EES 2021-2022

Rubric for Evaluating and Enhancing Professional Practice:

School Psychologist

SCHOOL PSYCHOLOGIST EFFECTIVENESS RUBRIC

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION						
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**	**N/A**
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains	1.1	Discusses universal screening data with school personnel to guide curricular decisions and/or instructional practices.	Reviews universal screening data after each benchmarking period.	Inconsistently reviews universal screening and/or benchmarking data.	Does not review universal screening and/or benchmarking data.	
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains	1.2	Uses assessment and historical data to plan interventions for students and develops a plan for progress monitoring the interventions.	Uses assessment and historical data to plan interventions for students.	Inconsistently uses assessment and historical data to plan interventions for students.	Does not use assessment and historical data to plan interventions for students.	
Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains	1.3	Systematically reviews student progress on interventions with school teams	Collaborates with school teams to develop evidenced-based strategies/interventions for students.	Inconsistently collaborates with school teams to develop evidenced-based strategies/interventions for students.	Does not collaborate with school teams to develop evidenced-based strategies/interventions for students.	
Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents	1.4	Completes screenings to assist in intervention selection or to determine the needs of the child within 20 instructional days of consent and return of rating scales by parents and teachers.	Completes screenings to assist in intervention selection or to determine the needs of the child.	Inconsistently responds to requests to conduct screenings.	Does not respond to requests for and/or conduct screenings.	

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents	1.5	Shares written screening report with school and parents or requests consent for complete psycho-educational evaluation within 20 instructional days of screening consent.	Shares screening information with school and parents.	Inconsistently shares screening information with school and/or parents.	Does not share information with school and/or parents.	
Special Education Evaluation Procedures	1.6	Creates a report that is logically structured, provides a clear diagnostic view of the student and suggestions are linked to the evaluation findings.	Creates a report that is logically structured and provides a clear diagnostic view of the student.	Report provides limited analysis and interpretation of the evaluation findings.	Report fails to analyze and interpret results accurately.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
School Wide Practices to Promote Learning	2.1	Demonstrates knowledge of core curriculum, instructional practices and reviews formative assessment data.	Demonstrates knowledge of core curriculum and instructional practices.	Demonstrates limited knowledge of core curriculum and instructional practices.	Is unaware of, or lacks understanding of core curriculum and instructional practices.	
School Wide Practices to Promote Learning	2.2	Reviews data for students engaged in supplemental resources.	Demonstrates knowledge of the school's supplemental resources for remediation and/or instructional support.	Demonstrates limited knowledge of the school's resources for remediation and/or instructional support.	Is unaware of or lacks knowledge of the school's resources for remediation and/or instructional support.	
Intervention and Instructional Support to Develop Academic Skills	2.3	Monitors intervention fidelity.	Develops a plan to address fidelity of instructional intervention.	Demonstrates limited awareness of instructional fidelity.	Does not address fidelity of instructional intervention.	
Preventative and Responsive Services	2.4	Systematically promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Limited promotion of the recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Does not promote recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	

Competency		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Preventative and Responsive Services	2.5	Facilitates collaboration between stakeholders to promote access to mental health resources.	Collaborates with school personnel, parents, students and community partners to promote mental health resources.	Engages in limited collaboration with school personnel, parents, students and community partners to promote mental health resources.	Does not collaborate with school personnel, parents, students and community partners to promote mental health resources.	
Intervention and Mental Health Services to Develop Social and Life Skills	2.6	Provides relevant mental health services (e.g. individual counseling, social skills group, classroom social emotional learning, behavior coaching).	Collaborates with school personnel to implement evidence based strategies to promote social-emotional skills.	Engages in limited consultation and collaboration with school staff regarding student social-emotional needs.	Fails to consult and collaborate with school staff regarding student social-emotional needs.	
Family-School Collaborative Services	2.7	Has systematic procedures for meeting or communicating with parents to clearly explain school wide assessment data and intervention strategies.	Clearly explains school wide assessment data and intervention strategies.	Explanation of school wide assessment data and intervention strategies is limited in content.	Routinely uses a form letter or impersonal manner to contact or communicate with parents.	
School-Wide Practices to Promote Learning	2.8	Systematically evaluates the effectiveness of the multi-tiered system of support.	Works collaboratively with other school personnel to create and maintain a multi-tiered system of supports for all students.	Demonstrates inconsistent effort to create and maintain a multi-tiered system of supports for all students	Does not create and maintain a multi-tiered system of supports for all students.	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Advocates for Student Success	3.1	Seeks systems level changes by collaborating with stakeholders to evaluate practices, policies, and programs to make decisions for improvement.	Advocates for positive student learning, outcomes and changes in instruction and services.	Demonstrates limited advocacy for student learning and outcomes.	Does not advocate for a change in instruction /services when needed.	
Advocates for Student Success	3.2	Systematically monitors students' IEP goals and services.	Writes suggestions in the evaluation report to be utilized as a guide for IEP development.	Suggestions are limited and do not address goals or accommodations.	Reports do not include meaningful suggestions.	

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Family-School Collaboration Services	3.3	Systematically follows up with parents regarding the outcomes of suggestions/resources or provides parent training.	Addresses and discusses concerns of parents and provides resources, websites and handouts.	Engages in limited consultation and collaboration with parents and families regarding student needs.	Fails to consult and collaborate with parents and families.	
Fulfills Professional Responsibilities	3.4	Brings all appropriate records, documents, including written report to case conference, and provides visuals such as graphs or work samples to further explain or support interpretation of results.	Brings all appropriate records and documents including written evaluation report to the case conference, effectively communicates evaluation results, checks for parent understanding and facilitates parent participation.	Inconsistently brings appropriate records and documents to case conferences or does not facilitate parent participation.	Does not bring appropriate records/documentation to case conferences or does not facilitate parent participation.	
Fulfills Professional Caseload Responsibilities	3.5	Routinely utilizes an effective organizational system for maintaining documentation/paperwork requirements.	Maintains documentation in an organized manner and files contain all required components.	Files are organized, but do not contain all required components.	Files are disorganized and lack necessary documentation.	
Contributes to the School, District, and/or Co-op	3.6	Assists with professional development activities to promote a multi-tiered system of support or systematically shares knowledge/skills acquired from professional learning events & literature.	Regularly reviews ideas, expertise and applies knowledge/skills acquired from professional learning events & literature to improve the functioning of the school, district, or cooperative.	Infrequently contributes ideas, knowledge and expertise to improve the functioning of the school, district, or cooperative.	Does not contribute ideas, knowledge and expertise to improve the functioning of the school, district, or cooperative.	
Contributes to the School, District, and/or Co-op	3.7	Serves on a school, district, or co-op committee or regularly volunteers for school functions/activities.	Actively seeks out opportunities to build rapport and relationships with staff, students, and community members.	Infrequently seeks out opportunities to build rapport and relationships with staff, students, and community members.	Does not seek out opportunities to build rapport and relationships with staff, students, and community members.	
Advances Professional Skills & Knowledge	3.8	Maintains membership in professional organizations and/or participates in activities sponsored by a professional organization.	Participates or reviews webinars/professional reading/trainings of current research and practice.	Engages in limited opportunities to advance professional skills and knowledge.	Does not pursue opportunities to advance professional skills and knowledge.	

DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score. (CHECK)
1	**Attendance & On-Time Arrival**	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	**Policies and Procedures**	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	**Respect**	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4	**Ethical**	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has not performed the job in an ethical manner.	

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