# School Psychologist Self-Reflection Rubric

**Employee:** _____ **School(s):** _____ **Date:** _____

*Instructions:* Consider your practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

| **Domain 1: Planning and Preparation** | | | | |
|---|---|---|---|---|
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| **1a.** Demonstrating knowledge of and skill in the specialist therapy area; holding relevant certificate or license | Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. | Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. |
| **1b.** Establishing goals for the therapy program appropriate to the setting and the students served *(Required)* | Specialist has no clear goals for the therapy program, or they are inappropriate to the disabilities of the students. | Specialist's goals for the therapy program are rudimentary and are partially appropriate to the disabilities of the students. | Specialist's goals for the therapy program are clear and appropriate to the disabilities of the students. | Specialist's goals for the therapy program are highly appropriate to the disabilities of the students and have been developed following consultations with staff when appropriate. |
| **1c.** Demonstrating knowledge of district, state, and federal regulations and guidelines provided | Specialist demonstrates little or no knowledge of special education laws and procedures provided to the therapeutic specialist. | Specialist demonstrates basic knowledge of special education laws and procedures provided to the therapeutic specialist. | Specialist demonstrates thorough knowledge of special education laws and procedures provided to the therapeutic specialist. | Specialist's knowledge of special education laws and procedures provided to the therapeutic specialist is extensive; specialist takes a leadership role in reviewing and revising district policies. |
| **1d.** Demonstrating knowledge of resources, both within and beyond the school and district | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| **1e.** Planning the therapy program, integrated with the regular school program, to meet the needs of individual students *(Required)* | Specialist demonstrates little or no knowledge of planning the therapy program, integrated with the regular school program, to meet the needs of individual students. | Specialist demonstrates basic knowledge of planning the therapy program, integrated with the regular school program, to meet the needs of individual students. | Specialist demonstrates thorough knowledge of planning the therapy program, integrated with the regular school program, to meet the needs of individual students. | Specialist demonstrates extensive knowledge of planning the therapy program, integrated with the regular school program, to meet the needs of individual students. |
| **Domain 2: The Environment** | | | | |
| **2a.** Establishing rapport with students *(Required)* | Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the therapy environment. | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Specialist's interactions with students are positive and respectful; students appear comfortable in the therapy environment. | Students have a high degree of comfort and trust in the relationship. |
| **2b.** Organizing time effectively *(Required)* | Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner and effectively communicates relevant schedule information to students and staff. |
| **Domain 2: The Environment** *(Continued)* | | | | |

| Component | Unsatisfactory | Basic | Proficient | Exemplary |
|---|---|---|---|---|
| **2c.** Establishing and maintaining clear procedures for referrals *(Required)* | 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. | Specialist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and with all stakeholders are clear to everyone. | Procedures for all aspects of referral and testing are clear to everyone and have been communicated to staff. |
| **2d.** Establishing standards of conduct in the treatment center | No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. | Standards of conduct appear to have been established for the therapy environment. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established for the therapy environment. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the therapy environment. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. |
| **2e.** Organizing physical space for testing of students and providing therapy | The therapy environment is disorganized and poorly suited to working with students. Materials are difficult to find when needed. | The therapy environment is moderately well organized and moderately well suited to working with students. Materials are usually available. | The therapy environment is well organized; materials are available when needed. | The therapy environment is highly organized and is inviting to students. Materials are convenient when needed. |
| **Domain 3: Delivery of Service** | | | | |
| **3a.** Responding to referrals and evaluating student needs | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.<br><br>Evaluations are completed within required time frames, formats and established standards in compliance with state or federal laws as well as AOTA. |
| **3b.** Developing and implementing treatment plans to maximize students' success *(Required)* | Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs. | Specialist's plans for students are suitable for them and are aligned with identified needs. | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.<br><br>Clinical reasoning is used to select the most appropriate types of intervention including therapeutic use of self, therapeutic use of occupations and activities, consultation, education and advocacy. |
| **3c.** Communicating with families | Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Specialist secures necessary permissions and regularly communicates with families in a highly sensitive manner. |
| **3d.** Collecting information; writing reports *(Required)* | Specialist neglects to collect important information on which to base treatment plans; intervention plans and IEPs are inaccurate or unclear. | Specialist collects most of the important information on which to base treatment plans; intervention plans and IEPs are accurate but lacking in clarity. | Specialist collects all the important information on which to base treatment plans; intervention plans and IEPs are accurate and clear. | Specialist is proactive in collecting important information, consulting with teachers and parents if necessary; intervention plans and IEPs are accurate and clearly written. |
| **3e.** Demonstrating flexibility and responsiveness | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. | Specialist makes modest changes in treatment when confronted with evidence of the need for change. | Specialist makes revisions in treatment when they are needed. | Specialist is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, or teacher input. |
| **Domain 4: Professional Responsibilities** | | | | |

| Component | Unsatisfactory | Basic | Proficient | Exemplary |
|---|---|---|---|---|
| **4a.** Reflecting on practice | Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Specialist'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. | Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| **4b.** Collaborating with teachers and administrators *(Required)* | Specialist is not available to staff for questions and planning. | Specialist is available to staff for questions and planning. | Specialist initiates contact with teachers and administrators to confer regarding individual cases, when needed. | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students, when needed. |
| **4c.** Maintaining an effective data-management system *(Required)* | Student performance data is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Specialist uses student performance data for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist uses student performance data for monitoring student progress and uses it to adjust treatment when needed. | Specialist uses student performance data for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the student performance data to communicate with teachers and parents. |
| **4d.** Participating in a professional community | Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. | Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. | Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| **4e.** Engaging in professional development | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Specialist's participation in professional development activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities such as sharing information with colleagues. |
| **4f.** Showing professionalism, including integrity, advocacy, and maintaining confidentiality *(Required)* | Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Specialist 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. |