

East Alton School District #13

School Psychologist Evaluation Rubric

Domain 1 for School Psychologists: Planning and Preparation				
Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students.	School psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	School psychologist uses a limited number of psychological instruments to evaluate students.	School psychologist uses appropriate instruments for the age, developmental level, and reason for referral to evaluate students and determine appropriate educational needs	School psychologist includes appropriate data from multiple sources to evaluate students and determine appropriate educational needs.
1b: Demonstrating knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for psychoeducational services appropriate to the setting and the students served.	School psychologist has no clear goals for psychoeducational services, or they are inappropriate to either the situation or the age of the students.	School psychologist's goals for psychoeducational services are rudimentary and are partially suitable to the situation and the age of the students.	School psychologist's goals for psychoeducational services are clear and appropriate to the situation in the school and to the age of the students.	School psychologist's goals for psychoeducational services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

<p>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</p>	<p>School psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.</p>	<p>School 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.</p>	<p>School 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.</p>	<p>School 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.</p>
<p>1e: Providing and/or recommending services to meet the needs of individual students and to support them within the broader educational program.</p>	<p>school psychologist's recommendations consist of a random collection of unrelated activities, lacking coherence or an overall structure.</p>	<p>School psychologist's recommendations have a guiding principle and include a number of worthwhile activities, but some of them don't fit with the broader goals.</p>	<p>School psychologist has developed recommendations that address students' needs.</p>	<p>School psychologist's recommendations are easily understood and serve to support students' need individually.</p>

Domain 2 for School Psychologists: The Environment

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing rapport with students	School psychologist's 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 school psychologist's efforts at developing rapport are partially successful.	School psychologist's interactions with students are positive and respectful; students appear comfortable in the testing environment.	School psychologist's interactions with students are positive and respectful across all settings.
2b: Contributes to a culture for positive mental health throughout the school.	School psychologist makes no attempt to maintain a positive attitude or serve as an example of positive mental health in the school environment.	School psychologist's attempts to maintain a positive attitude and serve as an example of positive mental health in the school environment.	School psychologist typically maintains a positive attitude and serve as an example of positive mental health in the school environment.	School psychologist consistently maintains a positive attitude and serves as an example of positive mental health in the school environment.
2c: Maintains procedures for referrals established by the Special Education Department.	School psychologist does not follow the established procedures for referrals or meetings.	School psychologist attempts to follow the established procedures for referrals and meetings.	School psychologist follows procedures for referrals and meetings with parents and staff.	School psychologist follows all aspects of referrals and meetings and clearly communicates these procedures with parents and staff.
2d: Establishing standards of conduct in the testing environment.	No standards of conduct have been established, and School psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing environment. School psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing environment. School psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing environment. School psychologist's monitoring of students is subtle and preventative for optimal testing conditions.
2e: Organizing testing space/materials within the school psychologist's office.	The testing space/materials within the school psychologist's office is disorganized and poorly suited to student evaluations.	The testing space within the school psychologist's office is not well-organized and materials are difficult to find when needed.	The testing space within the school psychologist's office is well-organized and materials are easily found when needed.	The testing space within the school psychologist's office is highly organized and materials are conveniently stored for when they are needed.

Domain 2 for School Psychologists: Delivery of Service

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Responding to referrals; consulting with teachers and administrators	School psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	School psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	School psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	School psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	School psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	School psychologist attempts to administer appropriate evaluation instruments to student but does not always follow established time lines or safeguards.	School psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	School 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.
3c: Psychoeducational case management	School psychologist declines to assume leadership of the evaluation team.	School psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate eligibility paperwork.	School psychologist assumes leadership of the evaluation teams as a standard expectation; prepares detailed eligibility paperwork.	School psychologist assumes leadership of the evaluation team and take initiative in assembling eligibility paperwork for meetings. Eligibility paperwork is prepared in an exemplary manner.
3d: Planning interventions to maximize students' likelihood of success.	School psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	School psychologist's plans for students are partially suitable for them or are sporadically signed with identified needs.	School psychologist's plans for students are suitable for them and are aligned with identified needs.	School psychologist develops comprehensive plans for students, finding ways to creatively meet student needs are incorporate many related elements.
3e: Demonstrating responsiveness in the referral process	School psychologist does not follow the referral process or meet referral timelines.	School psychologist meets the referral timeline but doesn't always follow the referral process.	School psychologist usually meets referral timeliness.	School psychologist is continually seeking ways to maximize effectiveness to meet or exceed timeliness.
3f: Communicating results during eligibility meetings and in written reports.	School psychologist presents results that are difficult to understand by parents/students and staff.	School psychologist presents results that are sometimes understandable by parents/students and staff.	School psychologist presents results that are usually understandable by parents/students and staff.	School psychologist always presents evaluation results in a clear and concise manner, and are understandable by parents/students and staff.

Domain 4 for School Psychologists: Professional Responsibilities				
Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	School psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	School 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.	School psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School psychologist makes some specific suggestions as to how the evaluation process might be improved.	School psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. School psychologist draws on an extensive repertoire to suggest ways to improve the process.
4b: Communicating with families	School psychologist fails to communicate with families or communicates in an insensitive manner.	School psychologist's communication with families is partially successful, but there are occasional insensitivities to cultural and linguistic traditions.	School psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions.	School psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. School psychologist reaches out to
4c: Maintaining accurate records	School psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	School psychologist's records are accurate and legible and are stored in a secure location.	School psychologist's records are accurate and legible, well organized, and stored in a secure location.	School 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.

4d: Participating in a professional community	School psychologist's relationships with colleagues are negative or self serving, and School psychologist avoids being involved in school and district events and projects	School psychologist's relationships with colleagues are cordial, and School psychologist participates in school and district events and projects when specifically requested.	School psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	School psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	School psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	School psychologist's participation in professional development activities is limited to those that are convenient or are required.	School psychologist seeks out opportunities for professional development based on an individual assessment of need.	School psychologist actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	School psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	School psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	School psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	School 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.