

COMPONENT LEVEL RUBRICS

Domain 1 for School Psychologists: Planning and Preparation				
Component	Ineffective	Developing	Skilled	Accomplished
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 several psychological instruments to evaluate students and determine accurate diagnoses.	School Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology.	School Psychologists 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: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.	School Psychologist demonstrates little or no knowledge of state and federal regulations or of resources for students available through the school or district.	School Psychologist displays awareness of state and federal regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	School Psychologist displays awareness of state and federal regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	School Psychologist's knowledge of state and federal regulations and of resources for students is extensive, including those available through the school or district in the community.
1d: Planning the school psychology services: integrated with the regular school program, to meet the needs of individual students and including prevention/intervention	School Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	School Psychologist's planning includes a number of worthwhile activities, but some of them don't fit with the broader goals of the District and Building	School Psychologist has developed a plan that includes the important aspects of the goals of the District and Building.	School Psychologist's plan is highly coherent and preventive and serves to support both groups and students individually, within the broader educational program and goals of the District and Building.
1e: Developing a plan to evaluate the psychology services.	School Psychologist has no plan to evaluate their services or resists suggestions that such an evaluation is important.	School Psychologist has a rudimentary plan to evaluate their services.	School Psychologist's plan to evaluate their services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving their services on an ongoing basis.

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Domain 2 for School Psychologists: The Environment				
Component	Ineffective	Developing	Skilled	Accomplished
2a: Establishing rapport with students	School Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	School Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	School Psychologist's interactions with student are positive and respectful; students appear comfortable in the testing center.	Students seek out the School Psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Supporting a culture for positive mental health throughout the school	School Psychologist makes no attempt to support a culture for positive mental health in the school as a whole, either among students or between students and teachers.	School Psychologist's attempts to support a culture throughout the school for positive mental health in the school among students are partially successful.	School Psychologist supports a culture throughout the school for positive mental health in the school among students.	The culture in the school for positive mental health among students while guided by the School psychologist, is maintained by students.
2c: Establish and maintain clear procedures for referrals	No procedures for referrals have been maintained; when teachers want to refer a student for special services, they are not sure how to go about it.	School Psychologist has maintained procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone.
2d. Establishing standards of conduct in the assessment area	No standards of conduct have been established, and school psychologist disregards or fails to address negative student behavior during an evaluation or across the school setting.	Standards of conduct appear to have been established in the assessment area. School Psychologist's attempts to monitor and correct negative student behavior during an evaluation and across the school setting are partially successful.	Standards of conduct have been established in the assessment area and reinforced across the school setting. School Psychologist monitors student behavior against those standards; response to students in appropriate and respectful.	Standards of conduct have been established in the assessment area and reinforced across the school setting. School Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing space is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing space are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing space is well organized; materials are stored in a secure location and are available when needed.	The testing space is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

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Domain 3 for School Psychologists: Delivery of Service				
Component	Ineffective	Developing	Skilled	Accomplished
3a: Responding to referrals; consulting with teachers and administrators.	School Psychologist fails to consult with colleagues or to tailor evaluations that address the questions raised in the referral.	School Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations that address questions raised in the referral.	School Psychologist consults frequently with colleagues, tailoring evaluations that address the questions raised in the referral.	School Psychologist consults frequently with colleagues, contributing own insights and observations and tailoring evaluations that address all questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASSP) 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 students but does not always follow established time lines and 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: Chairing Evaluation Team.	School Psychologist reports data but assumes no leadership role on team, e.g., doesn't develop rapport with parent, offers little interpretation of data, does not facilitate team decision. Interpretation of data lacks clarity.	School Psychologist assumes some leadership, e.g., establishes rapport with parent, solicits some input from team members. Psychologist interprets data but meaning is not well understood by parent/team members.	School Psychologist assumes leadership role, establishes rapport with parent, solicits input from all team members, and facilitates team decision. Clearly interprets evaluation data and provides for learning.	School Psychologist is looked to for leadership and assumes leadership role. Establishes rapport with parent, solicits input from all team members, shows sensitivity to all points of view, clearly interprets data in understandable form, and facilitates team decision, willing to take initiative to make difficult decisions.
3d: Planning intervention to maximize students' likelihood of success.	School Psychologist fails to plan interventions suitable to students, or interventions are mismatched with student needs and data.	School Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs and data. Intervention design does not consistently reflect research or evidence based practice.	School Psychologist's plans for student are suitable for them and are aligned with identified needs and data. Intervention design reflects research or evidence based practice.	School Psychologist plans and develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements using data to monitor appropriateness and success of interventions. Intervention design consistently reflects research and evidence based practices.
3e: Involvement in district Pyramid of Support.	School Psychologist does not participate in universal screening, resists using data to guide decision-making on students.	School Psychologist participates in universal screenings, uses data to help guide process toward appropriate levels of student support/intervention	School Psychologist participates in universal screening, participates in data analysis and helps design and implement interventions according to need, is a building resource for evidence-based interventions.	School Psychologist participates in universal screening, participates on grade level PLC, helps monitor student progress, helps design and implement interventions according to level of support required, is a valued resource for evidence-based interventions.
3f: Demonstrating flexibility and responsiveness	School Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	School Psychologist makes modest changes in the intervention or treatment program when confronted with evidence of the need for change.	School Psychologist makes revisions in the intervention or treatment program when it is needed.	School Psychologist is continually seeking ways to improve the intervention or treatment program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4 for School Psychologists: Professional Responsibilities

Component	Ineffective	Developing	Skilled	Accomplished
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 suggestion as to how the School Psychology services program 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 alternative strategies.
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 in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.	School Psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	School Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location. Records provide minimal information to guide student planning.	School Psychologist's records are accurate and legible and are stored in a secure location. They are written to be understandable to another qualified professional. Records provide broad general descriptions and recommendations to guide student planning.	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. Records provide thorough explanations of assessments and specific recommendations to guide student planning.	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. Records provide thorough detailed interpretations and provide specific information and to guide student planning. Recommendations include multiple examples of effective practice.
4d: Follows federal and state laws for evaluation of students with disabilities; organizes planning to complete all mandated processes and documentation and meets required timelines	School Psychologist fails to plan and organize student evaluations resulting in non-compliance with federal and state laws governing students with disabilities; School Psychologist does not complete necessary documentation and processes in a timely manner.	School Psychologist's planning and organization of student evaluations complies minimally with federal and state laws governing students with disabilities; School Psychologist's documentation is complete with minimal error and processed in a timely manner.	School Psychologist's planning and organization of student evaluations fully complies with federal and state laws governing students with disabilities; School Psychologist's documentation is accurate, complete, and processed in a timely manner.	School Psychologist's planning and organization of student evaluations is highly detailed and exceeds compliance standards under federal and state laws governing students with disabilities; School Psychologist's documentation is accurate, complete and processed in advance of required timelines to accommodate specific student needs that may arise.
4e: 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.
4f: Engaging in professional development	School Psychologist does not participate in professional development when activities are clearly needed for the ongoing development of skills.	School Psychologist 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 and district focus.	School Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4g: 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.