

Evaluation Rubric

Psychologist

1: Domain 1: Planning and Preparation

1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.	Psychologist uses variety psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.

1b: Demonstrating knowledge of child and adolescent development and psychopathology

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.

1c: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and the district

Excellent	Proficient	Needs Improvement	Unsatisfactory
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.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or the district, and some familiarity with resources external to the district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or the district, but no knowledge of resources available more broadly.	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or the district.

2: Domain 2: The Environment

2a: Establishing rapport with students

Excellent	Proficient	Needs Improvement	Unsatisfactory
The psychologist's interaction with students reflects a high degree of comfort and trust in the relationship during testing.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing environment.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful during testing.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing environment.

2b: Establishing a culture of collaboration throughout the school

Excellent	Proficient	Needs Improvement	Unsatisfactory
Develops effective collaborative relationships with all stakeholders; communication is positive, clear, concise, and courteous; demonstrates ability to listen and incorporate others' input appropriately; discretely handles sensitive situations.	Works collaboratively with colleagues and administrators; maintains positive communication with staff, students, and parents; communicates verbally in a clear, concise, and courteous manner.	Develops working relationships in most settings; struggles to identify district priorities.	Has difficulty establishing collaborative relationships; lacks positive and productive communication skills.

2c: Implements clear procedures

Excellent	Proficient	Needs Improvement	Unsatisfactory
Always implements clear procedures related to consultation teams, referrals, and eligibility	Consistently implements clear procedures related to consultation teams, referrals, and eligibility	Occasionally implements clear procedures related to consultation teams, referrals, and eligibility	Does not implement clear procedures related to consultation teams, referrals, and eligibility

2d: Establishing standards of conduct in the testing center

Excellent	Proficient	Needs Improvement	Unsatisfactory
Standards of conduct have been established in the testing center. Psychologist monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. Response to students is highly appropriate.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.

2e: Organizing physical space for testing students and storage of materials

Excellent	Proficient	Needs Improvement	Unsatisfactory
The testing environment is highly organized and is inviting to students. Materials are always prepared in advance and readily available.	The testing environment is well organized; materials are prepared in advance and readily available.	Materials in the testing environment are not well organized. Materials are difficult to find when needed.	The testing environment is disorganized and poorly suited to student evaluations. Materials are not prepared in advance and readily available.

3: Domain 3: Delivery of Service**3a: Responding to referrals; consulting with teachers and administrators**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring 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 fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.

3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines

Excellent	Proficient	Needs Improvement	Unsatisfactory
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 timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to within mandated timelines.	Psychologist attempts to administer appropriate evaluation instruments but does not always follow established timelines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures, guidelines, or timelines.

3c: Effectively leading the evaluation team

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Eligibility documentation are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as a standard expectation and prepares detailed eligibility documentation.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate eligibility documentation.	Psychologist declines to assume leadership of the evaluation team.

3d: Planning interventions to maximize students' likelihood of success

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist demonstrates effective use of consultation skills, assessment results, and knowledge of best practices to design and implement interventions/strategies.	Psychologist uses consultation skills and assessment information to develop interventions/strategies.	Psychologist occasionally consults with staff to assist in the development of interventions/strategies.	Psychologist fails to consult with staff and/or does not use assessment results to develop interventions/strategies.

3e: Demonstrating flexibility and responsiveness

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist proactively offers assistance; responds in a timely and positive manner; consistently communicates follow-up action.	Psychologist responds in a timely manner to requests for assistance from staff or parents and communicates follow-up action.	Psychologist occasionally responds to requests in a timely manner with inconsistent follow up.	Responses to requests for assistance are not timely and/or not delivered in a positive manner.

4: Domain 4: Professional Responsibilities

4a: Reflecting on practice

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies/procedures.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the procedures might be improved.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.

4b: Communicating with families

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.

4c: Maintaining and submitting accurate records

Excellent	Proficient	Needs Improvement	Unsatisfactory
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. Records are always submitted on time.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. Records are submitted in a timely manner.	Psychologist's records are accurate and legible and are stored in secure location. Records are not always submitted in a timely manner.	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location. Records are not submitted in a timely manner.

4d: Participating in a professional community

Excellent	Proficient	Needs Improvement	Unsatisfactory
Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist's relationships with colleagues are cordial. Psychologist participates in school and district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.

4e: Engaging in professional development

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Psychologist has developed a professional growth plan / SMART goal.</p>	<p>Psychologist seeks out opportunities for professional development based on an individual assessment of need. Psychologist has developed a professional growth plan / SMART goal.</p>	<p>Psychologist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</p>

4f: Showing professionalism

Excellent	Proficient	Needs Improvement	Unsatisfactory
<p>Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. The psychologist consistently follows district guidelines for dress code, punctuality, and attendance. He/she consistently maintains professional boundaries with all stakeholders.</p>	<p>Psychologist displays expected standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. The psychologist follows district guidelines for dress code, is punctual, and follows attendance policy. He/she maintains appropriate boundaries with all stakeholders.</p>	<p>Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, but inconsistently upholds confidentiality as defined by state and federal laws. The psychologist inconsistently follows district guidelines for dress code, is not always punctual, and does not regularly follow attendance policies. The psychologist's professional boundaries with stakeholders are questionable.</p>	<p>Psychologist displays dishonesty in interactions with colleagues, students, and the public. The psychologist fails to comply with school and district regulations and timelines. He/she violates confidentiality as defined by state and federal laws. Psychologist does not follow the district guidelines for dress code. He/she is not punctual and/or adhere to the attendance policy. Psychologist does not maintain professional boundaries with stakeholders.</p>