



**School Psychologist Evaluation Rubric**

**Domain 1 Understanding Special Education Laws and Procedures**

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Knowledge of federal and state regulations relating to special education</b>	Limited to no knowledge of current federal guidelines (IDEA) and state regulations.	Thorough knowledge of current special education policies and procedures pertaining to federal guidelines and state recommendations.	Thorough knowledge of current special education policies and procedures pertaining to federal guidelines and state recommendations. Knowledge of pitfalls in special education that lead to litigation. Acts as a resource to educators on federal, state regulations.	Thorough knowledge of current special education policies and procedures pertaining to federal guidelines and state recommendations. Knowledge of pitfalls in special education that lead to litigation. Acts as a resource to educators on federal, state and local policy.
<b>1b: Knowledge of county and local district policies and procedures relating to special education.</b>	Limited knowledge of current county and local district regulations and policies.	Thorough knowledge of current special special education regulations and policies pertaining to county guidelines and local policies.	Thorough knowledge of current special education policies and procedures pertaining to federal guidelines and state recommendations. Knowledge of pitfalls in special education that lead to litigation.	Thorough knowledge of current special education policies and procedures pertaining to federal guidelines and state recommendations. Knowledge of pitfalls in special education that lead to litigation. Acts as a resource to educators on federal, state and local policy.
<b>1c: Communicate permissions for evaluations with families or guardians</b>	School Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	School Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	School Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	School Psychologist communicates with families secures necessary permissions for evaluations and does so in a manner highly sensitive to cultural and linguistic traditions. School Psychologist reaches out to families of students to enhance trust.
<b>1d: Communicate laws and procedures with family or guardian</b>	School Psychologist fails to communicate laws regarding the student's disability to the family or guardian	School Psychologist describes briefly the law regarding the student's disability to the family or guardian.	School Psychologist describes thoroughly and clearly the laws regarding the student's disability to the family or guardian.	School Psychologist describes thoroughly and clearly the laws regarding the student's disability to the family or guardian and provides additional parent friendly resources when necessary.
<b>1e: Documentation of Special Education Process and</b>	Poor follow through with required special education documentation.	Basic documentation of decisions and special education action; sometimes in an	Ability to clearly document decisions and special education action in an accurate and timely	Ability to clearly document decisions and special education action in an accurate and timely

<b>Procedures</b>		accurate and timely way.	way.	way. Ability to use language to navigate conflict and avoid pitfalls in special education that lead to complaints and litigation.
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**Domain 2: Student/Staff/Home Collaboration**

<b>INDICATOR</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Establishing rapport with students</b>	School Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	School Psychologist's interactions with students 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 center.	School Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center. Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing rapport with staff</b>	School Psychologist's interactions with staff are negative or inappropriate.	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 staff are positive and respectful.	School Psychologist's interactions with staff are positive and respectful. Staff seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2c: Establishing rapport with parents or guardian</b>	School Psychologist fails to communicate with or address their needs with families or guardians.	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 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 families of students to enhance trust.

### Domain 3: Child Study and Pre-Referral Process

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Prevention</b>	School Psychologist fails to demonstrate any knowledge of academic, behavioral, and emotional difficulties.	School Psychologist demonstrates minimal knowledge of academic, behavioral, and emotional difficulties.	School Psychologist demonstrates thorough knowledge of academic, behavioral, and emotional difficulties. Recognizes behaviors that are precursors to development of maladaptive behaviors and emotional disorders.	School Psychologist demonstrates thorough knowledge of academic, behavioral, and emotional difficulties. Recognizes behaviors that are precursors to development of maladaptive behaviors and emotional disorders. Assists in designing programs to prevent and intervene with these difficulties.
<b>3b: Responding to referrals; consulting with teachers and administrators</b>	School Psychologist fails to consult with colleagues or to tailor evaluations and interventions to the questions raised in the referral.	School Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluation and interventions to the questions raised in the referral.	School Psychologist consults frequently with colleagues, tailoring evaluations and interventions to the questions raised in the referral.	School Psychologist consults frequently with colleagues, tailoring evaluations and interventions to the questions raised in the referral based on prior knowledge and/or experiences.
<b>3c: Collaboration during the referral process.</b>	School Psychologist declines to participate in the child study process.	School Psychologist works with the child study team when directed to do so.	School Psychologist works with the child study team and listens to concerns and actively participates.	School Psychologists works effectively with the child study team and listens to concerns, actively participates and provides valuable insights and resources.
<b>3d: Knowledge of academic skills</b>	School Psychologist fails to demonstrate knowledge of academic skills that promote improvement of instruction and growth of achievement.	School Psychologist demonstrates some basic knowledge of academic skills that promote improvement of instruction and growth of achievement.	School Psychologist demonstrates thorough knowledge of academic skills that promote improvement of instruction and growth of achievement by applying this knowledge with different instructional methodologies.	School Psychologist demonstrates thorough knowledge of academic skills that promote improvement of instruction and growth of achievement by applying this knowledge with different instructional methodologies. Assists in developing challenging, but achievable goals for a variety of students and assesses treatment with integrity.
<b>3e: Knowledge of behavior theory and skills</b>	School Psychologist fails to demonstrate knowledge of behavior theory and skills that promote the likelihood of behavioral change and growth.	School Psychologist demonstrates some basic knowledge of behavior theory and skills that promote the likelihood of behavioral change	School Psychologist demonstrates thorough knowledge of behavior theory and skills that promote the likelihood of behavioral change	School Psychologist demonstrates thorough knowledge of behavior theory and skills that promote the likelihood of behavioral change

		and growth.	and growth by assisting others in understanding student's behavior functioning.	and growth by assisting others in understanding student's behavior functioning. Assists in implementing behavior approaches to classroom management and assesses treatment integrity.
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#### Domain 4: Evaluation and Decision Making

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Demonstrates knowledge of child and adolescent development and psychopathology</b>	School Psychologist exhibits little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective interventions.	School Psychologist exhibits basic knowledge of child and adolescent development and psychopathology. Psychologist can access limited information pertaining to classroom intervention approaches to address these areas.	School Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	School 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.
<b>4b: Demonstrating knowledge and skill in using psychological instruments to evaluate students</b>	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 a variety of psychological instruments to evaluate students and determine accurate levels of functioning.	School Psychologist uses a wide range of psychological instruments to evaluate students and determine accurate level of functioning. School Psychologist knows the proper situations in which each should be used.
<b>4c: Evaluating student needs in compliance with Wayne RESA, Michigan Administrative Rules (MARS), Federal IDEA guidelines</b>	School Psychologist 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 timelines and safeguards.	School Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	School Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to. School Psychologist makes appropriate eligibility

				recommendations based on results and guidelines.
<b>4d: Collaboration and report writing</b>	Little to no collaboration with other team members of FBA's, BIP's, and/or report writing to document student issues. Poor report writing and documentation of special education requirements.	Some team collaboration of FBA's, BIP's, and/or report writing to document student issues. Inconsistent report writing and documentation of special education requirements.	Versed at team collaboration of FBA's, BIP's, and/or report writing. to document student issues. Well-constructed report writing and documentation of special education requirements.	Prominent leader of team collaboration of FBA's, BIP's, and/or report writing. to document student issue, Thorough well-constructed report writing and documentation of special education requirements.
<b>4e: Facilitates and participates in team meetings</b>	School Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs.	School Psychologist does not always work effectively with a team, and student plans partially meet identified needs.	School Psychologist works effectively within a team to develop suitable plans for students that are aligned with identified needs.	School Psychologist works effectively with the team to develop suitable plans for students that are aligned with identified needs and contributes to preparation of detailed METS & IEPs.
<b>4f: Demonstrates knowledge of instructional environments.</b>	School Psychologist fails to understand or determine components of instructional environment that affect learning/behavior change for student.	School Psychologist is able to identify or determine some components of instructional environment that affect learning/behavior change for student.	School Psychologist is able to identify or determine a variety of components of instructional environment that affect learning/behavior change for student in a significant way.	School Psychologist is able to identify or determine many components of instructional environment that affect learning/behavior change for student in a significant way. Uses the knowledge to assist in developing effect educational programs to maximize student achievement and adjustment.

## Domain 5: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>5a: Managing and prioritizing responsibilities</b>	School Psychologist fails to successfully manage priorities and work spaces leading to missed deadlines and breaches of confidentiality.	Attempts to prioritize lead to successfully met deadlines, but often do not allow for flexibility. Physical space generally appears disorganized, but confidentiality is secure.	A system for organization of time and space is evident and in use. Time is used effectively and priorities are in line with community needs Confidentiality is secure and encouraged.	A system for organization of time and space is evident and in use. Time is used effectively and priorities are in line with community needs. School Psychologist is able to plan for all needed evaluation and meetings and respond to situations with flexibility.
<b>5b: Maintaining accurate records</b>	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 others.
<b>5c: Abides by all professional ethical standards and legal responsibilities.</b>	School Psychologist fails to abide by or displays inappropriate professional conduct and standards.	School Psychologist abides by or displays some level of professional conduct and follows some standards.	School Psychologist consistently abides by and displays professional conduct and standards.	School Psychologist consistently abides by and displays professional conduct and standards; serves as a resource to instruct others in understanding ethical issues and conduct.
<b>5d: Participating in a professional community</b>	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/or district events and projects; maintains positive and productive relationships with colleagues.	School Psychologist participates actively in school and/or district meetings, events, and projects; maintains positive and productive relationships with colleagues. School Psychologist assumes leadership roles in some capacity
<b>5e: Engaging in professional development</b>	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 a substantial contribution to the profession through such activities as offering workshops to colleagues.

<b>5f: Showing professionalism</b>	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.
<b>5g: Self-Reflecting</b>	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 one might improve.	School Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. School Psychologist draws on an extensive repertoire to suggest alternative strategies as to how one might improve.