Wisconsin Pupil Services Evaluation System: School Psychologist Rubric

The first 5 components are required. The remaining components are optional. Optional components are determined at the district level. Decisions are made each year of the evaluation cycle (1 year or up to 3 years).

Domain 1.0 FOUNDATIONS OF SERVICE DELIVERY

Component 1.1 Diversity in Development and Learning

Description: The school psychologist has knowledge of individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity for children, families, and schools, including factors related to culture, context, individual, and role difference; as well as evidence-based strategies to enhance services and address potential influences related to diversity.

Required

Descriptors: Emerging Level	Descriptors: Basic Level	Descriptors: Proficient Level	Descriptors: Exemplary Level
Has Knowledge of: ❑ Individual differences and diverse characteristics ❑Psychological and educational principles and research related to diversity factors for children, families, and schools ❑ Evidence-based practices in psychology and education to enhance services for children and families across environments ❑ Use of a problem-solving approach to identify assessment measures ❑ Physical and mental health needs of children and adolescents	❑ Applies knowledge individual differences and diverse characteristics to provided service delivery ❑ Recognizes how his/her own biases and those of others influence decision-making, instruction, behavior and interactions ❑ Selects materials and activities that counteract stereotypes ❑ Selects materials and activities that incorporate contributions of cultures ❑ Selects materials and activities that seek ways to overcome barriers to effective family and community involvement ❑ Understands how a student's culture, background, and/or trauma history influence his/her functioning	❑ Develops evidence-based interventions for students whose behavioral, affective, or social-emotional needs have an impact on their learning ❑ Modifies practices to more effectively meet student needs ❑ Modifies or adapts practices to meet diverse student needs ❑ Demonstrates sensitivity and skills needed to work with families, students, and staff from diverse cultures and background ❑ Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students	❑ Provides leadership in collecting data to identify service gaps in meeting the social, affective and developmental needs of children ❑ Collaborates with colleagues to eliminate systemic barriers to student achievement ❑ Consults with other educators and provides professional development opportunities on diversity for parents, teachers, administrators, and the community ❑ Other: _____ _____ _____ _____ _____ _____

Component 1.2 Research and Program Evaluation **Description:** The school psychologist has knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.			**Required**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑Research methodology, statistical and other data analysis techniques sufficient for understanding, judging quality of research and relevance in applied settings ❑Program evaluation methods at the individual, group, and/or systems levels ❑Technology and information resources applicable to research and program evaluation	❑Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual level ❑ Collects and analyzes program evaluation data at the individual level ❑ Uses technology and information resources applicable to research and program evaluation	❑ Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual and group levels ❑ Collects and analyzes program evaluation data at the individual and group levels ❑ Monitors the effect(s) of program adaptations.	❑ Applies knowledge of evidence-based interventions and programs in designing and implementing intervention plans at the individual, group level, and system level ❑ Collects and analyzes program evaluation data at the individual, group, and system level ❑ Uses results of monitoring activities to guide additional refinements of professional practice ❑ Other: _____ _____ _____ _____ _____ _____

Component 1.3 Legal, Ethical and Professional Practice **Description:** The school psychologist has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.			**Required**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
❑Endorses ethical standards of the American Psychological Association and/or the National Association of School Psychologists ❑ Has knowledge of standards and regulations relevant for the practice of school psychology across environments ❑ Periodically engages in self-evaluation to identify professional and personal strengths and challenges ❑ Recognizes the need to maintain confidentiality of student records and information ❑ Usually adheres to timelines established by the school, district, and/or state, including submission of assessment reports ❑ Demonstrates knowledge of principles of writing effective and practical assessment reports ❑ Recognizes limits of expertise	❑ Stays current with and models legal, ethical, and professional standards ❑ Engages in self-evaluation to identify strengths and weaknesses and pursues professional development ❑Maintains confidentiality of student records and information ❑ Almost always adheres to timelines established by the school, district, and/or state, including submission of assessment reports ❑ Stays current with and models legal, ethical, and professional standards ❑ Writes effective and practical assessment reports	❑ Uses a problem-solving model to address ethical issues in providing student support services ❑Assists school personnel in understanding legislation and regulations related to school psychological services ❑ Participates in the school psychology professional community inside and outside the district ❑ Explains the requirements of confidentiality of student records and information to others ❑ Accesses professional development opportunities and incorporates the information into daily practice	❑ Takes a leadership role in educating colleagues on legal, ethical, and professional standards ❑ Regularly and accurately engages in self-evaluation to identify strengths and weaknesses and pursues professional development ❑ Collaborates with stakeholders to address ethical issues in support services ❑ Has a leadership role in the school psychology professional community inside and outside the district ❑ Supports other to adhere to timelines established by the school, district, and/or state, including submission of assessment reports ❑ Mentors or supervises and/or supports other school psychologists, interns, or school psychology students ❑ Other: _____ _____ _____

Domain 2.0 PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY			
Component 2.1 Data-Based Decision Making and Accountability **Description:** The school psychologist has knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, as well as measuring progress and outcomes.			**Required**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑Assessment and data collection methods relevant to a comprehensive, systematic process of effective problem solving and decision making in situations with diverse characteristics and contexts. ❑ Varied methods of assessment and data collection in psychology and education and their psychometric properties ❑ Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools ❑ Assessment and data collection methods to measure, respond to, progress in, and evaluate effective outcomes of services	❑ Understands how to collect, manage, and interpret various kinds of group and individual data ❑ Advocates for the use of data to promote effective learning environments ❑ Conducts assessments to determine the learning needs of students ❑ Applies strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services	❑ Uses group and individual data to monitor, evaluate, and adjust interventions for students with behavioral, social-emotional, or academic needs ❑ Assists school staff in collecting and analyzing progress monitoring data ❑ Assists school staff in the use of data to design, implement and evaluate instruction and interventions ❑ Monitors the effect(s) of intervention or program adaptations ❑ Advocates for use of reliable and valid assessments and interventions	❑ Designs, implements, and evaluates the implementation integrity, fidelity, and effectiveness of school wide or system wide interventions ❑ Provides leadership in collecting data to identify service gaps in meeting the academic, behavioral, social-emotional, academic, or developmental needs of children ❑ Makes recommendations for school and/or district level improvements based on evaluation findings ❑ Uses results of monitoring activities to guide additional refinements of professional practice ❑ Other: _____ _____ _____ _____ _____

Component 2.2 Consultation and Collaboration **Description:** The school psychologist has knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.			**Required**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑Varied methods of consultation in psychology and education applicable to individuals, families, groups, and systems ❑ Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others ❑ Methods for effective consultation and collaboration that link home, school, and community settings	❑ Uses varied methods of consultation in psychology applicable to individuals and families to promote effective implementation of services ❑ Facilitates communication and collaboration among the student, school, home, and community ❑ Applies consultation, collaboration, and communication strategies across situations, contexts, and diverse groups ❑ Understands the importance of effective listening, speaking and written communications skills ❑ Adapts communication strategies to fit the needs of different stakeholders	❑ Consistently uses multiple strategies to promote collaborative, effective decision making and implementation of services among professions, families, and others ❑ Promotes trust and builds partnerships among the student, school, home and community ❑ Promotes services when programming for children involves multiple agencies ❑ Anticipates and responds to communication barriers	❑ Collaborates with other school psychologists to improve implementation of services ❑ Collaboratively addresses systemic problems such as truancy, dropout, bullying, youth suicide, mental health and/or AODA challenges, or school violence ❑ Collaborates with other school psychologists for professional growth and to improve the profession ❑ Coordinates services when programming for children involves multiple agencies ❑ Communicates effectively with students, families, school staff, and the community even when barriers are present ❑ Other: _____ _____ _____ _____ _____

Domain 3.0 DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS			
3.1 Student Level Services:			
Component 3.1a Interventions and Instructional Support to Develop Academic Skills **Description:** The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognition, and developmental processes; as well as, evidence-based curricula and instructional strategies.			**❑ Optional or ❑N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑ Biological, cultural, and social influences on cognition, academic skills, human learning, and developmental processes ❑Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children of diverse backgrounds and characteristics ❑Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation, planning/ organization, etc.	❑ Collaborates with administrators, teachers and a range of specialists to help meet students' special needs ❑ Collaborates to identify students in need of instructional support ❑ Consults on a continuum of developmentally appropriate and targeted educational interventions ❑ Provides culturally competent services *Understands the importance of:* ❑ Setting high expectations for all students ❑ Literacy, early literacy, reading and math ❑ Facilitating, designing, and delivering instructional strategies that promote academic growth	❑ Consistently applies current and empirically based research on learning and cognition to the development of instructional strategies ❑ Assists school personnel in considering relevant ecological factors and diversity characteristics as a context for making decisions about students ❑ Consistently provides culturally competent services	❑ Provides leadership in implementation of Reading and Mathematics literacy programs that increase student outcomes based on empirical research on learning and cognition ❑ Advocates for culturally competent services for all students ❑ Acts as a resource in a direct and consultative manner on methods to promote cognitive and academic skills of all students ❑ Seeks formative feedback from colleagues on effectiveness of consultations ❑ Other: _____ _____ _____ _____ _____

Component 3.1b Interventions and Mental Health Services to Develop Social and Life Skills **Description:** The school psychologist has knowledge of biological, cultural, emotional, developmental, and social influences on behavior, mental health, learning and life skills, as well as evidence-based strategies to promote social-emotional functioning and mental health.			❑**Optional or** ❑**N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑Biological, developmental, cultural, social, and situational influences on behavior, mental health, learning, achievement, and life skills ❑ Evidence-based strategies to promote social–emotional functioning and mental health ❑ Strategies in social–emotional, behavioral, and mental health services that promote children's learning, academic, and life skills, including, for example, counseling, behavioral interventions, social skills interventions, strategies for self-monitoring, etc. ❑Techniques to assess socialization, mental health, and life skills as well as methods and technology resources for using data in decision making, planning, and progress monitoring	❑ Understands the importance of student interpersonal skills and self-knowledge ❑ Is knowledgeable about and skillful in using problem-solving to identify appropriate assessment measures ❑ Understands the physical and mental health needs of children and adolescents ❑ Identifies students in need of behavioral, affective, social-emotional, or mental health support ❑ Provides a continuum of developmentally appropriate and targeted mental health interventions ❑ Assists students in developing social-emotional, behavioral, and adaptive skills ❑ Participates in school safety team/ or school crisis team as appropriate	❑Consults to develop evidence-based interventions for students whose behavioral, adaptive, and/or social-emotional needs have an impact on their learning ❑ Uses data to monitor, evaluate and adjust interventions for students with behavioral, adaptive, or and/or social-emotional needs ❑ Assists in the development, implementation and evaluation of school screenings, programs, and interventions ❑ Collaborates with administrators, teachers, and a range of specialists to meet the unique needs of students	❑Provides professional development on social-emotional needs of children and comprehensive models to promote mental health ❑ Provides relevant research findings and evaluation data to school personnel, parents, the public ❑Is a leader in the development, implementation and evaluation of school screenings, programs, and interventions ❑ Other: _____ _____ _____ _____ _____

3.2 Systems-Level Services:			
Component 3.2a School-Wide Practices to Promote Learning **Description:** The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and, evidence-based school practices that promote learning and mental health.			**❑Optional or ❑N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings ❑Psychological and educational principles and research related to organizational development and systems theory ❑Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; as well as, technology resources ❑Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics	❑Collaborates with school personnel to create a safe, positive learning community ❑ Supports policies & practices that positively affect student learning	❑ Collects, analyzes and synthesizes data on school and system structures to promote school improvement and improved student outcomes ❑ Collaboratively designs and implements school wide efforts to develop students' skills ❑ Uses data to help schools identify needs for prevention and intervention programs ❑ Develops and/or implements the school improvement plan	❑ Evaluates the effectiveness of core instruction, and/or prevention and intervention services and programs ❑ Provides professional development to school staff on a variety of topics related to school-wide initiatives ❑ Other: _____ _____ _____ _____ _____

Component 3.2b Preventive and Responsive Services **Description:** The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, provides services in schools and communities to support multi-leveled prevention, and implements evidence-based strategies for effective crisis response.			❑**Optional or** ❑ **N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑ Psychological and educational principles and research related to resilience and risk factors in learning and mental health ❑ Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate, safety, as well as physical well-being across diverse situations, contexts, and characteristics ❑Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being ❑ A systematic problem solving model and its use in schools ❑ Evidence-based strategies for effective crisis prevention, preparation, and response	❑ Promotes an inviting, respectful, supportive, inclusive, and flexible learning environment ❑ Engages students and family members in the educational process ❑ Considers relevant individual differences when determining services needed ❑ Demonstrates sensitivity to issues related to disproportionality of minority populations	❑ Provides developmentally appropriate and prevention-oriented strategies that nurture students' relationships with caring adults	❑ Promotes a respectful and supportive school climate that includes collaboration and a commitment to quality instruction and services ❑ Identifies factors that have an impact on family-school partnerships and interactions with community providers ❑ Addresses those factors (see above) when providing services for families ❑ Other: _____ _____ _____ _____ _____

Component 3.2c Family-School Collaboration Services **Description:** The school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.			**❑Optional or ❑N/A**
Descriptors: Emerging Level	**Descriptors: Basic Level**	**Descriptors: Proficient Level**	**Descriptors: Exemplary Level**
Has Knowledge of: ❑Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children's development ❑Psychological and educational principles and research related to family systems and their influences on children's academic, motivational, social, behavioral, mental health, and social characteristics ❑ Methods that improve family functioning and promote children's learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices	❑ Advocates on behalf of students and families to meet their needs ❑ Demonstrates sensitivity to issues related to disproportionality of minority populations ❑ Supports policies & practices that positively impact student learning	❑Consistently includes family in the educational process ❑Consistently acts in culturally responsive manner when collaborating with families ❑Consistently applies evidence-based strategies to improve collaboration and partnerships among parents, schools, and community agencies	❑Advocates for coordination between school services, family, and community *Develops internal and external family-school partnerships to:* ❑ Promote positive student outcomes ❑ Support educational and mental health programs ❑ Other: _____ _____ _____ _____ _____