that will address problems or challenges related to student learning, behavior, or progress, and/or is ineffective in doing so. The School Psychologist's maintenance of student information is in disarray.</p>	<p>program. The School Psychologist occasionally works with families and/or parents to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The School Psychologist's maintenance of student information is frequently out of date or unused.</p>	<p>Psychologist usually works well with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The School Psychologist 's maintenance of student information is accurate and frequently up to date.</p>	<p>Psychologist is consistently proactive in working with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The School Psychologist 's maintenance of student information is accurate and up to date.</p>
<p>Professionalism (Professional Attributes)</p>	<p>School Psychologist displays dishonesty in interactions with colleagues, students, and the public with no regard for confidentiality. School Psychologist rarely follows building/district policies. School Psychologist is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.</p>	<p>School Psychologist is honest in interactions with colleagues, students, and the public with some regard for confidentiality. School Psychologist occasionally follows building/district policies. School Psychologist's attempts to serve students are inconsistent. The School Psychologist does not knowingly contribute to some students being ill-served by the school.</p>	<p>School Psychologist is honest in interactions with colleagues, students, and the public with regard for confidentiality. School Psychologist consistently follows building/district policies. School Psychologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p>	<p>School Psychologist can be counted on to hold high standards of honesty, integrity, in interactions with colleagues, students, and the public with high regard for confidentiality. School Psychologist is highly consistent in following building/district policies. School Psychologist is highly proactive in serving students.</p>

<p>Enhancement of Content Knowledge and Pedagogical Skill (Professional Development)</p>	<p>The School Psychologist does not participate in, or does not engage in, professional development activities to enhance knowledge or skill.</p>	<p>The School Psychologist occasionally participates in professional development activities to enhance knowledge or skill when they are offered.</p>	<p>The School Psychologist actively engages in professional development. The School Psychologist views the improvement of his/her content knowledge and pedagogical skill as a professional responsibility and seeks out opportunities to improve.</p>	<p>The School Psychologist actively engages in professional development. The School Psychologist often seeks out opportunities for professional development to enhance content knowledge and pedagogical skill above and beyond district expectations.</p>
<p>Planning, Evaluating, and Reflecting on Practice</p>	<p>School Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important. School Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>School Psychologist has a rudimentary plan to evaluate the counseling program. School Psychologist's reflection on practice is moderately accurate and objective.</p>	<p>School Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. School Psychologist's reflection provides an accurate and objective description of practice.</p>	<p>School Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. School Psychologist's reflection on practice is highly accurate and perceptive.</p>

Domain 5: Professional Growth

Element	Ineffective	Minimally Effective	Effective	Highly Effective
School Psychologist Goals	Minimal attempt or no attempt made to meet goals.	Some attempts made to meet goals.	Attempts clearly made to meet goals.	Met goal(s) or made significant attempts to meet goals.

Domain 6: Student Growth Data

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Growth Plan/Assessments	59% or below demonstrate growth	60%-69% demonstrate growth	70%-89% demonstrated growth	90% and above demonstrated growth