Educator Evaluation

Psychologist Observation Rubric
School District of Philadelphia SY 2016-2017

Domain 1: Planning and Preparation

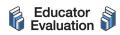| Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
1a: Demonstrating Knowledge of Content and Pedagogy	Limited knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Some knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Sufficient knowledge of best practices is demonstrated relative to planning and preparation for comprehensive service delivery.	Extensive knowledge of best practices is demonstrated and applied across stakeholders and settings.
Evidence/Examples	*SP provides generic behavioral strategies that lack research support and have limited relevance to the presenting problem.* *SP displays limited to no knowledge of the big ideas in reading and student assessment results provide little guidance for the identification of research-based literacy practices.*	*SP shares some behavioral support strategies but not in sufficient detail to enhance knowledge and implementation.* *SP can name the big ideas in reading but lacks sufficient knowledge to explain these concepts and student assessment results are linked to general literacy practices with limited research support.*	*SP shares examples of positive behavioral support strategies with team members to enhance their knowledge.* *SP explains big ideas in reading and links student assessment results to specific research-based literacy practices.* *Through instructional consultation with teacher/parent, SP describes the educational needs of a student who has been diagnosed with Autism.*	*SP uses functional behavioral assessment (FBA) data gathered from multiple sources and provides team members with positive behavioral support strategies that enhance their knowledge and are linked to the function of the behavior.* *SP shows extensive knowledge of the big ideas in reading and can communicate these ideas in understanding language.* *Student assessment results are directly linked to specific research-based literacy practices and include guidelines for systemic intervention implementation.*
1c: Setting Service Delivery Outcomes/Setting Instructional and Service Delivery Outcomes	Limited knowledge of assessment results in poorly defined goals that are difficult to measure and are not aligned with PA Academic Standards. Data sources do not inform instruction and/or result in enhanced teacher quality and classroom practice.	Partial knowledge of assessment results in inconsistently defined goals that may or may not align with PA Academic Standards. Data sources may or may not inform instruction and/or result in enhanced teacher quality and classroom practice.	Sufficient knowledge of assessment results in well-defined goals that are student-friendly, measurable and aligned with PA Academic Standards. Data sources are used to make recommendations to inform instruction.	Extensive knowledge of assessment results in well-defined goals that are student-friendly, measurable and aligned with PA Academic Standards. Data sources consistently inform instruction and/or result in enhanced teacher quality and improved student achievement.

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Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
Evidence/Examples	*SP gathers data that does not have adequate technical properties (e.g., reliable and valid) and does not provide analysis to inform instructional decisions.* *SP is unaware of how to access the Algebra CDT's and can't create measurable goals for special education students.*	*SP gathers DIBELS Next data, but provides a basic analysis of how it relates to the development of Kindergarten reading skills.* *SP provides limited analysis of student performance on the Algebra CDT's to create measurable goals in Algebra.*	*SP gathers and analyzes DIBELS Next data to help inform instructional changes in Kindergarten in the area of phonological awareness.* *SP assists special education teachers with analysis of student performance on the Algebra CDT's to create measurable goals in Algebra and identify prerequisite skill needs.* *SP consults with special education teacher relative to students with intellectual disabilities and their IEP progress toward PA academic standards.*	*SP conducts data analyses of DIBELS Next data to determine the expected rates of increase for students in Tier 2 to determine the effectiveness of selected interventions.* *SP creates a bank of measurable goals in Algebra and associated prerequisite skill based on analysis of current and past Algebra CDT's and common core standards.*

Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
1f: Designing Student Assessments	SP is not able to identify assessment methods and measures that are congruent with instructional outcomes for students.	SP is able to identify whether some instructional outcomes were attained via the use of appropriate methods and measures.	SP is able to identify whether the majority of instructional outcomes were attained via the use of appropriate methods and measures and recommend appropriate adaptations for groups of students.	SP's approach to assessment is fully aligned with instructional outcomes for both content and process. Assessment methodologies have been adapted for individual students as needed.
Evidence/Examples	*SP does not assist team with identifying an alternative assessment for an ESL student.* *SP is not able to assist a grade level team with identification of informal and formal formative assessment strategies (e.g., questioning, feedback, peer assessment, etc.) that may be incorporated within the planning and teaching process to monitor student progress toward instructional outcomes.*	*SP assists a classroom teacher with developing clear, student-friendly and measurable learning objectives for the entire class.* *SP is able to assist a 2nd grade team with determining whether they reached their grade level oral fluency goal but does not know how to help them assess whether they reached their grade level math goal.*	*SP assists a special education teacher with identifying multiple brief measures that can be used monthly to assess whether a group of students with severe difficulties in phonics are making progress.* *SP is able to assist an emotional support and general education teachers identify appropriate ways to measure a decrease in meltdowns and increase in replacement behaviors across settings for a small group of students who are working on these issues.*	*SP works with ESL and grade level teachers to identify a continuum of informal and formal measures to assess whether an English Language Learner moved from L1 to L2 and instructional strategies that are resulting in his progress.* *SP works with a teacher and student who is mentally gifted to empower the student to design his/her own authentic, real-world. application/assessment so that the student can demonstrate mastery of newly taught and learned problem-solving skills.*

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Domain 2: The Environment

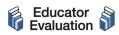| Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
2a: Creating an Environment of Respect and Rapport	Interactions with clients are characterized by limited rapport, conflict and tension. Mutual trust and collaboration are not evidenced. There is no acknowledgment of factors related to culture or religion that may impact interaction and relational trust.	Interactions with clients are characterized by some rapport, mutual respect and limited conflict/relational tension. The establishment of mutual trust and collaboration is in process. There is awareness of religious and/or cultural factors that may impact the establishment of trust and relational issues.	Interactions with clients are characterized by adequate rapport, confidentiality and mutual respect. SP pro-actively and consistently attempts to establish a safe, positive and respectful climate.	Interactions with clients are characterized by high levels of rapport, confidentiality and mutual respect. SP pro-actively works with other professionals in the setting to establish a safe, positive and respectful climate and collect feedback to sustain and/or continue to improve the environment.
Evidence/Examples	*SP is not able to establish rapport with students. It is very apparent that students feel uncomfortable in their presence.* *SP is openly disrespectful to others when not in agreement. SP demonstrates an inability or unwillingness to resolve conflicts.* *SP speaks in a manner, which completely confuses parents to the point in which parents frequently seek out other staff members for explanation.*	*SP is able to establish rapport with some students but not on a regular basis.* *SP can demonstrate the ability to handle conflicts at times but not consistently.* *SP can demonstrate the ability to speak to parents in a manner, which does not cause confusion; however, it is not demonstrated on a regular basis.*	*SP establishes rapport easily with students (e.g. students appear comfortable with SP).* *SP uses appropriate language when speaking with parents (no use of educational jargon).* *SP demonstrates respectful manner when there is disagreement.*	*Students often actively seek out the assistance of the SP on an ongoing basis and views the SP as part of their support system even after the initial reason for referral has been completed.* *SP is the orchestrator of bringing professionals/parents of differing opinions to a conclusion that is acceptable to all parties.* *SP speaks and acts in a manner, which quickly and easily establishes rapport and trust with parents.* *Parents actively seek out the support of the school psychologist for assistance regarding their children.*

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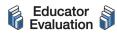| Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
2c: Managing Classroom Procedures/Managing Procedures	Significant service delivery time is lost due to inefficient routines and/or management of procedures, supplies, data, and data systems. There is not compliance with evaluation timelines, Chapter 14, 15 and 16 and IDEA regulations.	Some service delivery time is lost due to inconsistent maintenance of effective routines and/or management of procedures, supplies, data, and data systems. There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.	SP services are delivered with efficiency because there is adequate maintenance of routines, procedures, usage of data, and data systems. There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.	SP empowers clients to adhere to routines and procedures, maintain data, and data systems. There is compliance with evaluation timelines, Chapter 14, 15, and 16 and IDEA regulations.
Evidence/Examples	*SP completely disregards school district policies related to threats and/or suicide in that there is an outright refusal to follow them or the policies are known to exist but the SP chooses not to familiarize themselves with the policies thereby putting the student at risk and the school district at risk for potential litigation.* *SP does not gather the information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary evaluation process.* *SP completely disregards re-evaluation/evaluation timelines with most or all cases even in cases in which there is potential or known litigation.*	*SP is familiar with school district policy in regard to threat/suicide assessment but does not follow it consistently.* *SP gathers information from the parties necessary to meet the requirements of the PA regulations as part of the multidisciplinary process but does not do so on a regular basis. SP is able to adhere to timelines associated with the re-evaluation/evaluation process in some cases but not the majority.*	*SP uses assessment protocols and adheres to policies related to threats and/or suicide.* *SP establishes clear procedures for gathering data from all relevant sources as part of the multidisciplinary evaluation process. SP monitors and adheres to re-evaluation timelines.*	*SP helped create the school district policy on threat/suicide assessment and/or frequently trains other staff on policy implementation.* *SP has designed or follows a clear, established procedure for accessing information as part of the multidisciplinary process. This is evidenced by a written process and non-psychological school staff being able to recite the process when asked.* *SP has adhered to the re-evaluation/evaluation timelines in ALL cases.*

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Domain 3: Service Delivery

Component	0 Failing	1 Needs Improvement	2 Proficient	3 Distinguished
3a: Communicating with Students/Communicating with Students and Families	SP does not communicate and collaborate effectively with students and their families. There are a limited number of positive home- school partnerships. There is not a continuum of services that includes outreach and support to students and families.	SP collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on an inconsistent basis.	SP collaborates with families, facilitates positive home-school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis.	SP effectively collaborates with families, facilitates positive home- school partnerships and/or provides a continuum of services that includes outreach and support to families on a consistent basis.
Evidence/Examples	*Students and families do not feel comfortable or supported by the SP.* *Student does not understand why they are meeting with the SP.* *SP has limited or no knowledge of community services and does not refer students and families for these services.*	*SP provides general recommendations for students and parents that do not take into account parents' cultural strengths, preferences and needs.* *SP communicates with students but sometimes uses language that students do not understand.* *SP has a general knowledge of community services and periodically refers students and families to some of these programs.*	*SP collaborates with a behavioral consultant and the family to develop a behavior plan that is based upon cultural strengths, preferences and needs.* *SP works with personnel from community agencies to identify and secure additional resources for a family who has a child with complex support needs.* *SP provides assistance to parents who are interested in learning more about how to increase achievement motivation.*	*SP designs and leads the implementation of a program to assist parents with managing their children's behavior, basing the plan on the parents' cultural strengths, preferences and needs.* *SP provides extensive liaison and coordination with community agencies to ensure that families of students with complex support needs receive needed services.* *SP engages others in contributing to the development of positive home- school relationships and practices in order to enhance service delivery outcomes.*

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3b: Using Questioning and Discussion Techniques/Using Data, Questioning, and Discussion and Consultation Techniques	SP does not provide consultation or use effective collaboration and oral/written communication strategies to enhance the quality and/or continuum of services.	SP provides some consultation. SP facilitates some interdisciplinary collaboration and uses oral/written communication strategies to enhance the quality and/or continuum of service. Consistency in the quality of consultation and collaboration as it relates to service delivery is improving.	SP provides effective consultative services and facilitates interdisciplinary collaboration. Oral and written communication skills are adequately developed. There is consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes.	SP provides highly effective consultative services and facilitates interdisciplinary collaboration. Oral and written communication skills are adequately developed. There is consistency in the quality of consultation and collaboration as it relates to service delivery and outcomes. SP builds individual and systems level capacity through consultation and collaboration.
Evidence/Examples	*SP writes reports that fail to provide useful information or are difficult to understand by clients and school personnel.* *SP lacks skills and knowledge about principles of behavior change and consequently is not a part of the positive behavioral support team.* *SP does not invite questions or feedback from a group of students they are counseling.* *SP does not offer consultation with classroom teachers regarding classroom management strategies.*	*SP writes reports that include recommendations for intervention that have marginal utility, and/or often uses difficult-to-understand language (e.g., professional jargon).* *SP is periodically involved in positive behavior support team meetings, but offers few useful contributions to the process.* *SP sometimes asks questions or invites feedback that results in deeper understanding.* *SP offers consultation with classroom teachers regarding classroom management strategies, but is ineffective and consultation does not result in a positive change within the classroom.*	*SP writes reports and offers recommendations that are understood by clients and may be implemented.* *SP discusses how to develop school-wide rules during a positive behavioral support team meeting.* *SP collaborates with agency personnel, educators and the student's physician in an effort to integrate services and develop a comprehensive treatment plan.* *SP offers effective consultation with classroom teachers regarding evidence-based classroom management strategies, which results in a positive change within the classroom.*	*SP writes comprehensive reports that provide an in-depth understanding of the student in relation to academic and behavioral expectations and clearly link assessments to readily implementable interventions.* *SP provides leadership to the positive behavior support team (e.g., facilitating meetings, suggesting evidence-based practices, gathering and managing data on behavior).* *SP is an expert in consultation regarding evidence-based classroom management and results in system-wide adoption of those strategies that results in positive results for all children.*

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3e: Demonstrating Flexibility and Responsiveness	SP does not offer services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	SP offers some services that are prevention-oriented and/or responsive to existing individual or systems-level needs.	SP offers services that are prevention-oriented and/or responsive to existing individual or systems-level needs on a consistent basis.	SP offers high-quality services that are prevention-oriented and/or responsive to existing individual or systems-level needs within the context of an interdisciplinary effort. The effectiveness and quality of services is routinely evaluated and refined.
Evidence/Examples	*SP is unaware of the school's crisis-response procedures.* *SP does not identify students who are at risk for drop-out and provides no services to them.*	*SP is aware of the school's crisis-response procedures, but does not participate on the school crisis team.* *SP identifies students who are at risk for drop-out and refers them for individual counseling and mentoring.*	*SP participates on school crisis team and consults with national association experts to inform the development of policies and procedures.* *SP provides individual counseling and mentoring to a student who is at-risk for school drop-out.* *SP helps analyze and interpret data to evaluate whether core and supplemental instruction is intensive enough for students who are at-risk for academic failure and offers recommendations for adjustments.*	*SP leads the school crisis team and consults with national experts and resources to inform the development of school-wide policies and procedures related to prevention, intervention, and postvention.* *SP investigates and designs evidence-based counseling procedures for students who are at risk of dropping out and provides regular counseling and mentoring to said students.*

Domain 4: Professional Development/Professional Responsibilities

Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
4c: Communicating with Families/Communicating with Stakeholders	SP demonstrates limited communication with stakeholders.	Effective written and oral communication skills and advocacy are inconsistently demonstrated with stakeholders.	Effective written and oral communication skills and advocacy are consistently demonstrated with stakeholders.	SP demonstrates highly effective communication and advocacy skills with stakeholders. These skills are used to facilitate team building, collective ownership and build capacity to enhance service delivery outcomes.
Evidence/Examples	*SP does not communicate with teachers that a PTE is being sent home because of a parent request.* *SP does not communicate with staff members following a crisis.* *SP does not respond to parents request for feedback of an Evaluation Report.*	*SP responds to request from families to review evaluation procedures.* *SP inconsistently communicates with staff members regarding due dates of multidisciplinary evaluations.* *SP inconsistently returns phone calls and emails to stakeholders.*	*SP disseminates an article related to bullying-prevention strategies in response to building-wide staff concerns.* *SP contacts the family and discusses the need for the evaluation before sending the permission to evaluate home.* *SP writes clear, parent/teacher- friendly and easy-to-understand evaluation reports.*	*Following a crisis, school psychologist provides a continuum of evidence-based support to stakeholders.* *SP regularly provides after-school sessions regarding assessments and evaluation for families to insure that they have complete understanding of the evaluation process and includes their input and recommendations.*

Component	0 *Failing*	1 *Needs Improvement*	2 *Proficient*	3 *Distinguished*
4f: Showing Professionalism	SP does not demonstrate school professionalism that is characterized by integrity and ethical conduct as per NASP and APA standards.	SP demonstrates inconsistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards.	SP demonstrates consistent levels of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. Clients are provided with high-quality services that are tailored to their needs.	SP demonstrates the highest level of school professionalism characterized by integrity and ethical conduct as per NASP and APA standards. Clients are provided with high-quality services that are tailored to their needs. Feedback from clients is routinely sought to evaluate school professionalism and recommendations for areas of improvement.
Evidence/Examples	*SP openly discusses individual student concerns in the teacher faculty room during a common lunch period.* *SP manipulates data to appease parent or teacher concerns.* *SP uses out dated norm-referenced assessments, e.g., uses the WISC-III in place of the WISC-IV.*	*SP discusses within ear shot of others a student's individual needs.* *SP has limited role in resolving parent and/or teacher dissention.* *SP evaluation reports include repeated score calculation errors.*	*SP handles parent and/or teacher dissention with honesty, integrity and a willingness to work toward resolution.* *SP volunteers to mentor the new school psychologist.* *SP reviews the NASP ethical standards when faced with evaluating a student from a family who they know personally.*	*SP provides supervision to intern and/or practicum student sensitive to the individual, professional development needs.* *SP takes an active leadership role in mediating a parent and/or teacher dissention.* *SP consistently produces evaluation reports that inform decision making and are considered to all stakeholders.*