

Psychologist Performance Evaluation Rubric

The *Psychologist Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the Psychologist.

Domain A		Ineffective	Developing	Skilled	Accomplished
A	A1. Demonstrating knowledge of child and adolescent development and psychopathology.	School Psychologist demonstrates little to 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.
	Evidence				
	A2. Demonstrating knowledge of state and federal regulations.	The School Psychologist demonstrates no knowledge of specific federal and state rules. He or she is not aware of the requirements of informed consent, confidentiality, and due process. The School Psychologist is not able to discuss the basic concepts of IDEA.	The School Psychologist demonstrates little knowledge of specific federal and state rules. He or she has a limited understanding of the requirements of informed consent, confidentiality, and due process. The School Psychologist is able to discuss the basic concepts of IDEA.	The School Psychologist refers to specific federal and state rules verbally and in writing, using appropriate terms when need. He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. The School Psychologist is able to discuss the essential concepts of IDEA including the definitions of LRE and FAPE.	The School Psychologist has extensive knowledge of and refers to specific federal and state rules verbally and in writing, using precise terms when needed. He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. The School Psychologist has a thorough knowledge of IDEA, including the definitions of LRE and FAPE.
	Evidence				

Domain A					
		Ineffective	Developing	Skilled	Accomplished
School Counseling Program	A3: Demonstrating collaborative problem-solving.	The School Psychologist does not communicate student concerns or definitions remain vague. Target behaviors, representing the level of performance the student will need to reach to meet expectations, are not specified.	The School Psychologist communicates student concerns in basic terms. Target behaviors the represent the level of performance the student will need to reach are vague.	The School Psychologist communicates student concerns in observable and measurable terms. Target behaviors are identified that represent the level of performance the student will need to meet expectations.	The School Psychologist communicates in observable and measurable terms. The School Psychologist asks guiding questions to help the team prioritize student concerns to address target behaviors. Interventions and assessment procedures are identified to allow the student access to the general curriculum.
	Evidence				
	A4: Demonstrating knowledge of district procedures for responding to referrals for special education services.	The School Psychologist does not follow district procedures for responding to referrals for special education services and shows an unawareness of those procedures.	The School Psychologist is aware of district procedures in responding to referrals for special education services, but is inconsistent in implementing them.	The School Psychologist follows district procedures in respond to referrals for special education services consistently.	The School Psychologist follows district procedures in response to referrals for special education services, thoroughly and consistently.
	Evidence				
	A5: Demonstrating knowledge of resources, both within and beyond the school and district.	The School Psychologist demonstrates little to no knowledge of resources for students available through the school or district.	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.	The School Psychologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence					

Domain B

of a Comp	B1: Establishing rapport with students and families.	The School Psychologist's interactions with students and families are negative or inappropriate.	The School Psychologist's interactions with students and families are a mix of positive and negative. The School Psychologist's efforts at establishing rapport are partially successful.	The School Psychologist's interactions with students and families are positive and respectful.	The School Psychologist's interactions with students and families are positive and respectful. Rapport is well established.
	Evidence				
	B2: Responding to Referrals.	The School Psychologist fails to consult with colleagues or to tailor evaluations to the questions in the referral.	The School Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions in the referral.	The School Psychologist consults frequently with colleagues, tailoring evaluations to the questions in the referral.	The School Psychologist consults frequently with colleagues, contributing his or her own insights and tailoring evaluations to the questions in the referral.
	Evidence				
	B3: Demonstrating valid assessment and interpretation.	The School Psychologist uses the same instrument for all children regardless of their age, culture, primary language, or suspected disability. He or she administers the assessment in a haphazard or non-standard manner. The School Psychologist offers no interpretation of the results.	The School Psychologist uses the same assessment instrument for all children regardless of their age, culture, primary language, or suspected disability. He or she administers the assessment in non-standard manner. The School Psychologist offers limited interpretation of the results.	The School Psychologist selects assessment instruments that are valid given the age, culture, primary language, and suspected disability of the child. He or she administers the assessment instruments in a standardized manner and is able to discuss the limitations of the instrument when asked.	The School Psychologist selects assessment instruments that are valid given the age, culture, primary language and suspected disability of the child. He or she administers the assessment instruments in a standardized manner and provides an accurate interpretation. The School Psychologist discusses and includes a written statement regarding the limitations of the instruments in cases where validity or reliability is in question.
	Evidence				

Domain B					
	B4: Chairing the Evaluation Team	The School Psychologist declines to assume leadership of the evaluation team.	The School Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate Evaluation Team Reports.	The School Psychologist assumes leadership of the evaluation team as a standard expectation and prepares detailed Evaluation Team Reports.	The School Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Evaluation Team Reports are prepared in an exemplary manner.
	Evidence				
	B5. Working with the team to plan interventions to maximize students' likelihood of success.	The School Psychologist fails to work with the team to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	The School Psychologist works with a team to develop plans for students that are partially suitable for them or are sporadically aligned with identified needs.	The School Psychologist works with a team to develop plans for students that are suitable for them and are aligned with identified needs.	The School Psychologist works with the team to develop comprehensive plans for students, finding ways to creatively meet student needs.
	Evidence				

Domain C					
	Ineffective	Developing	Skilled	Accomplished	
	C1: Showing Professionalism	The School Psychologist fails to understand and follow regulations, polices, and agreements.	The School Psychologist understands and follows district policies and state and federal regulations at a minimal level.	The School Psychologist meets ethical and professional responsibilities with integrity and honesty. The School Psychologist models and upholds district policies and state and federal regulations.	The School Psychologist meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the school.
	Evidence				
	C2. Maintaining accurate records.	The School Psychologist's records are in disarray; they may be missing, illegible, or stored in an unsecured location.	The School Psychologists records are accurate and legible and stored in a secure location.	The School Psychologists' records are accurate and legible, well-organized, and stored in a secure location.	The School Psychologists' records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
	Evidence				
	C3. Engaging in Professional Development	The School Psychologist does not participate in professional development activities, even when such activities are clearly needed for the on-going development of skills.	The School Psychologist's participation in professional development activities is limited to those that are convenient or required.	The School Psychologist seeks out opportunities for professional development based on an individual assessment of need.	The School Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues or supervising practicum or intern students.
	Evidence				