

GBSD School Psychologist Evaluation Rubric

Domain 1: Planning and Preparation				
COMPONENTS	Level of Performance			
	1	2	3	4
1a: Demonstrates knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents.	Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges, and percentiles when describing student performance.	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results.
1b: Demonstrates knowledge of child and adolescent development and psychopathology.	Psychologist shows little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective interventions.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	Psychologist applies extensive knowledge of typical child development, psychopathology and corresponding interventions for the classroom.
1c: Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district.	Psychologist shows little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist has limited knowledge of district and community resources.	Psychologist participates in departmentally or district mandated professional development in order to become familiar with new policies and procedures. Psychologist researches and/or connects with available district and community resources when specifically asked to do so.	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district. Psychologist provides this information to others in order to connect families and students to supports.	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.
1d: Plans to meet the needs of general and special education students.	Psychologist has knowledge of continuum of services. Psychologist works only on referrals to special education.	Psychologist is developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1e: Establishes goals for the psychology program appropriate to the setting and the students served.	Psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situations in the school and to the age of the students.	Psychologist's goals for the treatment program 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.

Domain 2: The Environment

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COMPONENTS	1	2	3	4
2a: Establishes rapport with students	Psychologist engages in negative interactions with students that often include punishments and negative consequences. Students appear uncomfortable in the testing environment.	Psychologist's interactions with students are a mixture of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members.
2b: Establishes a culture in the school for positive mental health of the students and staff	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among or between students or teachers.	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers is partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist facilitates workshops with themes of mental health and well-being. Colleagues and students, while guided by the psychologist, maintain the culture in the school for positive mental health among students and
2c: Establishes and maintains clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established 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. Psychologist makes staff and parents aware of the pre-referral process.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Demonstrates flexibility and responsiveness to meet the needs of students and their families	Psychologist does not respond to student and family inquires and is not available for consultation and guidance.	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using inadequate avenues.	Psychologist is readily and easily accessible. Family is kept consistently informed.	Psychologist encourages communication with parents and students on a regular basis. The psychologist often provides guidance and insight while using a multitude of communication devices.
2e: Establishes standards of conduct in the testing environment	Standards of conduct have not been established. Psychologist fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are only partially successful.	Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful.	Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.

Domain 3: Delivery of Services

COMPONENTS	Level of Performance			
	1	2	3	4
3a: Consults with colleagues and parents in responding to referrals	Psychologist fails to consult with colleagues.	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 to concerns identified in the classroom and tailors evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing detailed insights to questions raised in the referrals and concerns identified in the classroom.
3b: Evaluates student needs in compliance with National Association of School Psychologists 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 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, 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 and safeguards.
3c: Facilitates and participates in team meetings.	Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs.	Psychologist does not always work effectively with a team, and student plans partially meet identified needs.	Psychologist works effectively with a team to develop suitable plans for students that are aligned with identified needs. Prepares detailed IEPs.	Psychologist takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
3d: Completes thorough interpretation and reports in a timely manner	Psychologist resists making thorough interpretations and does not generate implications for learning or follow established procedural timelines for reports.	Psychologist attempts to provide information regarding interpretation of reports, but does not always follow established procedural timelines.	Psychologist makes interpretations, generates implications for learning, and complies with procedures regarding reports.	Psychologist makes thorough interpretations, generates relevant implications for learning, and complies with procedural timelines for reports.
3e: Engages in the CSE process	Psychologist declines to assume a role in the development of students' IEPs and in the overall CSE process.	Psychologist works with a team in developing students' IEPs when directed to do so, and prepares adequate IEPs.	Psychologist works with a team in developing students' IEPs and provides insights during CSE meetings.	Psychologist works effectively with a team in developing students' IEPs and provides valuable insights during CSE meetings.
3f: Maintains contact between school community and mental health resources.	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers	Psychologist maintains ongoing contact with physicians and community mental health service providers, as needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers, and initiates contacts, when needed.

Domain 4: Professional Development

COMPONENTS	Level of Performance			
	1	2	3	4
4a: Reflecting on Practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	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'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 practice might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with Families & Soliciting Family Involvement	Psychologist fails 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 communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	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 and bridge the home and school environments.
4c: Maintaining Accurate Records	Psychologist's records/reports are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records/reports are accurate and legible and are stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience.
4d: Participating in a Professional Community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and/or district events or projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and/or district events and projects when specifically requested.	Psychologist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues. Participates in local, state, or national organizations.	Psychologist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues. Participates in local, state, or national organizations.
4e: Engaging in Professional Development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and enhanced knowledge is reflected in day to day practice. This could include such activities as presenting to school or district staff.

4f: Showing Professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	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.
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