

Level of Performance Rubric for **SCHOOL PSYCHOLOGIST** based on Framework

DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating current knowledge of School Psychology	Displays little understanding of procedures and best practices in School Psychology.	Displays satisfactory knowledge, relates and integrates this knowledge to other disciplines.	Demonstrates solid understanding of content and connections with other disciplines. Performance reflects best practices in School Psychology.	Knowledge of the content is extensive, showing evidence of connections with other disciplines and a continuing search for improved practice.
1b: Demonstrating knowledge of students	Makes little attempt to acquire or use knowledge of students' skills, disabilities, developmental stages, or background (ethnic or other).	Uses appropriate instruments and/or observations to demonstrate knowledge of students.	Gathers information about the student in a competent manner, and integrates it into the assessment process.	Demonstrates knowledge of students' background, skills, disabilities and interests and uses this knowledge to plan for assessment and intervention. Monitors student progress through classroom interventions.
1c: Addressing referral questions	Assessment and consultation do not address referral question(s).	Assessment and consultation address referral question(s) as presented.	Responds to referral problems and related issues, facilitates problem solving, and provides appropriate resources and intervention techniques. Approaches referral questions, using a variety of standardized tests and/or curriculum based measurements.	Responds to referral question(s) and related issues, and provides appropriate resources and intervention techniques with follow up and modifications. Approaches referral question(s) in a comprehensive manner and using a variety of standardized tests and/or curriculum based measurements.
1d: Demonstrating knowledge of special education programs in district	Displays little knowledge and understanding of program options within the district.	Has knowledge and understanding of available program options within the district.	Has detailed knowledge of program and educational options within the district. Uses this knowledge to make appropriate recommendations for the student's unique needs.	Participates in recommending and/or securing district resources for the student.
1e: Complying with procedural guidelines	Fails to adhere to procedural timelines and safeguards.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the 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.
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Adheres to procedural timelines and safeguards.	Works with service teams to ensure that all procedural timelines and safeguards are consistently followed.	Conducts training with school staff to ensure understanding and collaboration as requested.

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DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Interaction with other members of the service team	Interactions are inappropriate and/or unproductive.	Interactions are appropriate and reflect mutual respect.	Differences of opinions are respected. Questions are encouraged and answered with clear and thorough explanations.	Opinions are respected. Questions are encouraged and answered. Facilitates conflict resolution.
2b: Interactions with students	Interactions inappropriate to the needs of the student.	Interactions are appropriate to the needs of the student. Makes efforts to establish adequate rapport.	Interactions are respectful and attempts are made to facilitate warm and caring interactions.	Demonstrates professionalism even when rapport is difficult to establish.
2c: Managing student behavior during evaluation	Does not monitor or address negative behaviors.	Monitors and addresses negative behaviors.	Anticipates problematic behaviors and addresses them with appropriate "limit setting".	Demonstrates sensitivity to emerging problematic behaviors and takes steps to intervene. Addresses uncooperative or disruptive behavior appropriately.
2d: Managing assessment procedures	Is unfamiliar with relevant procedures and fails to administer or score according to acceptable practices.	Demonstrates competency in procedures for standardized test administration.	Demonstrates competency in multiple procedures and administers them according to needs and standardized specifications.	Not only uses strategies and techniques to assess the student's needs, but also adapts to accommodate to special needs and circumstances.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

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DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating information clearly and accurately	Spoken and written communication provides limited or inaccurate information.	Spoken and written communication provides sufficient and accurate information.	Spoken and written communication provides clear and explicit information.	Spoken and written communication provides clear, concise, and explicit information. Questions are addressed with clarity.
3b: Constructs intervention and prevention programs	Fails to implement prevention plans when asked by service team.	Help construct and implement prevention plans when asked by staff members.	Constructs programs based on current research. Works with other members of the staff in implementing the programs. Helps develop and implement behavior management plans.	Constructs programs based on current research, conducts progress monitoring, and follow up consults with the staff in implementing and monitoring behavior plans and other programs.
3c: Participates in IEP development	When asked does not actively participate in relevant IEPs.	Participates in IEPs when asked by members of the service team.	Makes relevant suggestions specific to the student's needs and goals during IEP meetings.	Takes an active role in IEPs when the goals are related to material contained in the psychologist's assessment. Relates IEP goals to the assessment results.
3d: Provides consultation to school personnel and parents	Does not address the concerns when asked by school personnel or parents.	Demonstrates an understanding of the student's needs and provides strategies.	Demonstrates thorough understanding of student's needs. Facilitates the development of clear and concise strategies.	Staff seeks the involvement of psychologist in solving problems. Strategies are consistently monitored and revised as necessary to promote problem solving. Collaboration is ongoing.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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4a. Reflection on practice	Psychologist does not reflect on the effectiveness work or propose ideas as to how it may be improved.	Psychologist reflects on the effectiveness of work and makes global suggestions as to how it might be improved.	Psychologist reflects on the work citing general impact and makes some specific suggestions about how it might be improved.	Psychologist reflects on completed work and draws on extensive clinical knowledge and experience to assess and suggest alternative interventions.
4b: Communicating with families about assessment procedures	Provides limited input to families about assessment procedures.	Provides sufficient information about the assessment procedures during progress monitoring or when a case study is declared.	Develops relevant questions during progress monitoring when a case study is declared and provides sufficient information.	Psychologist makes him/herself available to family members to answer questions about assessment procedures and the interpretation of test results.
4c: Accuracy of reports	Reports are unclear and important data is missing.	Reports are organized and accurate.	Reports are thorough, organized, and clear.	Information in reports is integrated and recommendations for interventions are based on assessment results.
4d: Enhancement of professional knowledge	Engages in limited professional development.	Participates in professional development opportunities.	Seeks out opportunities for continuing development at the district, state or national level.	Makes a systematic effort to enhance professional skills; applies and shares new knowledge with staff members.
4e: Professional conduct	Demonstrates inappropriate behavior based on professional standards.	Adheres to district and professional standards.	Treats students, parents, and staff with respect. Maintains sensitive information with confidentiality.	Models high standards of professionalism, including attendance, punctuality, and meeting professional responsibilities.