

**RUBRIC FOR SCHOOL PSYCHOLOGISTS
DOMAIN 1: PLANNING AND PREPARATION**

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of local, state, and federal regulations, and of academic and psychological supports within and beyond the school and district	School Psychologist demonstrates little or no knowledge of local, state, and federal regulations and/or academic and psychological supports for students available through the school and district.	School Psychologist demonstrates basic knowledge of local, state, and federal regulations and of academic and psychological supports for students available through the school and district.	School Psychologist demonstrates thorough knowledge of local, state, and federal regulations, thorough knowledge of academic and psychological supports within the school and district, and some familiarity with resources outside the district.	School Psychologist demonstrates extensive knowledge of local, state, and federal regulations and also of academic and psychological supports within the school and district and outside the district.
1a: Critical Attributes	<ul style="list-style-type: none"> • State-level certification/license is absent, revoked, or expired. • Lacks current knowledge of federal, state, and local regulations. • Outdated references or disproven research and practices. • Provides no information regarding available academic or psychological supports for students within the school and district. 	<ul style="list-style-type: none"> • State-level certification/license is maintained and current. • Provides but doesn't explain regulatory information (e.g., parent rights, Child Find, timelines). • Provides accurate but limited information regarding available academic or psychological supports for students (e.g., one resource only) within the school and district. 	<ul style="list-style-type: none"> • State-level certification/license is maintained and current. • Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities. • Speaks about regulations as they apply to evaluations, Child Find, and eligibility of students with disabilities. • Provides comprehensive information about school and district resources. • Responds to parent request for community support by directing them appropriately to helpful resources. 	<ul style="list-style-type: none"> • State-level certification/license is maintained and current. • Has achieved or maintained NCSP status. • Enhances others' knowledge about regulations. • Actively maintains current knowledge of resources and services available to students/families within and outside of school. • Is identifiable as a go-to person for resources and information and for academic and psychological supports.

1b: Demonstrating knowledge of child and adolescent development, learning, and psychopathology	School Psychologist demonstrates little or no knowledge of child and adolescent development, learning, and psychopathology.	School Psychologist demonstrates basic knowledge of child and adolescent development, learning, and psychopathology.	School Psychologist demonstrates thorough knowledge of child and adolescent development, learning, and psychopathology.	School Psychologist demonstrates extensive knowledge of child and adolescent development, learning, and psychopathology.
1b: Critical Attributes	<ul style="list-style-type: none"> Does not know the basic tenets of child/adolescent development, learning, and psychopathology. Makes erroneous statements about child/adolescent development, learning, and psychopathology. 	<ul style="list-style-type: none"> Knowledge is limited to that acquired during university training. 	<ul style="list-style-type: none"> Remains current with the latest research in the field via DSM updates, research articles, and attending conferences. 	<ul style="list-style-type: none"> Remains current and shares with others the latest research that is relevant.
1c: Establishing goals for the School Psychologist appropriate to the setting and the students served	School Psychologist has no clear goals or the goals are inappropriate for either the situation or the age of the student(s).	School Psychologist's goals are rudimentary and only partially suitable for the situation and the age of the student(s).	School Psychologist's goals are clear and appropriate within the context of the educational setting and for the age/developmental level of the student(s).	School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting and for the age/developmental level of the student(s).
1c: Critical Attributes	<ul style="list-style-type: none"> Goals are not appropriately aligned to meet the needs of the student population. Lack of collaboration with school or district colleagues in order to develop goals for direct services. 	<ul style="list-style-type: none"> Goals have limited alignment for meeting the needs of the student population. Collaborates with school or district colleagues in the development of goals for direct services only when required. 	<ul style="list-style-type: none"> Goals are clear and appropriate for meeting the needs of the student population. Collaborates with school or district colleagues in order to develop goals for direct services. 	<ul style="list-style-type: none"> Goals are clear, appropriate, and highly personalized to the context of the educational setting. Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals. Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.
1d: Considering possible interventions and instructional supports based on student needs	School Psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students.	School Psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns supports to the specific needs of students.	School Psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students.	School Psychologist thoroughly considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of students and are connected

				to building/district goals.
1d: Critical Attributes	<ul style="list-style-type: none"> Does not demonstrate knowledge of evidence-based interventions across all Tiers. Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions. Unable to suggest or identify appropriate interventions that meet the needs of students. 	<ul style="list-style-type: none"> Demonstrates limited knowledge of evidence-based interventions across all Tiers. Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions. Limited suggestions for appropriate interventions to meet the needs of students. 	<ul style="list-style-type: none"> Demonstrates an understanding of the supports and interventions that are available to students across all Tiers. Frequently collaborates with school personnel in order to develop school-wide, at-risk, or special education interventions. Regularly suggests or identifies appropriate interventions that meet the needs of students. 	<ul style="list-style-type: none"> Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers. Provides leadership when collaborating with school personnel in order to develop school-wide, at-risk, or special education interventions. Functions within a leadership role by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials.
1e: Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities	School Psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibilities.	School Psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities.	School Psychologist has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibilities.	School Psychologist has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibilities.
1e: Critical Attributes	<ul style="list-style-type: none"> Uses incorrect or inappropriate data sources. Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress. 	<ul style="list-style-type: none"> Relies on limited data sources. Suggests inappropriate instruments to evaluate educational needs, interventions, and progress. 	<ul style="list-style-type: none"> Relies on a breadth of data sources. Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress. 	<ul style="list-style-type: none"> Relies on a breadth of data sources. Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and progress. Selects evaluation instruments based on specific student needs.

**RUBRIC FOR SCHOOL PSYCHOLOGISTS
DOMAIN 2: THE ENVIRONMENT**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students, parents, and school personnel	School Psychologist's interactions with students, staff, and parents are negative or inappropriate. Students appear uncomfortable in School Psychologist's environment.	School Psychologist's interactions with students, staff, and parents are a mix of positive and negative. School Psychologist's efforts at developing rapport are inconsistent.	School Psychologist's interactions with students, staff, and parents are positive and respectful. Students appear comfortable in School Psychologist's environment.	School Psychologist creates an environment that is welcoming to diverse students and families, using knowledge of individual students' background information to guide interactions. Students, staff, and parents seek out School Psychologist, reflecting a high degree of comfort and trust in the relationship.
2a: Critical Attributes	<ul style="list-style-type: none"> • Lack of respect is observed in interactions with others. • Students refuse to speak with School Psychologist. • No effort is made toward repairing relationships or building rapport. 	<ul style="list-style-type: none"> • Interactions with others are inconsistent and there is limited respect demonstrated through words or actions to students, parents, and/or school personnel. • Some students refuse to speak with School Psychologist. • Inconsistent effort is made toward supporting respectful relationships and building rapport. 	<ul style="list-style-type: none"> • Respectful interactions with all stakeholders. • Effort is made toward repairing relationships and building rapport. • Establishes visibility in the school and is approachable to all. • Has an "open door" policy for students, staff, and parents. 	<ul style="list-style-type: none"> • Parents, students, and staff regularly seek out the support of School Psychologist. • Interactions with staff during consultation are respectful and reciprocal. • Efforts are made to repair relationships and reestablish rapport with all stakeholders. • School Psychologist is sought out by building/district administration to act in a leadership role or as a facilitator. • Establishes visibility in the school/district and is approachable to all. • Promotes an "open door" policy for students, staff, and parents.

<p>2b: Working toward establishing a positive culture and climate throughout the school</p>	<p>School Psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. School Psychologist demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p>School Psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. School Psychologist has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p>School Psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. School Psychologist demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions.</p>	<p>School Psychologist models and facilitates a culture for positive mental health throughout the school. School Psychologist demonstrates a vast knowledge of and involvement in school-wide/tiered behavioral supports and interventions.</p>
<p>2b: Critical Attributes</p>	<ul style="list-style-type: none"> • Unaware of or not invested in the culture and climate of the school. • Does not participate in school-wide committees, leadership teams, or problem-solving teams. • Does not participate in and doesn't have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions. 	<ul style="list-style-type: none"> • Has limited knowledge or commitment to supporting the culture and climate of the school. • Participates when required in school-wide committees, leadership teams, or problem-solving teams. • Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions. 	<ul style="list-style-type: none"> • Aware of and actively works to enhance the culture and climate of the school. • Participates in school-wide committees, leadership teams, or problem-solving teams. • Is involved in and demonstrates knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions. 	<ul style="list-style-type: none"> • Invested in establishing a positive culture and climate throughout the school. • Assumes a leadership role in school-wide committees, leadership teams, or problem-solving teams. • Actively involved in and demonstrates a vast knowledge of the planning and implementation of Tier 1 social/emotional and behavioral interventions. • Assists in the development and/or implementation of assessments in order to determine which areas of climate and culture need support.
<p>2c: Establishing and maintaining clear procedures for referrals and using time effectively</p>	<p>School Psychologist does not follow district and building referral procedures. School Psychologist exercises poor judgment in setting priorities, resulting in confusion and missed deadlines.</p>	<p>School Psychologist understands but does not consistently comply with district and building referral procedures. School Psychologist's time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner.</p>	<p>School Psychologist understands and consistently adheres to building and district referral procedures. School Psychologist effectively sets priorities, resulting in the efficient completion of evaluations and other assigned job duties.</p>	<p>School Psychologist understands referral procedures, consistently adheres to those procedures, and has established himself or herself as a resource person for others to learn the referral procedures. School Psychologist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p>

<p>2c: Critical Attributes</p>	<ul style="list-style-type: none"> Frequently leaves confidential materials in view of others and does not take proper measures to dispose of confidential materials. Materials are lost, misplaced, or unsecured. Does not respect copyright laws pertaining to assessment materials. District procedures for maintaining student files/ protocols are not followed. Timelines are regularly not met by School Psychologist. 	<ul style="list-style-type: none"> Occasionally leaves confidential materials in view of others and improperly disposes of confidential materials. Materials are not easily accessible and not always secured. Inconsistently adheres to copyright laws that pertain to assessment materials. District procedures for maintaining student files/ protocols are followed inconsistently. Timelines are occasionally not met by School Psychologist. 	<ul style="list-style-type: none"> Confidential materials are appropriately stored and disposed of properly (e.g., shredding). Materials are readily available and secured. Copyright laws pertaining to assessment instruments and protocols are respected. District procedures for maintaining student files/protocols are followed. Timelines are met by School Psychologist. 	<ul style="list-style-type: none"> Specific protocols of practice are used to ensure that materials are kept confidential and disposed of properly. Materials are readily available and consistently secured. Copyright laws pertaining to assessment instruments and protocols are consistently respected. District procedures for maintaining student files/protocols are consistently followed. School Psychologist coordinates team efforts to meet special education timelines.
<p>2d: Establishing standards of student conduct in the evaluation and counseling environment and organizing that environment for optimal results</p>	<p>No standards of conduct have been established, and School Psychologist disregards or fails to address negative student behavior in the evaluation/counseling environment.</p>	<p>Standards of conduct appear to have been established for the evaluation and counseling environment. School Psychologist's attempts to monitor and correct negative student behavior in the evaluation/counseling environment are partially successful.</p>	<p>Standards of conduct have been established for the evaluation and counseling environment. School Psychologist monitors student behavior against those standards; response to students is appropriate, respectful, and consistent with school-wide expectations.</p>	<p>Standards of conduct have been established for the evaluation and counseling environment. School Psychologist's monitoring of students is subtle and preventive, students engage in self-monitoring of behavior, and the milieu serves as a model for other school staff.</p>
<p>2d: Critical Attributes</p>	<ul style="list-style-type: none"> Does not collaborate with school personnel regarding student behavior. Refuses to deal with crisis situations. No environmental structure or behavior management techniques that support student behavior. 	<ul style="list-style-type: none"> Collaborates infrequently with school personnel regarding student behavior. Avoids dealing with crisis situations. Uses same environmental structure or behavior management techniques regardless of student needs. 	<ul style="list-style-type: none"> Collaborates with school personnel regarding student behavior. Helps defuse students in crisis. Flexibly structures environment and employs techniques designed to effectively manage student behavior. 	<ul style="list-style-type: none"> Sought out by school personnel in order to address student behavioral concerns. Frequently sought out to defuse students in crisis. Flexibly structures environment and employs techniques designed to effectively manage and promote positive student behavior by responding to individual needs.

**RUBRIC FOR SCHOOL PSYCHOLOGISTS
DOMAIN 3: DELIVERY OF SERVICE**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
3a: Demonstrating the ability to communicate effectively with students at their developmental level	School Psychologist does not interact with students or engages in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s).	School Psychologist's communication with students is not always developmentally appropriate. The purpose of and directions for activities are not clearly expressed or developmentally appropriate.	School Psychologist effectively communicates with students using developmentally appropriate language. The purpose of and directions for activities are clearly expressed and developmentally appropriate.	School Psychologist's communication with students is consistently effective and uses developmentally appropriate language. The purpose of and directions for activities are clearly expressed, developmentally appropriate, and generalizable to other settings.
3a: Critical Attributes	<ul style="list-style-type: none"> Interactions with students are disrespectful, condescending, or inappropriate to the students' developmental level. Boundaries between School Psychologist and students are inappropriate. No expectations for or explanations of activities are given to students. 	<ul style="list-style-type: none"> Boundaries between School Psychologist and students are unclear. Uses confusing or developmentally inappropriate language when interacting with students. Inconsistent expectations for or explanations of activities are given to students. 	<ul style="list-style-type: none"> Boundaries between School Psychologist and students are clear and developmentally appropriate. As developmentally appropriate, students are included in discussions about their education and needs. Expectations for or explanations of activities are clearly communicated to students. 	<ul style="list-style-type: none"> Boundaries between School Psychologist and students are explicit and understood by students, families, and staff. Students are involved in personalized discussions about their education and needs. Expectations for or explanations of activities are communicated in a variety of ways to students. Practitioner uses student feedback in order to make recommendations.
3b: Interpreting data to facilitate effective instructional decision making	School Psychologist does not use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings.	School Psychologist presents data in a way that is not clearly understood by other team members. School Psychologist is a passive participant in problem-solving and eligibility meetings.	School Psychologist clearly interprets data for team members and facilitates effective decision making in problem-solving and eligibility meetings.	School Psychologist always interprets data clearly and concisely and promotes effective decision making in a culturally responsive manner across meetings at the system, group, and individual level.

<p>3b: Critical Attributes</p>	<ul style="list-style-type: none"> • School Psychologist refuses to be a part of the problem-solving team or does not participate in discussions about student concerns. • Fails to make data-based decisions regarding instruction and interventions. • Does not collaborate with other staff. 	<ul style="list-style-type: none"> • Participation on the problem-solving team is inconsistent, and School Psychologist rarely participates in discussions about student concerns. • Has limited knowledge of tools and processes to effectively collect data and monitor progress. • Uses incorrect or superfluous data for instructional planning or decision making. 	<ul style="list-style-type: none"> • Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns. • Consistently uses tools and processes to effectively collect data. • Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making. 	<ul style="list-style-type: none"> • Provides leadership to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns. • Effectively and consistently uses tools and processes to collect data and monitor progress. • Mentors and/or guides others in the use of tools and processes to collect data and monitor progress. • Relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making.
<p>3c: Promoting the use of evidence-based interventions and supports based on student needs</p>	<p>School Psychologist does not attend scheduled consultations regarding evidence-based interventions for specific students.</p>	<p>School Psychologist passively participates in scheduled consultations regarding evidence-based interventions for specific students and provides limited input.</p>	<p>School Psychologist is actively involved in scheduled consultations regarding evidence-based academic, behavioral, and social/emotional interventions that target the specific needs of students.</p>	<p>School Psychologist initiates consultations regarding evidence-based interventions with staff and families, contributes actively and positively during consultations, and helps to align interventions with building/district goals.</p>
<p>3c: Critical Attributes</p>	<ul style="list-style-type: none"> • Refuses to attend or does not contribute in appropriate ways to meetings in which interventions are developed for students. • Makes no recommendations or recommendations are not based on student data. 	<ul style="list-style-type: none"> • Provides limited, meaningful contributions to meetings in which interventions are developed for students. • Recommends standard interventions without attention to student data. 	<ul style="list-style-type: none"> • Regularly participates in meetings in which appropriate interventions are developed for students. • Recommends appropriate interventions based on student data. 	<ul style="list-style-type: none"> • Provides leadership during meetings in which appropriate interventions are developed for students. • Recommends individual interventions that are responsive to individual student needs.

RUBRIC FOR SCHOOL PSYCHOLOGISTS
DOMAIN 3: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
3d: Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs	School Psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	School Psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School Psychologist either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.	School Psychologist properly administers assessments adhering to standardization procedures. School Psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.	School Psychologist properly administers assessments adhering to standardization procedures. School Psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
3d: Critical Attributes	<ul style="list-style-type: none"> • Does not use appropriate assessment materials. • Does not follow standardized procedures when evaluating. • Reports are full of errors, are unclear, and contain professional jargon. • Evaluation results do not inform or guide interventions, eligibility, or supports. 	<ul style="list-style-type: none"> • Has limited knowledge about available assessment materials or uses inappropriate assessments. • Follows standardized procedures for evaluation inconsistently. • Reports are a mixture of professional jargon and "layman's" terms and are unclear to parents and staff. • Evaluation results provide limited guidance in the development of interventions, eligibility, or supports. 	<ul style="list-style-type: none"> • Knowledgeable about available assessments and uses the appropriate instruments to answer questions based upon student characteristics. • Follows standardized administration procedures. • Reports rely on the use of "layman's" terms to ease comprehension for parents and staff. • Evaluation results inform and guide interventions, eligibility, and supports. 	<ul style="list-style-type: none"> • Knowledgeable about a variety of assessments and selects the most appropriate instruments for addressing unique student characteristics. • Proficient in assessing a variety of student needs (e.g., autism, nonverbal, executive functioning, cognitive impairments). • Proficient in building rapport with students during assessment in order to obtain valid results. • Reports are understandable to parents and staff and include examples of student performance. • Results meaningfully contribute to the determination of interventions, eligibility, and supports.

<p>3e: Demonstrating flexibility, adaptability, and responsiveness when working with staff, students, and parents</p>	<p>School Psychologist avoids input from staff, students, and parents and adheres to rigid procedures even when they are proven ineffective.</p>	<p>School Psychologist responds reluctantly to staff, student, and parent input and may make minor changes in response to students' needs.</p>	<p>School Psychologist makes changes as needed in response to staff, student, and parent input, and demonstrates flexibility and adaptability to students' needs.</p>	<p>School Psychologist readily and courteously responds to staff, student, and parent input and proactively anticipates students' needs. School Psychologist collaboratively seeks ways to improve the responsiveness of the school-wide environment to students' needs.</p>
<p>3e: Critical Attributes</p>	<ul style="list-style-type: none"> • Knowledge of students' needs and interests does not drive recommendations. • Has very limited approaches within his/her repertoire to address the diverse needs of students. • During unexpected situations, School Psychologist does not assist. 	<ul style="list-style-type: none"> • Knowledge of students' needs and interests does not drive recommendations; rather, School Psychologist adheres to a predetermined approach. • Has limited approaches within his/her repertoire to address diverse needs of students. • During unexpected situations, School Psychologist responds only when directed by administration. 	<ul style="list-style-type: none"> • Knowledge of students' needs and interests drives recommendations. • Has a variety of approaches within his/her repertoire to address the diverse needs of students. • During unexpected situations, School Psychologist responds flexibly with usage of his/her time and adjustment of priorities. 	<ul style="list-style-type: none"> • Knowledge of students' needs and interests consistently drives recommendations. • Has a multitude of approaches within his/her repertoire to address the diverse needs of students. • During unexpected situations, School Psychologist responds flexibly with usage of his/her time and adjustment of priorities and assists other schools and/or staff within the district as needed.

**RUBRIC FOR SCHOOL PSYCHOLOGISTS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4a: Reflecting on professional 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 generic 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 his/her performance 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; School Psychologist draws on an extensive repertoire to suggest alternative strategies.
4a: Critical Attributes	<ul style="list-style-type: none"> Does not assess the effectiveness of professional practice. Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved. 	<ul style="list-style-type: none"> Inconsistently assesses the effectiveness of professional practice. Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved. 	<ul style="list-style-type: none"> Accurately assesses the effectiveness of professional practice. Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved. 	<ul style="list-style-type: none"> Regularly and accurately assesses the effectiveness of professional practice. Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved.
4b: Maintaining accurate records	School Psychologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.	School Psychologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline.	School Psychologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline.	School Psychologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel.
4b: Critical Attributes	<ul style="list-style-type: none"> Records are inaccurate and/or unavailable. Does not follow procedures for obtaining and maintaining records. 	<ul style="list-style-type: none"> Records are somewhat accurate and inconsistently accessible. Inconsistently follows procedures for obtaining and maintaining records. 	<ul style="list-style-type: none"> Records are accurate and accessible when needed. Follows correct procedures for obtaining and maintaining records. 	<ul style="list-style-type: none"> Records are always accurate and accessible when needed. Follows correct procedures for obtaining and maintaining records.

	<ul style="list-style-type: none"> Does not attend trainings/in-services provided by the district about updates to district/legal mandates. No data management system. 	<ul style="list-style-type: none"> Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates. Inconsistent data management system. 	<ul style="list-style-type: none"> Attends trainings/in-services provided by the district about updates to district/legal mandates. Utilizes an effective data management system and can readily access data. 	<ul style="list-style-type: none"> Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues. Can produce and explain his/her data.
4c: Collaborating with teachers, administrators, parents, students, and appropriate community supports	School Psychologist does not respond to staff and parent requests for information.	School Psychologist is inconsistent in responding to staff and parent requests for information.	School Psychologist initiates contact with teachers and administrators to confer regarding student needs, and responds promptly and appropriately to parent inquiries.	School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports.
4c: Critical Attributes	<ul style="list-style-type: none"> Little or no information regarding students or the services that are provided is available to parents, staff, and/or community agencies. Does not respond to communication requests made by students, parents, staff, and/or community agencies. Communication during meetings or consultation is ineffective or disrespectful. Does not advocate for the best interests of the student. 	<ul style="list-style-type: none"> Some information regarding students or the services that are provided is articulated to parents, staff, and/or community agencies. Slow to respond to communication requests made by students, parents, staff, and/or community agencies. Communication during meetings or consultation can be ineffective. Inconsistently advocates for the best interests of the student. 	<ul style="list-style-type: none"> Information regarding students and the services that are provided is regularly articulated to parents, staff, and/or community agencies. Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them. Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion. Communication during meetings or consultation is effective and meaningful. Advocates for the best interests of the student. 	<ul style="list-style-type: none"> Information regarding students and the services that are provided are initiated by the School Psychologist and are well articulated to parents, staff, and/or community agencies. Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them. Initiates communication and responds to requests made by students, parents, staff, and/or community agencies. Facilitates effective communication during meetings or consultation. Always advocates for the best interests of the student.

RUBRIC FOR SCHOOL PSYCHOLOGISTS
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT (BASIC)	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	School Psychologist does not consistently attend required school and required district meetings. School Psychologist's relationships with colleagues are negative or unprofessional.	School Psychologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meetings. School Psychologist's relationships with colleagues are cordial.	School Psychologist attends required school and required district meetings, is punctual, and actively participates. School Psychologist maintains positive and productive relationships with colleagues.	School Psychologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues.
4d: Critical Attributes	<ul style="list-style-type: none"> • Does not participate in professional collaboration. • Does not attend department meetings. • Aversive to feedback from colleagues and administration. 	<ul style="list-style-type: none"> • Inconsistently accepts feedback from colleagues and administration. • Participates in professional collaboration but does not contribute. • Inconsistently attends and rarely participates in department meetings. 	<ul style="list-style-type: none"> • Accepts feedback from colleagues and administration in order to improve practice. • Regularly participates in professional collaboration and makes contributions. • Consistently attends and participates in department meetings. • Provides in-services or presentations to team. • Participates on and contributes to building-level committees as requested. 	<ul style="list-style-type: none"> • Solicits feedback from colleagues and administration in order to improve practice. • Assumes a leadership role in professional collaboration. • Consistently attends and provides expertise in department meetings. • Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district. • Participates on and contributes to district-level committees.
4e: Engaging in professional development	School Psychologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the 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 provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

<p>4e: Critical Attributes</p>	<ul style="list-style-type: none"> Does not seek opportunities for continued professional development. Does not participate in any activity that might enhance knowledge or skill. Purposefully resists discussing performance with supervisors or colleagues. Makes no effort to participate in professional organizations. 	<ul style="list-style-type: none"> Rarely seeks opportunities for continued professional development. Participates in professional development when required. Reluctantly accepts feedback from supervisors and colleagues. Rarely participates in professional organizations. 	<ul style="list-style-type: none"> Seeks regular opportunities for continued professional development. Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. Actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> Seeks regular opportunities for continued professional development, including initiating action research. Actively seeks feedback from supervisors and colleagues. Takes an active leadership role in professional organizations in order to contribute to the profession.
<p>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</p>	<p>School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.</p>	<p>School Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality.</p>	<p>School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.</p>	<p>School Psychologist can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students' learning needs.</p>
<p>4f: Critical Attributes</p>	<ul style="list-style-type: none"> Is dishonest. Does not notice the needs of students. Engages in practices that are self-serving. Willfully rejects district regulations. Is not aware of NASP's <i>Principles for Professional Ethics</i>. 	<ul style="list-style-type: none"> Is consistently honest. Notices the needs of students but is inconsistent in addressing them. Does not notice that practices are ineffective or that they result in poor outcomes for students. Complies with district regulations. Inconsistently adheres to NASP's <i>Principles for Professional Ethics</i>. 	<ul style="list-style-type: none"> Is consistently honest and known for having high standards of integrity. Actively addresses student needs. Actively works to provide opportunities for student success within the psychological practice. Complies with district regulations. Adheres to NASP's <i>Principles for Professional Ethics</i>. 	<ul style="list-style-type: none"> Is considered a leader in terms of honesty, integrity, and confidentiality. Proactively addresses student needs. Makes a concerted effort to ensure opportunities are available for student success within the psychological practice. Takes a leadership role regarding district regulations. Always adheres to NASP's <i>Principles for Professional Ethics</i>.