School Psychologist Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
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 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 knows the proper situations in which each should be used.
1b: Knowledge of Special Education Policy and Procedures	Limited knowledge of *child find* responsibilities, the rights of students with disabilities, IEPs, and the obligation of the teacher to implement IEP's.	Thorough knowledge of current special education policies and procedures, federal guidelines, state recommendations, OARs, NCSD special education policy and procedures.	Knowledge of pitfalls in special education that lead to litigation. Acts as a resource to educators on federal, state and local policy.	Ability to "read" the special education issues inherent in a situation to make skillful recommendations. Articulates policy and procedures. Regarded as an expert by colleagues.
1c: Planning the behavior support plan, integrated with the regular school program, to meet the needs of individual students, including prevention	Behavior support plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Behavior support plan has a guiding principle and includes a number of interventions, but some of them don't fit with the broader goals.	School Psychologist has developed a behavior support plan that includes the important aspects of accommodations/ interventions in the setting.	School Psychologist's behavior support plan is highly coherent and preventive and serves to support students individually within the broader educational program.
1d: 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. Psychologist makes some specific suggestions as to how the educational 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. Psychologist draws on an extensive repertoire to suggest alternative strategies.

Domain 2: The Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students, families and staff.	School Psychologist's interactions with students' families and staff are negative or inappropriate; students appear uncomfortable in the testing center.	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 students' families and staff are positive and respectful; students appear comfortable in the testing center.	Students, families and staff seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Communicating with families	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 secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. School Psychologist reaches out to families of students to enhance trust.
2c: Managing and prioritizing responsibilities.	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.	School Psychologist is able to plan for all needed evaluations and meetings and respond to crisis situations with flexibility. Office and testing space is organized and lends to efficiency.
2d: Documentation of Special Education Process and Procedures	Poor follow through with required special education documentation. Little or no evidence of written reports, FBA's, BSP's, etc., to document student issues. Inconsistent report writing and documentation of special education requirements.	Ability to clearly document decisions and special education action in an accurate and timely way.	High level of skill in written communication and organization regarding required special education documentation. Thorough, well-constructed written reports.	Outstanding written communication. Accurate, timely written response to special education inquiry. Ability to use language to navigate conflict and avoid pitfalls in special education that lead to complaints and litigation.

Domain 3: Instruction/Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: ***Responding to referrals; consulting with teachers and administrators***	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 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.	School Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations and interventions to the questions raised in the referral.
3b: ***Evaluating student needs in compliance with Oregon Administrative Rules (OARS) and guidelines***	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 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 consults with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: ***Implementation and modification of special education process and procedures***	Poor implementation and/or follow up of special education decisions made by the team. Inconsistent follow through in the monitoring process. Adjustments are not made to ensure student success.	Takes action necessary to implement special education team decisions and plans, monitors progress and makes adjustments as needed to ensure student success.	Anticipates and plans for student success through strategic planning and innovative thinking. Consistent follow-through on monitoring activities.	Implements, monitors and adjusts special education plans and decisions with a high degree of skill. Collaborates in such a way that parents, teachers and administrators are empowered to follow through with increased effort.
3d: ***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 individualized program when confronted with evidence of the need for change.	School Psychologist makes revisions in the individualized program when it is needed.	School Psychologist is continually seeking ways to improve the individualized program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Maintaining accurate records	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.
4b: Participating in a professional community	School Psychologist's relation-ships 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.
4c: Engaging in professional development	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.
4d: 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.