

**Certified NON-Teaching Evaluation Rubric  
School Psychologist**

Staff Member's Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Domain 1  
Planning and Preparation**

**1A: Demonstrating knowledge and skill in using appropriate assessments to evaluate students**

Innovating	Applying	Developing	Not Demonstrating
Psychologist uses a wide range of assessments based on the referral question(s) to evaluate level of student functioning, disability and to help determine eligibility decisions.	Psychologist uses appropriate assessments based on the referral question(s) to evaluate level of student functioning, disability and to help determine eligibility decisions.	Psychologist uses limited knowledge and skill in selecting and using appropriate assessments to evaluate students. i.e. uses the same assessments regardless of individual needs.	Psychologist demonstrates little or no knowledge and skill in selecting and using appropriate assessments to evaluate students.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)

**1B: Demonstrating knowledge of child and adolescent development and psychopathology**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and is able to articulate to the team and parents the variations on the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**1C: Establishing goals for the student body at large and/or individual students appropriate to the setting**

Innovating	Applying	Developing	Not Demonstrating
<p>Psychologist’s goals are proactively reviewed and adjusted based on student needs following consultation with students, parents and team.</p>	<p>Psychologist’s goals are clear, meaningful and appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.</p>	<p>Psychologist’s goals are rudimentary, and are partially suitable to the situation and the age of the students.</p>	<p>Psychologist has no clear goals, or they are inappropriate to either the situation or the age of the students.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

**1D: Demonstrating knowledge of state and federal regulations, and resources within the district and community**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist’s knowledge of governmental regulations and resources for students is extensive and is willing to work with families to find alternative resources and/or supports as needed.	Psychologist demonstrates knowledge of governmental regulations and resources for students available through the school, district, and community.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources in the community.	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school and district.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**1E: Psychologist develops a cohesive therapy plan based on goals as well as school based programs ( i.e. PBIS, SEL Curriculum)**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist’s plan promotes and provides strategies for students to independently meet goals in a wide variety of settings.	Psychologist has developed a plan that is coherent and aligned to the needs of the students and/or program.	Psychologist’s plan includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**1F: Develops a plan to evaluate the program**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist’s evaluation plan uses multiple data sources, makes clear recommendations for improving the program and collaborates with colleagues.	Psychologist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist has no plan to evaluate the program, or resists suggestions for improvement.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**Domain 2**  
**The Learning Environment**

**2A: Establishing rapport with students, staff, and parents**

Innovating	Applying	Developing	Not Demonstrating
Students, staff, parents, and community seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Psychologist’s interactions with students, staff, parents, and community are positive and respectful.	Psychologist’s interactions are a mix of positive and negative.	Psychologist’s interactions with students, staff, parents, and community are negative or inappropriate.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**2B: Establishing a culture for positive mental health throughout the school**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
The culture in the school for positive mental health among students and teachers, is guided by the psychologist, and maintained by administration, teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist’s attempts to promote a culture throughout the school for positive mental health in the school among students and teachers, but seldom follows through on responsibilities.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, or between students and teacher.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**2C: Managing routines and procedures**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist's routines work seamlessly and students assist in maintaining them.	Psychologist's routines work effectively across settings and enhance the learning experience.	Psychologist has rudimentary and partially successful routines for the psychology/counseling program or class.	Psychologist's routines for psychology/counseling program or classroom work are nonexistent or in disarray.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**2D: Establishing standards of conduct in the school setting**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Standards of conduct have been established. Students engage in self-monitoring of behavior.	Standards of conduct have been established. Response to students is respectful.	Standards of conduct appear to have been established. Psychologist's attempts to correct student negative behavior and is partially successful.	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**2E: Organizing physical space**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
The meeting space is highly organized and is inviting to students. Records are stored in a secure location and materials are convenient when needed.	The meeting space is well organized and safe. Records are securely stored and materials are readily available.	The meeting space is safe; but partially organized or suited for the activity. Records are stored securely but materials may not be readily available for the activity.	The meeting space is disorganized, poorly suited for student and/or unsafe. Records are not stored in a secure location and materials are not readily available.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**Domain 3**  
**Delivery of Service**

**3A: Responding to referrals, consulting with teachers, administrators**

Innovating	Applying	Developing	Not Demonstrating
Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raises in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**3B: Evaluating student needs in compliance with NASP guidelines**

Innovating	Applying	Developing	Not Demonstrating
Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
Notes:	Notes:	Notes:	Notes:
Evidence:			

### 3C: Participation on the Student Support Team

Innovating	Applying	Developing	Not Demonstrating
Psychologist consistently displays leadership of the Student Support Team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.	Psychologist displays leadership of the Student Support Team as a standard expectation: prepares detailed IEP's.	Psychologist assumes leadership of the Student Support Team when directed to do so, preparing adequate IEP's.	Psychologist declines to participate on the Student Support Team.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**3D: Developing plans to maximize students' likelihood of success**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist develops comprehensive plan(s) for student(s) finding ways to creatively meet student needs and incorporate researched based practices/interventions.	Psychologist's develops treatment plan(s) for student(s) that are suitable for them, and are aligned with identified needs.	Psychologist's develops treatment plan(s) that are partially suitable for them, or sporadically aligned with identified needs.	Psychologist fails to develop treatment plan(s) suitable to student(s) or mismatched with the findings of the assessments.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**3E: Maintaining contact with physicians and community mental health service providers**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist maintains ongoing contact with physicians and community service mental health service providers and initiates contact when needed.	Psychologist maintains ongoing contact with physicians and community service mental health service providers.	Psychologist maintains occasional contact with physicians and community service mental health service providers.	Psychologist declines to maintain contact with physicians and community service mental health service providers.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**Domain 4**  
**Professional Responsibilities**

**4A: Reflecting on Practice**

Innovating	Applying	Developing	Not Demonstrating
Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4B: Communicating with families (establishing rapport, securing permissions)**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist’s communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4C: Maintaining Accurate Records**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist’s records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location.	Psychologist’s records are accurate and legible, and stored in a secure location.	Psychologist’s records are in disarray; they may be missing, insecure, or illegible.
Notes:	Notes:	Notes:	Notes:
Evidence:			

(Adapted from: Charlotte Danielson’s Framework for Teaching and Pennsylvania Dept. of Education)

**4D: Participating in a professional community-emphasis on the positive and supportive interactions**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.	Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
Notes:	Notes:	Notes:	Notes:
Evidence:			

#### 4E: Growing and Developing Professionally

Innovating	Applying	Developing	Not Demonstrating
Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist seeks out opportunities for professional development based on need.	Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**4F: Showing professionalism, including integrity, advocacy, and maintaining confidentiality**

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Not Demonstrating</b>
Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.
Notes:	Notes:	Notes:	Notes:
Evidence:			

**Additional Feedback by Supervisor:**

**Supervisor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Staff Member's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- \*Employee should receive a copy
- \*Copy should be kept in site file
- \*Original evaluation to be sent to Employee Services

(Adapted from: Charlotte Danielson's Framework for Teaching and Pennsylvania Dept. of Education)