**Guidance for Evaluation of School Psychologists**

This document is intended to be a crosswalk between the Specialized Instructional Support Personnel (SISP) rubric and the evaluation criteria that existed previously for school psychologists.

**Standard I: Curriculum, Planning, & Assessment**

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| **Rubric Indicators & Elements** | **School Psychologist Evaluation Criteria from School Year 2011-2012** |
| I-A. Curriculum & Planning  I-A-1. Professional Knowledge  I-A-2. Child and Adolescent Development  I-A-3. Plan Development  I-A-4. Well-Structured Lessons  I-B. Assessment  I-B-1. Variety of Assessment Methods  I-B-2. Adjustments to Practice  I-C. Analysis  I-C-1. Analysis and Conclusions  I-C-2. Sharing Conclusions with Colleagues  I-C-3. Sharing Conclusions with Students and Families | * Knows the field of school psychology and utilizes knowledge appropriately. * Provides counseling service that is appropriate to the needs of the client at the elementary, middle and high school levels. * Participates actively in core evaluation team meetings to the end of producing comprehensive and appropriate education plans for students evaluated. * Manages assigned caseload, so that all non-compliance with Federal and State Laws is limited to unavoidable situations. * Provides services to an appropriate number of students and completes required reports on those students. * Maintains up-to-date written evidence of work completed, in progress and to be accomplished. * Engages, upon request, in other appropriate activities which assist the schools in their educational mandates such as   • group screening  • program evaluation of individual students  • group test interpretation and classroom application  • in-service program  • other [specify] |

**Standard II: Teaching All Students**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| II-A. Instruction  II-A-1. Quality of Effort and Work  II-A-2. Student Engagement  II-A-3. Meeting Diverse Needs  II-B. Learning Environment  II-B-1. Safe Learning Environment  II-B-2. Collaborative Learning Environment  II-B-3. Student Motivation  II-C. Cultural Proficiency  II-C-1. Respects Differences  II-C-2. Maintains Respectful Environment  II-D. Expectations  II-D-1. Clear Expectations  II-D-2. High Expectations  II-D-3. Access to Knowledge | * Provides counseling service that is appropriate to the needs of the client at the elementary, middle and high school levels. * Understands and responds appropriately to the racial, social, sexual and ethnic differences among students as service is provided. * Includes in evaluations, methods and materials geared to the individual needs of the students at the   • early childhood level  • elementary level  • middle school level  • high school level. |

**Standard III: Family and Community Engagement**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| III-A. Engagement  III-A-1. Parent/Family Engagement  III-B. Collaboration  III-B-1. Learning Expectations  II-B-2. Student Support  III-C. Communication  II-C-1. Two-Way Communication  II-C-2. Culturally Proficient Communication | * Exhibits cooperative relationships with parents * Participates appropriately in interactions among students, teachers, parents and administrators |

**Standard IV: Professional Culture**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| IV-A. Reflection  IV-A-1. Reflective Practice  II-A-2. Goal Setting  IV-B. Professional Growth  IV-B-1. Professional Learning and Growth  IV-C. Collaboration  IV-C-1. Professional Collaboration  IV-C-2. Consultation  IV-D. Decision-Making  IV-D-1. Decision-making  IV-E. Shared Responsibility  IV-B-1. Shared Responsibility  IV-F. Professional Responsibilities  IV-C-1. Judgment  IV-C-2. Reliability and Responsibility | * Provides to teachers and other professionals consultation services which will assist them in managing the student’s education within the group situation. * Provides to principals, assistant principals and other administrators and ETFs consultation services for the purpose of assisting them in achieving their goals * Provides information to schools which will assist them in planning objectives for students. * Formulates reports that are clear, complete and helpful to schools in planning for the student’s needs * Works cooperatively with colleagues * Complies with administrative rules and regulations * Maintains professional appearance and demeanor * Cooperates in achieving the goals of the Whole School’s Improvement Plan * Maintains regular attendance in conformity with rules and regulations of the School Department. * Maintains punctuality in all matters pertaining to professional role. * Complies with scheduling and reporting requirements. * Engages in professional activities which contribute to improved performance in the school psychological situation and the school system generally. |