

## **Professional Growth Rubrics School Psychologist**

The school psychologist professional growth rubrics are organized around seven areas of a School Psychologist's job performance. These seven areas are:

- I. Planning and Preparing for Learning**
- II. Intervention**
- III. Consultation**
- IV. Staff Development**
- V. Assessment**
- VI. Family and Community Collaboration**
- VII. Professional Responsibilities**

The rubrics are designed to give school psychologists an assessment of where they stand in all performance areas with detailed guidance on what is expected to improve.

There are four levels of the school psychologist professional growth rubrics. The *Proficient* level describes solid professional performance. This level is the expected level of performance for school psychologists. The *Distinguished* level is reserved for truly outstanding service as described by the very demanding criteria of the area. This level may have relatively few scores. The *Professional Support Needed* level indicates that performance has deficiencies and school psychologists and supervisor should not be content with scores at this level. Performance at the *Does Not Meet Standard* level is unacceptable and needs to be remediated immediately.

The professional growth summary conference between the supervisor and the school psychologist can be greatly enhanced when each fills out the rubrics in advance (using the highlighter approach below). Once each has filled out the rubrics, they should meet and compare scores one page at a time. The supervisor has the final say, but the discussion should aim for consensus based on evidence of the fairest score for each criterion. Supervisors can't know everything about all rubric areas and must approach this with some humility while school psychologists must be open to feedback from someone with an outside perspective.

Using the highlighter approach, it is important to consider each of the nine criteria individually. Then, the school psychologist and supervisor move up and down the four levels (reading the descriptions for items at Distinguished, Proficient, Professional Support Needed, and Does Not Meet Standards level). Each finds the specific descriptor level that best describes the performances, and highlights the line. This creates a graphic display of overall performance, areas for commendation, and areas that need work. The back page will be completed together and put into the employee's file

It is important that the supervisors help school psychologists to continue to grow in their positions by giving candid, evidence-based feedback, and follow-up support. It is also important that school psychologists score themselves candidly and honestly. Working together can bring about professional growth and ultimately impact student achievement.

# I. Planning and Preparing for Learning

## The School Psychologist:

### 4 – Distinguished

- a. Displays extensive knowledge of appropriate characteristics of child development.
- b. Always understand, responds, demonstrates exemplary sensitivity and respect to diversity among students.
- c. Shows great sensitivity to the needs of students and establishes trusting relationships with students.
- d. Plays an instrumental role in promoting prevention and wellness programs for students.
- e. Shows judgment and skill beyond what is normally expected in early identification of students' school-related problems.
- f. Establishes policies/practices that create and maintain a safe, supportive, and learning environment for all in the school environment.
- g. Displays and utilizes outstanding skills and knowledge of information sources and technology relevant to his/her work.
- h. Is always well prepared for job-related activities and is a knowledgeable spokesperson for the district.

### 3 – Proficient

- a. Demonstrates an understanding of appropriate child development characteristics.
- b. Understands, responds, and demonstrates appropriate sensitivity to diversity among students.
- c. Shows sensitivity to the needs of students and establishes effective rapport with students.
- d. Promotes prevention and wellness programs for students.
- e. Assists in early identification of students' school-related problems.
- f. Supports policies and practices that create and maintain a safe, supportive, and learning environment for all in the school environment.
- g. Is knowledgeable of information sources and technology relevant to his/her work.
- h. Spends adequate time preparing and planning for school psychology activities and represents himself/herself as knowledgeable.

### 2 – Professional Support Needed

- a. Has a narrow understanding of how students develop and learn.
- b. Has some knowledge but limited appreciation of diversity among students.
- c. Attempts to establish rapport with students for the purposes of testing and data collection only.
- d. Is aware of prevention and wellness programs for students.
- e. Has limited knowledge or experience in early identification of students' school-related problems.
- f. Requires additional information regarding policies and practices that create and maintain safe, supportive, and learning environments in the school setting.
- g. Has limited knowledge of information sources and technology relevant to his/her work.
- h. Spends limited time preparing for school psychology activities; does not appear confident.

### 1 – Does Not Meet Standard

- a. Has little familiarity with how students develop and learn.
- b. Exhibits little to no sensitivity to the diversity among students.
- c. Has difficulty establishing rapport with students.
- d. Has limited knowledge of prevention and wellness programs for students.
- e. Has no knowledge or experience in early identification of students' school-related problems.
- f. Does not create a safe, supportive, learning environment for all in the school setting.
- g. Does not use information sources and technology relevant to his/her work.
- h. Is not well prepared for school psychology activities, has little pertinent information to share, and does not offer to find the information.

Overall rating: \_\_\_ Comments:

## II. Intervention

### The School Psychologist:

#### 4 - Distinguished

- a. Gives a variety of realistic and effective intervention strategies for teachers to use with students.
- b. Observes student behavior over multiple settings or assesses performance from multiple sources before developing intervention.
- c. Responds with suggested strategies ahead of deadlines after referral or request for assistance.
- d. Goes above what is asked to implement interventions to ensure designated intervention goals are achieved.
- e. Proactively assists teachers or students in implementation of strategies.
- f. Initiates and facilitates feedback from teachers and students regarding effectiveness of intervention strategies.
- g. Uses a variety of techniques from a variety of sources to assess home/school situations.
- h. Is able to evaluate the effectiveness of interventions through a variety of ways (quantitative and qualitative information).

#### 3 – Proficient

- a. Suggests realistic and effective intervention strategies for teachers to use with students.
- b. Carefully observes student behavior or assesses performance before developing intervention strategy.
- c. Responds with suggested strategies promptly after referral or request for assistance.
- d. Is able to implement interventions to achieve designated intervention goals.
- e. Assists teachers or students in implementation of strategies if requested.
- f. Seeks feedback from teachers or students regarding effectiveness of intervention strategies.
- g. Uses various techniques to assess classroom/school situations.
- h. Is able to evaluate the effectiveness of interventions.

#### 2 – Professional Support Needed

- a. Gives intervention ideas that are sometimes unrealistic or ineffective for teachers to use with students.
- b. Gathers minimum amount of data before developing intervention strategy.
- c. Responds with suggested strategies after a significant time lapse once referral or request for assistance is made.
- d. Suggests effective interventions but they do not achieve designated intervention goals.
- e. Reluctantly assists teachers or students in implementation of strategies if requested.
- f. Receives feedback when initiated by teachers or students on the effectiveness of intervention strategies.
- g. Uses few techniques to assess home/school situations.
- h. Is able to evaluate the effectiveness of interventions in a limited number of ways.

#### 1 – Does Not Meet Standards

- a. Has little knowledge of intervention strategies for teachers to use with students.
- b. Uses little student information before developing intervention strategy.
- c. Does not respond with strategies.
- d. Is not able to implement interventions to match intervention goals.
- e. Does not assist teacher or student in implementation of strategies.
- f. Does not seek feedback from teachers or students regarding effectiveness of intervention strategies.
- g. Uses only one technique to assess home/school situations.
- h. Is not able to evaluate the effectiveness of interventions.

Overall rating: \_\_\_ Comments:

# III. Consultation

## The School Psychologist:

### 4 – Distinguished

- a. Demonstrates genuine caring and respect for individual students and teachers.
- b. Is readily available to students, teachers, and other staff before, during, and after school.
- c. Proactively seeks out, collaborates, and consults effectively with teachers and other school personnel to discuss student needs and develop plans for remediation of problems in the areas of student learning and behavior.
- d. Applies a superior level of knowledge of consultation procedures in working with parents, teachers, and other school personnel.
- e. Utilizes extensive knowledge about principles and methods of behavior analysis in designing/implementing behavioral change programs for students.
- f. Provides extensive help in developing effective instruction programs for students with special problems of affective development and social skills.
- g. Seeks out and involves staff as participants in the problem-solving process.
- h. Teaches staff how to identify interim steps toward goal achievement and ways to assess or measure if appropriate progress is made.

### 3 – Proficient

- a. Is friendly and demonstrates general warmth, caring, and respect.
- b. Is usually available to students, teachers, and other school staff before, during, and after school.
- c. Collaborates and consults effectively with teachers and other school personnel to discuss students' needs to develop plans for remediation of problems in the areas of student learning and behavior.
- d. Applies knowledge of effective consultation procedures in working with parents, teachers, and other school personnel.
- e. Uses principles/methods of behavior analysis in designing and implementing behavioral change programs for students.
- f. Provides assistance in developing instruction programs for students and with special problems of affective development and social skills.
- g. Involves staff as participants in the problem-solving process.
- h. Helps staff identify interim steps toward goal achievement and ways to assess or measure if appropriate progress is made.

### 2 – Professional Support Needed

- a. Is generally warm and caring, but may reflect occasional inconsistencies, favoritism, or disregard for students and teachers.
- b. Is sometimes available to students, teachers, and other staff before, during, and after school
- c. Occasionally collaborates and consults with teachers and other school personnel to discuss student needs and develop plans for remediation of problems in the areas of student learning and behavior.
- d. Applies limited knowledge of consultation procedures in working with parents, teachers, and other school personnel.
- e. Implements behavior change programs for students based upon few principles/methods of behavior analysis.
- f. Has little knowledge of how to develop instructional programs for students with special problems of affective development and social skills.
- g. Occasionally involves staff in the problem-solving process.
- h. Inconsistently helps staff to identify interim steps toward goal achievement and measuring progress.

### 1 – Does Not Meet Standard

- a. Interacts negatively, sarcastically, or inappropriately with students and teachers.
- b. Is not available to students, teachers, and other staff before, during or after school.
- c. Does not collaborate or consult with teachers and other school personnel to discuss student needs and develop plans for remediation of problems in the areas of student learning and behavior.
- d. Does not apply knowledge of effective consultation procedures in working with parents, teachers, and other school personnel.
- e. Does not implement behavior change programs for individual students.
- f. Does not provide assistance in developing programs for students with special problems of affective development and social skills.
- g. Does not involve staff as participants in the problem-solving process.
- h. Does not assist staff in identifying interim steps toward goal achievement and measuring progress.

Overall rating: \_\_\_ Comments:

# IV. Staff Development

## The School Psychologist:

### 4 – Distinguished

- a. Sets significant and challenging expectations for staff; communicates confidence in staff's abilities to meet the expectations.
- b. Finds ways to integrate and reinforce social skills throughout the day that successfully develop positive interactions among students.
- c. Is knowledgeable about and strives to train staff about empirically-based methods for serving students.
- d. While training staff, maintains frequent contact between self and staff while in training and later, when staff is back in the classroom, seeks ongoing communication when questions and/or needs arise in order to promote motivation and commitment.
- e. Actively promotes an exemplary environment of reciprocity and cooperation among staff in training where the adult learner feels comfortable enough to take risks and to take an active role in learning.
- f. Expectations for application and generalization of new concepts are included in training of staff with prompt and ongoing feedback.
- g. Seeks out staff feedback and adjusts teaching according to constructive criticism.
- h. Is organized and prepared for leading staff trainings and has anticipated complications in order to maximize learning opportunity for the adult learner.

### 3 – Proficient

- a. Clearly and consistently communicates, models, and enforces high expectations for staff.
- b. Teaches appropriate social skills and fosters positive interactions among students.
- c. Explores and disseminates information about empirically-based methods for serving students.
- d. While training staff, encourages frequent contact between self and staff and later when questions and/or needs arise to promote motivation and commitment.
- e. Actively promotes an environment of reciprocity and cooperation among staff in training to encourage involvement in learning.
- f. Provides opportunities for staff in training to apply new concepts and in turn gives prompt feedback.
- g. Asks staff in training for feedback and adjusts teaching according to constructive criticism.
- h. Organizes, plans, and prepares for the leading of staff trainings to ensure a comfortable learning environment with adequate resources available for attendees.

### 2 – Professional Support Needed

- a. Expectations are somewhat clear to staff; attempts to respond to staff with uneven results.
- b. Lectures students about the need for good behavior but may reflect occasional inconsistencies or favoritism.
- c. Occasionally explores and disseminates information about empirically-based methods for serving students.
- d. When training staff, encourages contact between self and staff during training but not outside of the training.
- e. Provides training for staff but does not gear instruction to active learning or the adult learner.
- f. Provides opportunities for staff in training to apply new concepts and in turn gives feedback, but not prompt.
- g. Asks staff in training for feedback but does not adjust teaching according to constructive criticism.
- h. Did some organization and planning for staff trainings in advance but was not totally prepared to lead staff training.

### 1 – Does Not Meet Standard

- a. Projects or models low expectations of conduct or standards to staff.
- b. Provides responses that are negative, sarcastic, or humiliating.
- c. Does not explore or disseminate information about empirically-based methods for service students.
- d. Does not engage with staff during training. Uses lecture and does not encourage questions.
- e. Does not provide training or offers training that has little applicability to the district's needs.
- f. Is negligent in providing feedback to staff.
- g. Does not ask staff in training for feedback; does not adjust teaching.
- h. Was not prepared to lead staff training.

Overall rating: \_\_\_ Comments:

# V. Assessment

## The School Psychologist:

### 4 – Distinguished

- a. Clearly and accurately identifies student learning and behavioral concerns from referral sources.
- b. Demonstrates the sensitivity, sound judgment, and skills necessary to assess and evaluate individuals with diversity.
- c. Advocates use of highly effective methods and assessments in gathering information for student evaluation.
- d. Effectively utilizes a comprehensive mix of standardized and non-standardized assessments throughout the assessment process.
- e. Has ability to integrate, interpret, synthesize and communicate verbally and in writing data from standardized/non-standardized assessments.
- f. Makes constructive recommendations in the report and during the IEP meeting that are directly related to concerns through the referral process.
- g. Writes accurate, comprehensive, and diagnostic psycho-educational reports in clear, concise language.
- h. Strives to provide ample evaluation information and recommendations so the IEP committee is better able to make an educated decision regarding the student's handicapping condition and education placement following the state special education criteria and federal guidelines.

### 3 – Proficient

- a. Identifies the referral problem(s).
- b. Accounts for individuals with diverse characteristics (e.g., cultural, ethnic, SES), necessary to assess and evaluate individuals with diversity.
- c. Uses empirically sound methods and assessments when gathering information for student evaluation.
- d. Uses multiple sources of information during the assessment process.
- e. Demonstrates ability to integrate, synthesize, and interpret data from standardized and non-standardized sources.
- f. Makes appropriate and useful recommendations in the report and during the IEP meeting.
- g. Provides clear, concise and error-free psycho-educational reports.
- h. Assists in identifying individual needs and makes placement recommendations of students following the state special education criteria and federal guidelines.

### 2 - Professional Support Needed

- a. Occasionally does not identify the referral problem.
- b. Has limited knowledge of accommodations needed to assess and evaluate students with diverse characteristics.
- c. Has little knowledge of empirically sound methods and assessments for student evaluation.
- d. Gathers minimal information from assessments for eligibility determination.
- e. Does not consistently integrate, interpret, and synthesize data from standardized and non-standardized sources.
- f. Makes recommendations in the report that aren't necessarily helpful or related to the referral concerns.
- g. Writes psycho-educational reports that are at times difficult to understand, incomplete or inaccurate.
- h. Has limited knowledge of the state special education criteria and federal guidelines.

### 1 – Does Not Meet Standard

- a. Does not identify the concerns on the referral.
- b. Does not see the need to account for students with diverse characteristics in assessment and evaluation.
- c. Does not use empirically sound methods and assessments for student evaluation.
- d. Does not gather adequate assessment data to make eligibility determination for special education.
- e. Has difficulty interpreting and integrating data from standardized and non-standardized sources.
- f. Makes recommendations that are not appropriate or are not related to the referral concerns.
- g. Fails to produce psycho-educational reports that accurately represent the evaluation results of students.
- h. Makes inaccurate suggestions for handicapping conditions and placement recommendations for students.

Overall rating: \_\_ Comments

# VI. Family and Community Collaboration

## The School Psychologist:

### 4 – Distinguished

- a. Shows great sensitivity and respect for family and community cultures, values, and beliefs.
- b. Shares with each parent information about their child and a strong belief he/she will reach standards.
- c. Organizes collaboration with school staff, other specialists, and community resources to meet the needs of students.
- d. Actively maintains alliances with referral sources for the benefit of students.
- e. Assists the school system and cooperating agencies in providing appropriate education by gaining pertinent information and protecting the child's privacy.
- f. Creates and maintains positive interpersonal relationships and communication with team members.
- g. Actively seeks out feedback and suggestions and uses them to improve performance.
- h. Facilitates a multi-agency team toward purposeful and planned change for students and/or their families.

### 3 – Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Collaborates with school staff, other specialists, and community resources to meet the needs of students.
- d. Is knowledgeable and shares information of referral sources for interagency resources for children with learning, behavioral, and other health-related issues adversely impacting their educational performance.
- e. Communicates information critical to decision-making and maintains appropriate confidentiality.
- f. Maintains effective interpersonal relationships and communication with team members.
- g. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.
- h. Plays a role (on a team of multi-agencies) to serve as an agent of purposeful and planned change for students and/or their families.

### 2 – Professional Support Needed

- a. Tries to be sensitive to the cultures and beliefs of students' families but sometimes is indifferent.
- b. Tells parents that he or she cares about their child, but does not share academic expectations.
- c. Collaborates ineffectively with school staff, other specialists, and community resources to meet the needs of students.
- d. Shares information of referral sources for interagency resources for children with learning, behavioral, and other health-related issues adversely impacting their educational performance.
- e. May relate information about a child or his/her family that may not be critical to decision making but maintains appropriate confidentiality.
- f. Has difficulty maintaining interpersonal relationships and communication with team members.
- g. Is reluctant to share concerns with the administration or ask for help.
- h. Has been invited and attended meeting where collaborative relationships have been built with parents, staff, outside agencies, etc.

### 1 – Does Not Meet Standard

- a. Is often insensitive to the cultures and beliefs of students' families.
- b. Does not communicate to parents knowledge of their child or share concern about their academic future.
- c. Does not collaborate with school staff, other specialists, and community resources to meet the needs of students.
- d. Has little knowledge of and does not share information of referral sources for interagency resources for children with learning, behavioral, and other health-related issues adversely impacting their educational performance.
- e. Does not always maintain confidentiality or protect the child's privacy in a decision-making situations.
- f. Has difficulty interacting n a constructive manner with team members.
- g. Is defensive about criticism and resistant to changing professional practice.
- h. Has not developed collaborative relationships with service providers from outside agencies.

Overall rating: \_\_\_ Comments:

# VII. Professional Responsibilities

## The School Psychologist:

### 4 - Distinguished

- a. Is recognized as a leader in the practice of school psychology due to exemplary services delivered consistently and ethically.
- b. Makes sound decisions based on his/her extensive knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Maintains meticulous, organized, accurate, and complete records of student referrals and all relevant contacts made in providing services to those students.
- d. Actively contribute valuable ideas and expertise to promote the school's mission and district goals.
- e. Informs the administration of any concerns; reaches out for help and suggestions when needed.
- f. Is a valued and respected team member at the eligibility and IEP meetings and is often looked to for advice for interventions to meet the needs of identified students.
- g. Continuously explores and disseminates information about new or improved methods of serving students.
- h. Actively seeks out feedback and suggestions and uses them to improve performance.

### 3 – Proficient

- a. Delivers services consistently and ethically.
- b. Possesses knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Maintains organized, accurate, and complete records of student referrals and all relevant contacts made in providing services to those students.
- d. Frequently contribute valuable ideas and expertise to promote the school's mission and district goals.
- e. Keeps the administration informed about concerns; asks for help when it is needed.
- f. Is an active participant in eligibility and IEP meetings and relays helpful information to better meet the need of identified students.
- g. Applies knowledge gained from continuing education activities.
- h. Listens thoughtfully to other viewpoints; responds constructively to suggestions and criticism.

### 2 – Professional Support Needed

- a. Delivers services that are questionable in consistency and ethics.
- b. Has limited knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Inconsistently keeps records of student referrals and all relevant contacts; records are frequently unorganized, inaccurate or incomplete.
- d. Occasionally suggests an idea aimed at improving the school or system.
- e. Is reluctant to share concerns with administration or ask for help.
- f. Participates in eligibility and IEP meetings as needed to meet the needs of identified students.
- g. Applies knowledge gained from continuing education activities, if asked.
- h. Listens to other viewpoints but does not adjust services according to constructive criticism.

### 1 – Does Not Meet Standards

- a. Delivers services that are inconsistent and/or unethical.
- b. Makes decision on inaccurate or negligible knowledge and understanding of the local school, the process of education, and the relevant legislation and due process.
- c. Does not keep records in an organized, accurate, or complete manner for student referrals and all relevant contacts made in providing services to those students.
- d. Does not contribute ideas or time to the mission of school and district goals.
- e. Fails to voice concerns or constantly complains, and is not open to help.
- f. Misses eligibility and IEP meetings or is an inactive member of these meetings or makes statements that are not aligned with the needs of identified students.
- g. Shows little or not interest in continuing education activities.
- h. Is defensive about criticism and resistant to changing professional practice.

Overall rating: \_\_\_ Comments:

Evaluation Summary Page  
School Psychologist

School Psychologist's name \_\_\_\_\_ School year \_\_\_\_\_

School \_\_\_\_\_ Subject area/Grade level \_\_\_\_\_

Evaluator \_\_\_\_\_

Average Ratings on Individual Rubrics:

**I. Planning and Preparing for Learning**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

**II. Intervention**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

**III. Consultation**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

**IV. Staff Development**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

**V. Assessment**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

**VI. Family and Community Collaboration**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

**VII. Professional Responsibilities**

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Rating:

Distinguished Proficient Prof. Support Needed Does Not Meet Standards

Overall Comments by Supervisor/Director:

Overall Comments by School Psychologist:

Supervisor's/Director's signature \_\_\_\_\_ Date \_\_\_\_\_

School Psychologist's signature \_\_\_\_\_ Date \_\_\_\_\_

(School Psychologist signature indicates he/she has seen and discussed the evaluation. It does not necessarily denote agreement with the report.)