

I. Counseling and Consultation

The School Psychologist: 4

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Listening Skills/Awareness of Counselor	Keenly aware of student's thoughts, feelings and non-verbal behaviors. Provides space in counseling relationship for student to communicate. Communicates an understanding of the student's perspective with fluency within the counseling relationship. Able to ask open and closed ended questions.	Appropriately aware of student's thoughts, feelings and non-verbal behaviors. Provides space in counseling relationship for student to communicate. Communicates an understanding of the student's perspective at key junctures. Able to ask open and closed ended questions.	Variable awareness of student's thoughts, feelings and non-verbal behaviors. Only variably provides space in counseling relationship for student to communicate. May not demonstrate understanding of student's perspective. Sometimes over relies on closed ended questions	Limited awareness of student's thoughts and feelings. Limited awareness of student's non-verbal behaviors. Does not provide space in counseling relationship for student to communicate. Over reliance on closed ended questions.
b. Awareness of Self in Counseling Process	Consistent awareness of own thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and how these impact the counselee and counseling process	Awareness of key thoughts, feelings, verbal behaviors and non-verbal behaviors in the counseling relationship and how these impact the counselee and counseling process	Variable awareness of own thoughts, feelings, verbal behaviors and non-verbal behaviors in the counseling relationship and how these impact the counselee and counseling process	Limited awareness of own thoughts, feelings, verbal behaviors and non-verbal behaviors in the counseling relationship and how these impact the counselee and counseling process
c. Feedback	Highly effective in assisting students in developing an awareness and processing the impact of their behavior on others.	Effective in assisting students in developing an awareness and processing the impact of their behavior on others.	Inconsistently attempts to address behavior and provide feedback.	Ignores behavior and does not provide feedback
d. Interventions	Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Creates plans for students that are suitable for them and are aligned with identified needs.	Makes plans for students that are partially suitable or are sporadically aligned with identified needs.	Fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
e. Goals	Sets goals for the treatment program that are highly appropriate to the situation in the school and to the age of the students. Goals have been developed following consultation with students, parents, and colleagues.	Sets goals for the treatment program that are clear and appropriate to the situation in the school and to the age of the students.	Sets goals for the treatment program that are rudimentary and partially suitable to the situation and the age of the students.	Has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.
f. Flexibility	Deftly adapts counseling sessions to maximize teachable moments and correct misunderstandings.	Is flexible about modifying counseling sessions to take advantage of teachable moments.	Is focused on implementing counseling session's plans and sometimes misses teachable moments.	Is rigid and inflexible with counseling sessions and rarely takes advantage of teachable moments.
g. Application/Generalization	Consistently has students summarize and internalize what they learn and apply it to multiple real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying, but does not have students reflect on or apply information.	Does not have students reflect on or apply strategies.
h. Monitoring progress	Effectively gathers information which accurately measures progress.	Gathers information which accurately measures progress.	Gathers information which may not accurately measure progress.	Does not gather information to monitor progress.
i. Instruction	Develops well-structured and highly-engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops lessons with inappropriate student engagement, pacing, sequence, activities, materials, resources and/or grouping.

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j. Responding to referrals	Consults frequently and/or in a timely manner with colleagues. Contributes own insights and tailors intervention to the presenting issues. Anticipates problems and consults before problem arises.	Consults frequently and/or in a timely manner with colleagues. Tailors interventions to the presenting issues.	Consults on sporadic basis with colleagues. Sometimes makes successful attempts to tailor interventions to the presenting issues. May not respond in a timely manner.	Fails to consult with colleagues or to tailor intervention to the presenting issues.
k. Staff and parent consultations	Consistently provides plans that can be implemented by the teacher, administrator, or parent. Consistently follows up with the teacher, administrator or parent on implementation and outcomes.	Often provides plans that can be implemented by the teacher, administrator, or parent. Often follows up with the teacher, administrator or parent on implementation and outcomes.	Sometimes provides plans that can be implemented by the teacher, administrator, or parent. Sometimes follows up with the teacher, administrator or parent on implementation and outcomes.	Does not provide plans that can be implemented by the teacher, administrator, or parent. Does not follow up with the teacher, administrator or parent on implementation and outcomes.
l. Prevention	Consistently develops or participates in a prevention program when needed.	Often develops or participates in a prevention program when needed.	Sometimes develops or participates in a prevention program when needed.	Does not develop or participate in prevention program when needed.
m. Communication	Effectively communicates with staff, administrators and parents in a clear and efficient manner.	Communicates with staff, administrators and parents in a clear and efficient manner.	Sometimes communicates with staff, administrators or parents, but may not be fully clear and efficient (e.g., may provide unnecessary details).	Does not communicate with staff, administrators or parents, or may do so in manner that confuses the listener (e.g., off topic).
n. Team work	Functions as a highly valued member of a multidisciplinary team, assists others in decision making and integrates others' ideas.	Functions as a member of a multidisciplinary team, assists others in decision making and integrates others' ideas.	Is a member of multidisciplinary teams and sometimes assists others in decision making.	Does not function well as a member of a multidisciplinary team. Does not assist others in decision making or integrate others' ideas.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
o. Collaboration	Meets at least weekly with colleagues to plan and share ideas. Collaboration results in significant improvement in classrooms and students.	Collaborates with colleagues to plan and share ideas. Collaboration positively impacts classrooms and students.	Meets occasionally with colleagues to share ideas about teaching, learning and students, but such conversations do not always impact the classroom or student.	Meets infrequently with colleagues, and conversations lack educational substance.

II. Assessment

The School Psychologist: 4

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Evaluation Design	Administers assessments from a broad repertoire and those chosen are most appropriate to the referral question (including thorough record review).	Administers appropriate evaluation instruments with appropriate record review.	Does not administer appropriate evaluation instruments. Limited historical review.	Resists administering evaluations, selects instruments inappropriate to the situation. No historical review.
b. Standards of Conduct	Establishes standards of conduct in the testing environment and monitors student behavior against those standards. Corrections for inappropriate behavior during an evaluation are highly effective.	Establishes standards of conduct in the testing environment and monitors student behavior against those standards. Corrections for inappropriate behavior during an evaluation are effective.	Establishes standards of conduct in the testing environment, however, attempts to monitor and correct inappropriate behavior during an evaluation may not be effective.	No standards of conduct have been established. Psychologist disregards or fails to address inappropriate behavior.
c. Testing environment and materials	Testing environment is individualized to student and evaluator is able to manipulate materials with no interruption to the student.	Testing environment is structured so that it can be easily adjusted to the needs of the student. Evaluator is able to manipulate materials with minimal interruption to the student.	Testing environment can be partially adjusted to meet the needs of students. Test materials are available to the evaluator but require additional effort. He or she is able to manipulate materials.	Test environment is disorganized and poorly suited to student. Materials are difficult to find when needed.
d. Qualitative Behavior Analysis	Consistently able to administer tests within standardization guidelines while integrating information about qualitative responses across tests and adjusting testing accordingly.	Tests administered in accordance with testing standards. Adjusts testing (without sacrificing standardization) based on qualitative observations in a test (e.g., testing the limits). Able to administer tests while integrating information about qualitative responses across tests and adjusts testing accordingly.	Able to administer within standardization guidelines, but only limited ability to interpret qualitative behaviors and utilize those behaviors to inform testing decisions and interpretations.	Unable to administer in standardization guidelines and does not interpret qualitative responses.

II. Assessment

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
e. Report Writing	Written reports are thorough yet concise, well written and include research based, appropriate recommendations.	Written reports are thorough and well written. They include appropriate recommendations.	Written reports are not always thorough, may be poorly written or unnecessarily long. Recommendations are somewhat appropriate.	Written reports are not thorough or poorly written. They may not include recommendations or recommendations are inappropriate.
f. Verbal communication of test results	Consistent clear and concise communication of test results. Communication is understood by the audience. Includes academic and/or social implications as appropriate.	Generally clear and concise communication of test results. Communication is often understood by the audience. Includes academic and/or social implications as appropriate.	In meetings or conferences, information may not be fully clear or effective. Misses academic and/or social implications. May not communicate in an appropriately concise manner.	In meetings or conferences, does not communicate clearly or effectively. May provide information that is not appropriate.

III. Family and Community Outreach

The School Psychologist: 4

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but does not listen well.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed individual standards.	Shows parents a genuine interest and belief in each child's ability to reach individual standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge or concern for their future.
c. Communicating with families	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust, including those who are hard to reach. Makes sure parents hear positive news about their children first and immediately flags any problems.	Communicates with families and secures necessary permissions and does so in a manner sensitive to cultural and linguistic traditions. Promptly informs parents of behavior and learning problems and also updates parents on good news.	Is partially successful in communicating with families; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions. Lets parents know about problem areas their children are having but rarely mentions positive news.	Fails to communicate with families and secure necessary permissions for evaluations or communicates in an insensitive manner.
d. Release of information	Always ensures necessary permission to communicate with other providers outside of schools.	Ensures necessary permission to communicate with other providers outside of schools.	Sometimes ensures necessary permission to communicate with other providers outside of schools.	Does not ensure necessary permission to communicate with other providers outside of schools.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
e. Parent Responsiveness	Deals immediately and successfully with parent concerns and always makes parents feel welcome.	Responds promptly to parents concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome.
f. Community mental health	Maintains ongoing contact with physicians and community mental health service providers and initiates contact when needed.	Maintains ongoing contact with physicians and community mental health service providers.	Contacts physicians and community mental health service providers only when necessary.	Declines to maintain contact with physicians and community mental health service providers.

IV. Professional Culture

The Psychologist:

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Reliability	Has perfect or near-perfect attendance, carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Has very good attendance, is punctual with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, has moderate absences (state extenuating circumstances), is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, has many absences (state extenuating circumstances), is late, makes errors in records, and misses paperwork deadlines.
b. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Demonstrates professional demeanor, is ethical, honest, and forthright, maintains professional boundaries and keeps student information confidential.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
c. Decision-Making	In planning and decision-making at the district, school, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts.	Consistently contributes relevant ideas and expertise to planning and decision making at the district, school, and/or grade level.	May participate in planning and decision making at the district, school, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the district, school, and/or grade level only when asked and rarely contributes relevant ideas or expertise.
d. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
e. Professional Collaboration	Supports and encourages colleagues to collaborate in areas such as examining student work, analyzing student performance, and planning appropriate intervention.	Consistently and effectively collaborates with colleagues in such work as examining student work, analyzing student performance, and planning appropriate intervention.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning

IV. Professional Culture

The Psychologist

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
f. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element	Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or does not apply new learning to practice.