Psychologist Rubric 2018-2019
Domain 1 Planning and Preparation

Component	Ineffective	Developing	Skilled	Accomplished
1a: Demonstrates knowledge of ODE guidelines for psychological services*	SP's planning and preparation demonstrate little or no knowledge of Ohio's Operating Standards and legal requirements specific to school psychology services.	SP's planning and preparation demonstrate some knowledge of Ohio's Operating Standards and legal requirements specific to school psychology services.	SP's planning and preparation demonstrate consistent knowledge of Ohio's Operating Standards and legal requirements specific to school psychology services. SP shares this knowledge as well as ODE guidelines with colleagues and assists them in understanding and applying these standards and requirements.	SP's planning and preparation demonstrate extensive knowledge of Ohio's Operating Standards and legal requirements specific to school psychology services. SP shares this knowledge as well as ODE guidelines with colleagues and assists them in understanding and applying these standards and requirements. SP takes a leadership role in sharing this knowledge within the District and the field.
1b: Demonstrates knowledge of students	SP demonstrates little or no knowledge of students' diverse backgrounds, cultures, skills, language proficiency, interests, and/or special needs.	SP demonstrates some knowledge of students' diverse backgrounds, cultures, skills, language proficiency, interests, and/or special needs.	SP demonstrates consistent knowledge of students' diverse backgrounds, cultures, skills, language proficiency, interests, and/or special needs, and shares this knowledge with colleagues.	SP demonstrates extensive knowledge of students' diverse backgrounds, cultures, skills, language proficiency, interests, and/or special needs. SP shares this knowledge within the field and District in a leadership role and continually assists colleagues in understanding and applying this knowledge.
1c: Demonstrates appropriate plan for completion of duties and responsibilities*	SP demonstrates little or no planning for completion of duties and responsibilities. SP does not plan for the timely completion of responsibilities. SP does not inform management of work completion difficulties.	SP demonstrates some knowledge of planning for completion of duties and responsibilities. SP reflects on various obstacles and emergencies that may impact work plan, but SP makes few attempts to prepare for such events for timely completion and inconsistently informs management of work completion difficulties.	SP demonstrates consistent knowledge of planning for duties and responsibilities. SP has a plan for the timely completion of responsibilities, complete with provisions for obstacles, emergencies, special requests, and revisions if needed. SP consistently informs and problem-solves with management for work completion if needed.	SP demonstrates extensive knowledge of planning for all duties and responsibilities. SP has a plan for the timely completion of responsibilities, complete with provisions for obstacles, emergencies, special requests, and revisions if needed. SP shares resources and knowledge with colleagues for effective planning within the District.
1d: Demonstrates knowledge of school, district, and/or community resources	SP demonstrates little or no familiarity with resources to enhance own knowledge, or to use with teachers and/or students who need them. SP does not seek such knowledge.	SP demonstrates some familiarity with resources available through the school or District to enhance own knowledge, or to use with teachers and/or students who need them. SP inconsistently seeks to extend such knowledge.	SP demonstrates consistent knowledge of the resources available through the school or District to enhance own knowledge, or to use with teachers, students, and/or families who need them.	SP demonstrates extensive knowledge of and seeks out resources in and beyond the school or District, in professional organizations, on the Internet, and in the community to enhance own knowledge, or to use with teachers, students, and/or families who need them.

![tdes logo] CMSD Teacher Development and Evaluation System

Psychologist Rubric 2018 – 2019
Domain 2 Service Delivery Environment

Component	Ineffective	Developing	Skilled	Accomplished
2a: Creates an environment of respect and rapport	Interactions with stakeholders are generally negative, inappropriate, inconsiderate and/or insensitive. Interactions do not evidence cultural, developmental, or social sensitivity.	Interactions with stakeholders are generally appropriate, but may be characterized by occasional displays of negativity, inappropriateness, inconsideration and/or insensitivity. Interactions evidence some cultural, developmental, or social sensitivity.	Interactions with stakeholders are consistently appropriate and considerate, and are consistently respectful and responsive with regard to cultural, developmental, and social differences.	Interactions with stakeholders are highly appropriate and considerate, and are highly respectful and responsive with regard to cultural, developmental, and social differences. SP helps facilitate high levels of civility among stakeholders.
2b: Contributes to a culture of evidence-based practice for development of students' academic and cognitive competencies*	SP communicates little to no knowledge of evidence-based instructional or intervention strategies for students' academic and cognitive competencies. SP may follow practices that are outdated or lack foundation in research.	SP communicates some knowledge of evidence-based instructional and/or intervention strategies for students' academic and cognitive competencies. SP contributes to and/or supports some strategies that are currently aligned in evidence-based practice.	SP consistently communicates knowledge of evidence-based instructional and intervention strategies for students' academic and cognitive competencies. SP consistently contributes to and/or supports implementation of strategies that are currently aligned in evidence-based practice.	SP communicates extensive knowledge of evidence-based instructional and intervention strategies for students' academic and cognitive competencies. SP contributes to and supports implementation of strategies that are currently aligned in evidence-based practice. SP assists stakeholders in translating current and emerging research to instructional practice.
2c: Contributes to a culture of evidence-based practice for development of students' social-emotional competencies*	SP communicates little to no knowledge of evidence-based instructional or intervention strategies for students' social-emotional academic and cognitive competencies. SP may follow practices that are outdated or lack foundation in research.	SP communicates some knowledge of evidence-based instructional and/or intervention strategies for students' social-emotional competencies. SP contributes to and/or supports some strategies that are currently aligned in evidence-based practice.	SP consistently communicates knowledge of evidence-based instructional and intervention strategies for students' social and emotional competencies. SP consistently contributes to and/or supports implementation of strategies that are currently aligned in evidence-based practice.	SP communicates extensive knowledge of evidence-based instructional and intervention strategies for students' social and emotional competencies. SP contributes to and supports implementation of strategies that are currently aligned in evidence-based practice. SP assists stakeholders in translating current and emerging research to instructional practice.
2d: Demonstrates effective technology-based skills	SP does not display basic computer skills. SP does not properly utilize district computer systems or software, and does not utilize internet or other technology resources in practice.	SP often displays basic computer skills. SP often uses district computer systems properly. SP accesses resources and uses some technology for data-based decision making.	SP consistently displays competency in computer use and using district computer systems. SP uses technology for data based decision making and uses a variety of technological resources within practice. SP shares knowledge of resources including educational websites and tools with others.	SP displays extensive competencies in computer use and district computer systems, and displays leadership in updating systems and utilizing innovative technology at the building, department, and/or district levels. SP assists others in evaluating the value and safety of technological advances and programs. SP has knowledge of assistive technology for students.
2e: Demonstrates independent problem-solving skills in school and office environment	SP evidences little or no initiative to solve common work place problems and reduce barriers to service delivery. SP does not effectively communicate with others, including management, to solve problems. Work is often interrupted or incomplete due to problems and conflicts.	SP demonstrates some initiative to solve common workplace problems, but may require extra assistance and monitoring from others to communicate and reduce barriers. Work is sometimes interrupted or incomplete due to avoidable problems or conflicts.	SP consistently demonstrates initiative to solve work place problems independently. SP communicates effectively with others, including management, to solve problems. Work is rarely interrupted or incomplete due to avoidable problems or conflicts.	SP demonstrates leadership skills in workplace problem-solving. SP assists others in acquiring and implementing problem-solving skills to ensure their work is not interrupted or incomplete due to avoidable problems or conflicts.

Psychologist Rubric 2018 – 2019
Domain 3 Service Delivery

Component	Ineffective	Developing	Skilled	Accomplished
3a: Gathers and summarizes data and other information for appropriate educational decision-making*	SP collects little or no relevant data from stakeholders that will aid in team decision making. SP incorporates little or no interpretation or integration of data and/or fails to summarize as required.	SP collects some relevant data from stakeholders that will aid in team decision making. SP incorporates some interpretation or integration of data and/or summarizes as required.	SP consistently collects relevant data from stakeholders that will aid in team decision making. SP consistently incorporates interpretation and integration of data and summarizes as required.	SP consistently collects relevant data from stakeholders that will aid in team decision making, and promotes the gathering of student data within the District level. SP is highly effective in interpreting and integrating data, summarizing it, and using data for educational decision making at the class, building and/or District levels.
3b: Completes evaluations in compliance with federal and state laws*	SP's evaluations evidence little or no compliance with federal and state guidelines.	SP's evaluations evidence some compliance with federal and state guidelines.	SP's evaluations consistently follow federal and state guidelines.	SP's evaluations follow federal and state guidelines at an exemplary level.
3c: Case manages evaluations	SP is ineffective in managing caseloads and/or communicating needs for caseload completion in a timely manner.	SP is inconsistent in managing caseloads and/or communicates needs for caseload completion in a timely manner.	SP consistently manages caseloads and communicates needs for caseload completion in a timely manner.	SP effectively manages caseloads and ensures all participants have provided data for caseload completion in a timely manner.
3d: Collaborates in a professional manner with parents, school personnel, and external supports to develop appropriate interventions for individual student needs	SP evidences little or no collaboration with others to meet student needs. SP minimally considers the contribution of others in planning interventions for individual student needs.	SP inconsistently attempts to collaborate with others to meet student needs. SP inconsistently considers the contribution of others in planning interventions for individual student needs.	SP consistently collaborates with others to meet student needs. SP consistently considers the contribution of others in planning interventions for individual student needs.	SP collaborates in an exemplary manner with others to meet student needs. SP facilitates effective collaboration. SP emphasizes the value of the contribution of others in planning interventions for individual student needs.
3e: Provides mental health services and supports as needed	SP addresses little or no mental health needs of students through direct support, collaboration, and/or consultation. SP does not offer support or assistance.	SP inconsistently addresses mental health needs of students through direct support, collaboration, and/or consultation. SP inconsistently offers support or assistance.	SP consistently addresses mental health needs of students through direct support, collaboration, and consultation. SP consistently offers support or assistance.	SP addresses mental health needs of students at an exemplary level through direct support, collaboration, and consultation. SP offers support or assistance, at an exemplary level, within classrooms, buildings, and/or District.

Psychologist Rubric 2018 – 2019
Domain 4 Professional Responsibility

Component	Ineffective	Developing	Skilled	Accomplished
4a: Shows Professionalism*	SP's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving.	SP's interactions are characterized by honest, genuine, but inconsistent, attempts to serve student needs, and/or decisions that are self-serving.	SP's interactions are characterized by honesty, integrity, confidentiality, and/or assurance that all students are fairly served.	SP evidences the highest standards of honesty, integrity, and confidentiality. SP assumes a leadership role in student advocacy.
4b:Complies with District and departmental policies and procedures*	SP evidences little or no compliance of District and departmental policies and procedures. SP does not seek out information regarding such policies and procedures.	SP evidences some compliance of District and departmental policies and procedures. SP sometimes attempts to seek out information regarding such policies and procedures.	SP consistently complies with District and departmental policies and procedures. SP consistently attempts to seek out information regarding such policies and procedures	SP complies with District and departmental policies and procedures at an exemplary level and contributes to their creation, implementation, and/or modification.
4c: Grows and Develops Professionally	SP engages in little or no professional development activities and is not generally receptive to feedback regarding service delivery or work ethic.	SP engages in some professional development activities and is sometimes receptive to feedback regarding service delivery or work ethic. .	SP consistently engages in professional development activities and welcomes feedback regarding service delivery or work ethic.	SP consistently engages in professional development activities and seeks out feedback regarding service delivery and work ethic. SP consistently incorporates this feedback into enhanced service delivery and work ethic.
4d: Contributes to the development, growth, and enhancement of the department	SP does not regularly attend required meetings and/or, when in attendance, minimally participates in activities. SP minimally engages in activities that contribute to the development, growth, and enhancement of the department.	SP generally attends required meetings and/or, when in attendance, generally participates in activities. SP generally engages in activities that contribute to the development, growth, and enhancement of the department.	SP consistently attends required meetings and participates in activities. SP consistently engages in activities that contribute to the development, growth, and enhancement of the department. SP provides suggestions for departmental enhancement.	SP consistently attends required meetings participates in activities, and assumes a leadership role in contributing the development, growth, and enhancement of the department.
4e: Reflects on service delivery	SP evidences little or no insight into own performance, is limited in recognition of how own performance affects other stakeholders, and sets little or no professional goals.	SP evidences some insight into own performance, evidences some recognition of how own performance affects other stakeholders, and sets some professional goals.	SP evidences insight into own performance, evidences recognition of how own performance affects other stakeholders, and sets realistic and specific professional goals. SP considers options for change.	SP evidences a high level of insight into own performance, evidences a high level of recognition as to how own performance affects other stakeholders, sets realistic, specific and long-term professional goals. SP develops a specific plan for change.