

# School Psychologist

Rubrics,  
Self-Assessment Checklist,  
and  
Summative Conference Form

Stillwater Area Schools

4/7/2006

**Performance Appraisal System  
School Psychologist  
Rubrics  
COMPONENTS OF PROFESSIONAL PRACTICE**

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**Domain I – Planning and Intervention**  
**LEVEL OF PERFORMANCE**

<b>Component 1A: Due Process / Laws</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Demonstrates knowledge of Federal and State regulations and local policies relating to Special Education (SPED).</b>	Demonstrates minimal knowledge of Federal and State regulations and local policies.	Interprets and communicates knowledge of due process as it occurs in the Total Special Education System (TSES).	In addition to Basic, applies this, as well as best practices in looking at the “whole” child, and in being sensitive to possible bias in SPED practices.	Takes leadership role in team or departmental decision making and helps ensure that such decisions are based on best practice, Federal and State regulations and local policies.
<b>2. Demonstrates knowledge of district’s special education policies &amp; procedures, reporting &amp; documentation.</b>	Demonstrates minimal knowledge of SPED categories.	Has knowledge of child development, interprets criteria and communicates in staffing to assist in determining eligibility / discontinuance of placement in SPED.	In addition to Basic, asks for assistance from colleagues; SPED supervisors; Department of Children, Families and Learning (DCFL) when encountering difficulties with due process and related issues. Is able to disseminate information and take leadership.	Assists teams in expanding knowledge about disability categories by demonstrating ability to explain child development, childhood psychopathology, disorders as defined by the current Diagnostic Statistical Manual of Mental Disorder (DSM) and current behavioral theories.

<b>Component 1B: Development of Academic / Behavioral Skills</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Academic Support</b>	Demonstrates minimal skills which promote improvement of instruction and growth of achievement.	Demonstrates knowledge of teaching and learning strategies and directly/ indirectly supports the development of attention skills, problem solving skills, and study skills.	Applies this knowledge to facilitate and improve student achievement, including alternative instructional methodologies. Helps in developing challenging, but achievable goals for a variety of students; assesses treatment integrity.	In addition to Proficient, keeps abreast of important research on instruction and disseminates this knowledge to staff, administrators and parents.
<b>2. Demonstrates knowledge of behavior theory</b>	Demonstrates minimal skills in developing and encouraging practices which increase the likelihood of behavioral change and growth.	Demonstrates skills in developing and encouraging practices and assists others in understanding student’s functioning.	Demonstrates knowledge of research-based approaches to behavior change, implements and/or assists in implementing ecological and behavioral approaches to classroom management and assesses treatment integrity.	In addition to Proficient, keeps abreast of new intervention techniques and theories. Disseminates this knowledge to staff, administrators and parents.

## Domain II – Data-based Decision Making

### LEVEL OF PERFORMANCE

Component 2A: Pre-referral Interventions and Prevention Strategies				
Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>1. Demonstrates skills in pre-referral interventions</b>	Minimal involvement in pre-referral process.	Shares ideas for possible interventions.	Consults with staff to design interventions addressing the specific concerns with consideration for race, ethnic, cultural and social factors.	In addition to Proficient, assists the staff in monitoring and evaluating the intervention plan and demonstrates exceptional skills in problem solving strategies.
<b>2. Demonstrates appropriate preparation for the evaluation process</b>	Demonstrates minimal review of interventions, records and biographical data.	Demonstrates the review of interventions, records, and biographical data, including health history, education and family history as well as race, ethnic, social and cultural background.	Reviews and interprets interventions, records, biographical data including health history, educational and family history. Is able to synthesize and share relevant factors based on knowledge from a review of interventions, records, bio data, including health history and other evaluations.	In addition to Proficient, demonstrates the ability to train and mentor others.
<b>3. Determination of action based on data</b>	Minimal ability to understand problem(s) and interpret data for Child / Student Study Team to determine if formal evaluation is needed.	Giving consideration to racial, ethnic and cultural backgrounds, interprets data to Child / Student Study Team to determine if formal evaluation is needed.	Is able to define a student's problems and needs to determine if formal evaluation is needed. Assists in reviewing interventions, parent and teacher concerns, record review to determine methodologies for evaluation. In addition, assists the Child / Student Study Team in adhering to professional and ethical guidelines regarding non-biased evaluation and programming for students of all racial, ethnic, social and cultural background.	Analyzing existing data to determine the effectiveness of programming at the school/district wide level. Utilizes data from multiple sources, analyzes information and sharing with others. In addition, demonstrates the ability to train and mentor others. Develop a tool that illustrates the data, and sharing with other colleagues.
<b>4. Wellness</b>	Demonstrates minimal knowledge of the construct of wellness.	Demonstrates knowledge of person's wellness, as well as diverse health issues such as substance abuse, diet, eating disorders, AIDS prevention, and stress management.	In addition to Basic, is able to access resources to assist in addressing students needs.	In addition to Proficient, collaborates with team members to design treatment plans to assist students in attaining and maintaining wellness.
<b>5. Prevention</b>	Demonstrates minimal	Demonstrates awareness of	In addition to Basic,	In addition to Proficient, designs

	knowledge of academic, behavioral and emotional difficulties.	academic, behavioral and emotional difficulties.	recognizes behaviors that are precursors to development of maladaptive behaviors and emotional disorders.	and/or implements researched based school/district wide programs to prevent and intervene with these difficulties.
<b>Component 2B: Conducting Psychological and Psycho-educational Evaluation</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. As determined by team, evaluation includes consideration of (a) personality (b) emotional status (c) social skills and adjustment (d) intelligence &amp; cognitive functioning (e) adaptive behavior (f) educational setting (g) family</b>	Demonstrates minimal ability to use information from valid / reliable standardized instruments.	Demonstrates ability to select and administer appropriate standardized tests that measures general cognitive ability.	Uses a variety of assessment methods, observations and interviewing to gather data in areas needing consideration. Data is obtained from the student, school staff, care givers and significant adults of the student, and may include community sources. Assessment methods include formal and informal test administrations, functional behavioral assessment, curriculum -based measurement, interviews, ecological or environmental assessment, as well as assessment methodologies to define student needs, strengths.	In addition to Proficient, seeks advanced training in evaluations and training other colleagues and special education staff.
<b>2. Conducts Functional Behavioral Assessments (FBA's) when appropriate.</b>	Minimal understanding of the functional approach to behavioral assessment	Demonstrates understanding of the functional approach to behavioral assessment	In addition to Basic, uses appropriate assessment tools to determine the motivation, purpose and consequences of the behavior(s) under assessment, develops hypothesis statements, and recommends appropriate interventions.	In addition to Proficient, demonstrates leadership in developing goals and plans for positive behavior change.

<b>Component 2C: Evaluation of Instructional Environment as it Facilitates or Impedes Learning/Behavioral Change for Students</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Demonstrates knowledge of instructional environments</b>	Shows minimal ability to determine components of instructional environment that affect learning / behavioral change for students.	Identifies how environmental factors affect student learning / behaviors.	Identifies instructional environments having a significant impact on achievement and personal competence.	In addition to Proficient, uses knowledge to help develop effective educational interventions to maximize student achievement and adjustment.
<b>Component 2D: Communicates Evaluation results to Parents, School Staff, and Appropriate Community Professionals</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Ability to orally present findings and conclusions in team meetings</b>	Demonstrates minimal ability to articulate assessment results in team meetings.	Communicates essential results in terms understandable to all team members.	Establishes rapport, demonstrates sensitivity to the feelings of team members present, clearly articulates assessment results and synthesizes data collected by team members.	In addition to Proficient, provides leadership in the discussion of student strengths and needs as well as in due process decision-making. Redirects team members to increase effectiveness of meeting.
<b>2. Ability to write assessment team reports (ATRs)</b>	Demonstrates minimal ability to write and oversee the writing of ATRs.	Writes and/or oversees completion of all components of ATR using clear, understandable language.	In addition, synthesizes data from all sources, interprets collective results, and completes report in a timely fashion.	In addition, mentors assessment team members to optimize their writing proficiency.

### Domain III – Mental Health Care Provider

#### LEVEL OF PERFORMANCE

<b>Component 3A: Counseling and Crisis Management</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Counseling</b>	Demonstrates minimal ability to relate well to students and has difficulty addressing the mental health needs of students.	To a rudimentary degree, sets up a counseling environment and facilitates the process in which students feel open to work toward desired mental health goals.	Establishes a counseling environment that fosters open participation by students and, within a sound conceptual framework, facilitates the process of working toward the student's mental health goals.	Provides for a positive counseling environment, assists students in determining appropriate mental health goals, develops a plan based on a sound conceptual framework, balances planned strategies with spontaneity during counseling sessions and provides for the expansion of the counseling process to the broad community (which includes family, staff or outside resources in the counseling process).
<b>2. Ability to manage crisis situations</b>	Demonstrates minimal ability to manage crisis situations effectively.	Participates on the building and / or district crisis response team.	Successfully meets identified needs and assists with crisis management.	Assumes a leadership role, delegates responsibility and anticipates consequences and outcomes of crisis situations.

**Domain IV – Home / School / Community Collaboration**

**LEVEL OF PERFORMANCE**

<b>Component 4A: Collaboration and Consultation</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Collaboration</b>	Communication skills are insufficient and do not facilitate positive interpersonal relations.	Demonstrates skills in listening, adapting, dealing with ambiguity and is patient.	Establishes and maintains relationships with colleagues and coworkers that promote mental health, behavioral and academic growth of students.	Collaborates beyond school and parents to include outside agencies such as school boards, policy makers, business leaders, or fellow school psychologists in a variety of contexts.
<b>2. Consultation</b>	Demonstrate minimal skills in good problems solving.	Demonstrates good problem solving skills as well as good negotiation skills which assists in the development of interventions and programs.	Promotes change at the individual student, classroom or building, for example by providing skill enhancement activities. Follows up on efficiency of the interventions and programs.	Demonstrates skills that facilitate development of harmonious school environments for staff, students, parents and administrators that reduce divisiveness and disenfranchisement among stakeholders.

<b>Component 4B: Knowledge of Family Systems</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Decision-making opportunities for families in assessment, intervention, and program planning activities.</b>	Demonstrates minimal knowledge of family influences affecting students.	Has knowledge of family influences affecting wellness, learning and achievement in assessment, intervention, and program planning activities.	In addition to Basic, takes initiative to optimize family involvement.	In addition to Proficient, assists in fully integrating families into assessment, intervention and program planning activities.

<b>Component 4C: Services to Families</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Providing strategies to promote academic, behavioral and social success across environments</b>	Provides minimal service to individual families.	Provides service to families through strategies which promote academic, behavioral and social success at home, school and in the community.	In addition to Basic, assists families in finding resources in the community to meet identified needs of the student / family.	In addition to Proficient, assists in the implementation of identified plans.

## Domain V – Professional Responsibilities

### LEVEL OF PERFORMANCE

<b>Component 5A: Growing and Developing Professionally</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Pursues professional growth</b>	Demonstrates minimal pursuit of opportunities to expand knowledge base or acquire new skills.	Participates in seminars, workshops and utilizes publications to enhance knowledge and develop skills provided by District.	Active in developing expertise in research trends related to the profession and actively shares information by initiating discussions with colleagues.	Continually expands knowledge base and skills to implement and share; publish or present to colleagues at local state or national level while incorporating knowledge into practice and programs, and has affiliations with state and/or national professional organizations.

<b>Component 5B: Ethics</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Abides by all professional ethical standards and legal responsibilities.</b>	Demonstrates minimal awareness and display of appropriate professional conduct and standards.	Demonstrates proper professional conduct and standards.	Consistently adheres to the highest standards of professional practice.	Interprets questions of professional conduct and ethics. Serves as a resource to instruct others in understanding ethical issues and conduct.

<b>Component 5C: Inservice</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Presents inservices for staff and / or students.</b>	Demonstrates minimal willingness or ability to share knowledge and expertise.	Recognizes need for inservice and occasionally shares knowledge and resources when asked.	Recognizes need for inservices and accesses appropriate resources.	Is consistently called upon and actively volunteers to present inservices.



## Domain VI – IEP

### LEVEL OF PERFORMANCE

<b>Component 6A: IEP</b>				
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Notice of Team Meeting and Procedure Safeguards, Notice of proposed Action or Denial</b>	Files do not have Notice of Team meeting or teacher did not enclose procedure safeguards brochure.	All files have Notice of Team meeting and teacher has sent procedure safeguards brochure or documentation of conversations with parents.	Notices are dated a reasonable period of time before meetings. Notice of Proposed Action sent with IEP, Copy in Student File	Must provide documentation
<b>2. Maintains Documentation that all Timelines have been met including ESY</b>	IEP meeting, IEP written and copy are not provided to parent within 1 year of implementing past IEPs.	IEP meeting, written and provided to parent within 1 year of implementation.	Teacher has system to assure that all students have an active IEP.	Teacher maintains a system and consistently assures that all students have appropriate and active IEPs.
<b>3. IEP Individualized</b>	IEP is not individualized for the specific student. Students IEPs are similar or identical.	IEP is clearly individualized to the student. Present level reflects progress in general education curriculum and/or developmentally appropriate guidelines and all 5 areas for transition.	Present levels of performance are current and are comprehensive. Present level reflects progress in general education curriculum and/or developmentally appropriate guidelines and all 5 areas for transition.	Present levels of performance document student's progress. Present level reflects progress in general education curriculum and/or developmentally appropriate guidelines and all 5 areas for transition.
<b>4. IEP is Current</b>	IEP is completely or substantively identical to the student's past IEPs.	IEP shows progress from year to year based on data.	Present levels of performance statements clearly document student progress an/or interventions attempted to facilitate student success. Information is supported by data.	Present levels of performance document student progress, additional IEP meetings scheduled when student is not making progress.
<b>5. IEP reflects Parent Input in total IEP Process</b>	IEP does not contain any parent input or invited to the meeting.	IEP minimally documents family considerations (strengths and concerns). Documentation of Parent invitation to meeting.	IEP contains thorough statements of family considerations (strengths and concerns). Parent is attending meeting or documentation of multiple attempts to include parents.	Teacher is proactive in scheduling additional IEP meetings when parent expresses concerns regarding student not making progress.
<b>6. ESY</b>	Not addressed	Box checked on IEP Y or N.	Box checked on IEP Y or N and rationale documented.	Box checked on IEP Y or N and rationale documented including specific measurements and data.
<b>7. Assistive Technology</b>	Not addressed	Box checked on IEP Y or N.	Box checked on IEP Y or N and rationale documented.	Box checked on IEP Y or N and rationale documented including specific measurements and data.
<b>8. Adaptations to Regular Education Curriculum</b>	Adaptations to regular education curriculum are vague.	Adaptations to regular education curriculum are clear and the service providers or team members	Needs for adaptations are identified in present levels of performance statements and adaptations are specific. The service providers or	Student's IEP indicates creative strategies and there is evidence the case manager/teacher collaborates with the team to facilitate student

		will know when adaptations may occur. (Noted.)	team members will know when adaptations will occur (Explanation).	success (Data).
<b>9. Goals and Objectives</b>	Goals and objectives are not measurable and/or do not reflect student needs.	Goals and objectives are measurable and can reasonably be met within 1 year. Case manager is aware of responsibility to all goals/objectives of all service providers. All 5 areas of transition are addressed.	Goals and objectives are tightly aligned to student needs and identify specific skills the student needs to develop. Case manager takes steps to assure that all service providers' goals/objectives meet criteria.	Goals and objectives are consistently exemplary in identifying specific skills and are measurable and clearly reflect student needs.
<b>10. Progress Reports (Physical progress reports are not required. Parent communication of progress is what is required.)</b>	Files do not contain (documentation of progress communicated to parents) a copy of progress reports to be compiled at every report card. Or Progress reports do not provide relevant information in student progress. Progress reports consistently show no progress.	Progress reports for each goal and objective have been provided at each report card. Progress reports provide information on student progress on each goal and objective. When student is not making progress, Psychologist schedules an IEP meeting.	Progress reports provide thorough information on student progress and teacher maintains documentation that supports the progress reports. When progress reports indicates no progress, the Psychologist schedules an IEP meeting. If there is not progress, a meeting isn't necessary, but some change in the plan is needed.	Psychologist uses a creative variety of strategies in collecting data on student progress. Progress reports are clear in documenting student progress on goals and are easily understood by parents. When a student has failed to make progress, the Psychologist schedules an IEP meeting.
<b>11. Establishing Standards of Learning and Remain Accountable</b>	Psychologist fails to monitor student progress and/or fails to intervene.	Psychologist assures that the IEP is implemented and that student is making progress in area(s) targeted on the IEP. Psychologist assures that other staff is aware of necessary accommodations and modifications in IEP.	Psychologist monitors the implementation of the IEP. Psychologist modifies the student's environment. Psychologist assures that other staff is aware implement accommodations and modifications in IEP.	Psychologist monitors the implementation of the student's IEP throughout his/her school day and intervenes quickly and appropriately to assure students success.