

School Psychologist Rubric
Domain 1: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1a: Demonstrates knowledge of psychology and skill in using psychological instruments to evaluate students	School Psychologist demonstrates little or no knowledge of school psychology and/or and the psychologist's evaluation plans incorporate the use of limited psychological instruments to evaluate students.	Psychologist demonstrates minimal knowledge of school psychology and/or skills, and the psychologist's evaluation plan incorporates the use of minimal psychological instruments to evaluate students.	Psychologist demonstrates adequate knowledge of psychology and/or skills and the psychological evaluation plan incorporates the use of appropriate psychological instruments to evaluate students and determines accurate diagnoses.	Psychologist demonstrates deep and thorough knowledge of school psychology uses psychological instruments to evaluate students and knows the proper situations in which each should be used.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1b: Demonstrates knowledge of child and adolescent development and psychopathology	Psychologist plan/log reflects little or no knowledge of child and adolescent development and psychopathology.	Psychologist plan/log reflects partial knowledge of child and adolescent development and psychopathology.	Psychologist plan/log reflects accurate understanding of thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates plan/log reflects deep and thorough knowledge of child and adolescent development and psychopathology; knows variations of the typical patterns.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1c: Establishes goals for the IEP appropriate to the setting and the students served	Psychologist does not develop clear goals for the IEP, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the IEP are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the IEP are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the IEP are highly effective and personalized to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1d: Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1e: Plans the IEP, integrated with the regular school program, to meet the needs of individual students and including interventions.	Psychologist's IEP consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's IEP has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed an IEP that includes the important aspects of work in the setting.	Psychologist's IEP is highly coherent with interventions and serves to support students individually, within the broader educational program.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
1f: Sets IEP goals and outcomes, and evaluates psychological services provided to students and families.	Psychologist fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important.	Psychologist inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families.	Psychologist consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met.	Psychologist's sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis.
Evidence				
Recommendations				
Total Points for Domain 1				
Domain 1 Score = Total Points/24				

School Psychologist Rubric
Domain 2: Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2a: Establishes rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing area.	Psychologist's interactions are mostly positive; psychologists' efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing area.	Psychologist's interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relationship.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2b: Promotes a culture for positive mental health throughout their assigned school.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2c: Establishes and manages routines and procedures that follow the district referral process and uses time effectively.	Psychologist fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	Psychologist inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	Psychologist consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines; meetings and consultations with parents and administrators are clear to everyone.	Psychologist always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines; all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2d: Establishes standards of conduct in the testing area.	Psychologist has not established standards of conduct, and disregards or fails to address negative student behavior during an evaluation.	Psychologist has established standards of conduct in the testing area. Psychologist attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Psychologist has established clear standards of conduct in the testing area. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Psychologist has established clear standards of conduct in the testing area. Psychologist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.
Evidence				
Recommendations				
COMPONENT	Level of Performance			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
2e: Organizes physical space for testing of students and storage of materials	Psychologist's testing area is in disarray and poorly suited to student evaluations; testing materials are not stored in a secure location and are difficult to find when needed.	Psychologist's testing area completely organized and not suited to student evaluations; testing materials are stored in a secure location and are difficult to find when needed.	Psychologist's testing area is well organized and suited to student evaluations; testing materials are stored in a secure location and are difficult to available when needed.	Psychologist's testing area is highly organized and well suited and inviting to student evaluations; testing materials are stored in a secure location and are conveniently available when needed.
Evidence				
Recommendations				
Total Points for Domain 2				
Domain 2 Score = Total Points/20				

School Psychologist Rubric
Domain 3: Instruction/Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3a: Responds to referrals; consulting with teachers and administrators.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3b: Evaluates student needs in compliance with National Association of School Psychologists (NASP) guidelines.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3c: Chairs evaluation team of students on caseload.	When case manager is unavailable, Psychologist declines to assume leadership of the evaluation team.	When case manager is unavailable, Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	When case manager is unavailable, Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	When case manager is unavailable, Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3d: Promotes the use of evidence-based interventions and supports based on student needs.	School Psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students.	School Psychologist passively participates in scheduled consultation regarding evidence-based interventions for specific students and provides minimal input.	School Psychologist is frequently involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of students.	School Psychologist readily initiates consultations regarding evidence-based interventions with staff and families, seamlessly contributes to effectively meet students' needs and interacting positively during consultations; actively helps to align interventions with building/district goals.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3e: Maintains contact with physicians and community mental health service providers when necessary and feasible.	Psychologist declines to maintain contact with physicians and community mental health service providers when necessary and feasible.	Psychologist maintains occasional contact with physicians and community mental health providers when necessary and feasible.	Psychologist maintains ongoing contact with physicians and community mental health service providers when necessary and feasible.	Psychologist initiates ongoing contact with physicians and community mental health service providers and follows up, when necessary and feasible.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
3f: Demonstrates flexibility, adaptability, and responsiveness when working with staff, students and parents.	School Psychologist avoids input from staff, students and parents and adhere to rigid procedure even when they are proven ineffective	School Psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.	School Psychologist makes changes as needed in response to staff, student and parent input, and demonstrates flexibility and adaptability to students' needs.	School Psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. School Psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to students' needs.
Evidence				
Recommendations				
Total Points for Domain 3				
Domain 2 Score = Total Points/20				

School Psychologist Rubric
Domain 4: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4a: Reflects on professional practice	Psychologist does not reflect on professional practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved.	Psychologist's reflection on professional practice is accurate and objective citing specific examples of practice and with specific suggestions as to how prevention and intervention efforts might be improved.	Psychologist's reflection on professional practice is highly insightful and perceptive, citing specific examples and drawing on an extensive repertoire of alternative strategies outlining how prevention and intervention might be improved.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4b: Communicates with families	Psychologist makes no attempts to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist consistently communicates with families and secures necessary permission for evaluations and consistently does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and skillfully communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
Evidence				
Recommendations				
COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4c: Maintains accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location, but are occasionally late.	Psychologist's records are accurate and legible, well organized, and stored in a secure location, submitted in a timely manner.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional, always submitted on time.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4d: Participates in a professional community	Psychologist's relationships with colleagues are negative, unprofessional or self-serving; and/or social worker avoids being involved in events and projects in schools to which his/her team is assigned.	Psychologist's relationships with colleagues are cordial and professional; and social worker occasionally participates in mandatory events and projects in schools to which his/her team is assigned.	Psychologist relationships with colleagues are positive, professional and productive; and social worker regularly participates in events and projects in schools to which his/her team is assigned.	Psychologist relationships with colleagues are positive, professional and productive; and social worker assumes a leadership role in events and projects in schools to which his/her team is assigned.
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4e: Engages in professional development	Psychologist does not participate in professional development activities even when such activities are clearly needed for the development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues
Evidence				
Recommendations				

COMPONENT	LEVEL OF PERFORMANCE			
	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
4f: Shows professionalism, including integrity and advocacy, and maintains confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and families; and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and families; and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the families; advocating for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocates for students; taking a leadership role with colleagues.
Evidence				
Recommendations				

Total Points for Domain 4				
Domain 4 Score = Total Points/24				

DOMAIN 1 SCORE	DOMAIN 2 SCORE	DOMAIN 3 SCORE	DOMAIN 4 SCORE	(add all scores) OBSERVATION SCORE