

MCISD SCHOOL PSYCHOLOGIST EVALUATION RUBRIC

DOMAIN 1: ASSESMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologist utilizes his/her knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs.

| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
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| <p>1.1: Utilizes appropriate assessment and data collection methods.</p> <p>Rating: _____</p> | <p>School Psychologist uses assessment and data collection methods that are:</p> <p>Inappropriate for purpose and/or student,</p> <p>Or</p> <p>Are administered, scored, or interpreted incorrectly.</p> | <p>School Psychologist uses assessment and data collection methods that are:</p> <p>Appropriate for the student, and</p> <p>Administered, scored, and interpreted correctly.</p> <p>But are</p> <p>Limited in variety for the intended purpose, or</p> <p>Limited in individualization for the specific student(s).</p> | <p>School Psychologist uses assessment and data collection methods that are:</p> <p>Appropriate for the intended purpose,</p> <p>Appropriate and individualized for the specific student's cultural, linguistic and disability background,</p> <p>And</p> <p>Of sufficient variety for the intended purpose.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally.</p> <p>Applies evaluation data and finds to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parent and/or school staff.</p> |
| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| <p>1.2: Contributes to school-wide assessment and data-based practices for academic, social-</p> | <p>School Psychologist</p> <p>-Lacks knowledge about school-wide assessment</p> | <p>School Psychologist is</p> <p>-Responsive to opportunities to</p> | <p>School Psychologist contributes to school-wide assessment practices in a manner that meets</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> |

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| <p>emotional, and behavioral domains.</p> <p>Rating: _____</p> | <p>and data-based decision making practices,</p> <p>-Lacks knowledge about the collection and use of school-wide data, and/or</p> <p>-Fails to take advantage of opportunities to engage in school-wide assessment practices.</p> | <p>contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding school-wide practices.</p> | <p>the expectations of the role/school(s).</p> <p>Example activities include:</p> <p>-Collects, or assists with collection, of student data to inform core curriculum and instructional practices,</p> <p>-Researches and helps select assessments for universal screening,</p> <p>-Summarizes universal screening and/or benchmarking data,</p> <p>-Applies data to curricular decisions and/or instructional practices.</p> | <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), or</p> <p>-Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, or</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.</p> |
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| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|---|---|---|--|
| <p>1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p>Rating: _____</p> | <p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices. | <p>School Psychologist is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices. | <p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Conducts supplemental diagnostic assessments to assist in intervention selection, or |

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| | | | -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. | -Assists with the development and/or delivery of staff professional development to support intervention practices. |
|---|--|--|--|--|
| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| <p>1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.</p> <p>Ratings: _____</p> | <p>School Psychologist conducts evaluations that are :</p> <p>-Not compliant with MARSE – Michigan Administrative Rules for Special Education; and/or</p> <p>-Inappropriate for the student being evaluated.</p> | <p>School Psychologist conducts evaluations that are:</p> <p>-Compliant with minimum requirements of MARSE – Michigan Administrative Rules for Special Education.</p> <p>But are</p> | <p>School Psychologist conducts evaluations that are:</p> <p>-Compliant with minimum requirements of MARSE – Michigan Administrative Rules for Special Education.</p> <p>-Appropriate for the student being evaluated, and</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <p>-Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</p> <p>-Utilizes evaluation findings to inform accurate eligibility,</p> |

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| | | <p>-Limited in appropriateness for the student being evaluated and/or</p> <p>-Limited in providing instructionally relevant information.</p> | <p>-Informative for instructional and/or programming purposes.</p> | <p>placement, and service decisions.</p> |
| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |

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| <p>1.5: Utilizes technology as part of data-based decision making practices.</p> <p>Rating: _____</p> | <p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills. | <p>School Psychologist is</p> <ul style="list-style-type: none"> -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s). | <p>School Psychologist utilizes technology to meet the expectations of role and responsibilities.</p> <p>Example activities include using technological tools to</p> <ul style="list-style-type: none"> -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others. | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, or -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs. |
| <p>1.6 Completes evaluations in a timely manner.</p> | <p>Multiple evaluations completed past the compliance due dates.</p> | <p>Few evaluations completed after compliance due dates for</p> | <p>Few evaluations completed after compliance due dates for reasons outside the</p> | <p>Completed all in a timely manner</p> |

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| Rating: ____ | Report does not exhibit required components (i.e. Cognitive/Academic comparison for strength and weaknesses). | reasons within the school psychologist's control Broad based report with minimum requirements (Cognitive/Academic scores for strength and weakness) and minimal recommendations. | school psychologist's control. Comprehensive report with broad based recommendations. | Comprehensive report with specific recommendations regarding deficit (i.e. strategies for cognitive weakness and or specific academic weaknesses). |
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DOMAIN 1 NARRATIVE: _____

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DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologist utilizes his/her knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|--|--|--|--|
| <p>2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p> <p>Rating: _____</p> | <p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning. | <p>School Psychologist is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains. | <p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), <p>Or</p> <ul style="list-style-type: none"> -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or |

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| | | | <ul style="list-style-type: none"> -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities. | <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development to support school-wide practices. |
|--|---|--|--|---|
| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| <p>2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Rating: _____</p> | <p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning. | <p>School Psychologist is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding intervention practices. | <p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), or -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or |

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| | | | <ul style="list-style-type: none"> -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity. | -Assists with the development and/or delivery of staff professional development to support intervention practices. |
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| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| 2.3: Contributes to crisis response and intervention practices. | <p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about crisis response and intervention practices | <p>School Psychologist is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to crisis response and intervention practices but | <p>School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s).</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Conducts evaluation of crisis response and intervention practices to |

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| Rating: _____ | <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> | <p>contributions are insufficient to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding crisis response and intervention.</p> | <p>Example activities include</p> <p>- Assists in the development of crisis response and intervention plans,</p> <p>-Participates in school-wide crisis response and intervention training,</p> <p>-Provides crisis intervention services to students, staff, and community.</p> | <p>assess effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development on crisis response and intervention, or</p> <p>-Collaborates with community agencies to provide coordinated response and services to crisis situations.</p> |
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| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
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| <p>2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p> <p>Rating: ____</p> | <p>School Psychologist</p> <p>-Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> | <p>School Psychologist</p> <p>-Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes.</p> <p>But practices:</p> <p>-Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.</p> | <p>School Psychologist</p> <p>-Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and</p> <p>-Knowledge and skills meet the expectations of the role and school(s) population.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <p>-Assists with the development and/or delivery of staff professional development on student diversity, or</p> <p>-Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, or</p> <p>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education</p> |

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| | | | | identification or suspension/expulsion data. |
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DOMAIN 2 NARRATIVE: _____

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DOMAIN 3: CONSULTATION AND COLLABORATION

School psychologist utilizes his/her knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|--|--|--|---|---|
| <p>3.1: Engages in consultation and collaboration with school staff.</p> <p>Rating: ____</p> | <p>School Psychologist</p> <p>-Lacks knowledge and skills about effective consultation strategies and practices, and/or</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> | <p>School Psychologist</p> <p>-Is involved in continued professional growth regarding consultation and collaboration strategies,</p> <p>However individual's practices:</p> <p>-Demonstrate limited application of knowledge</p> | <p>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>- Assists teachers with identifying concerns to target through intervention practices,</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <p>-Assists with the development and/or delivery of staff professional development on collaboration and consultation, or</p> <p>-Provides mentoring and coaching to colleagues</p> |

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| | | and skills to expected roles and responsibilities. | <p>-Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc.,</p> <p>-Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or</p> <p>-Utilizes facilitation and conflict resolution skills and strategies.</p> | <p>regarding consultation strategies, or</p> <p>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</p> |
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| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| <p>3.2: Engages in consultation and collaboration with parents and families.</p> <p>Rating: _____</p> | <p>School Psychologist</p> <p>-Lacks knowledge about effective consultation strategies and practices, and/or</p> <p>- Fails to take advantage of opportunities to engage in continued</p> | <p>School Psychologist</p> <p>-Is involved in continued professional growth regarding consultation and collaboration strategies,</p> <p>However, individual's practices do not</p> | <p>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>- Assists with the development and/or delivery of staff professional development on collaboration and consultations, or</p> |

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| | professional growth and learning | -Demonstrate application of this knowledge to expected roles and responsibilities | <ul style="list-style-type: none"> - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, | <ul style="list-style-type: none"> - Provides mentoring and coaching to colleagues regarding consultation strategies, or - Applies knowledge in innovative ways to assist students, families, schools, and community or - Conducts professional development for community agencies and providers. |
| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| 3.3: Engages in consultation and collaboration with community agencies and providers. | <p>School Psychologist</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and/or | <p>School Psychologist</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation | <p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or |

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| <p>Rating: ____</p> | <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> | <p>and collaboration strategies,</p> <p>However individual's practices do not</p> <p>-Demonstrate application of this knowledge to expected roles and responsibilities</p> | <p>expectations of the role/school(s).</p> <p>Example activities include</p> <p>-Contacts community providers to obtain information needed for instructional programming,</p> <p>-Clearly explains school procedures for services and practices,</p> <p>-Refers students and families to community providers for needed services,</p> <p>-Communicates with community providers in a clear and ethical manner.</p> | <p>delivery of staff professional development on collaboration and consultation, or</p> <p>-Provides mentoring and coaching to colleagues regarding consultation strategies, or</p> <p>-Applies knowledge in innovative ways to assist students, families, schools, and community, or</p> <p>-Conducts professional development for community agencies and providers</p> |
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DOMAIN 3 NARRATIVE: _____

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DOMAIN 4: LEADERSHIP

School psychologist develops and sustains\ professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|--|---|---|---|
| <p>4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill.</p> <p>Rating: _____</p> | <p>School Psychologist</p> <p>-Fails to seek or take advantage of opportunities to engage in professional learning, and/or</p> <p>-Fails to respond to feedback from supervisor(s) regarding the need for professional learning.</p> | <p>School Psychologist</p> <p>-Attends mandatory professional learning events</p> <p>But does not:</p> <p>-Respond to constructive feedback,</p> <p>-Demonstrate application of knowledge/skill addressed in professional learning events, or</p> | <p>School Psychologist</p> <p>-Responds well to constructive feedback,</p> <p>-Utilizes feedback to identify areas for professional growth,</p> <p>-Initiates attendance at optional professional learning events,</p> <p>-Engages in professional reading of current research and practice,</p> <p>-Demonstrates application of knowledge/skills</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Reflects critically on own skills and identifies professional learning needs, or</p> <p>-Shares newly learned knowledge and practices with colleagues and school staff, or</p> <p>-Seeks opportunities to provide professional learning sessions for colleagues and school staff.</p> |

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| | | -Initiate attendance at optional professional learning events. | addressed in attended professional learning events. | |
| Indicator | Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
| <p>4.2: Contributes to School and/or Profession of School Psychology</p> <p>Rating: ____</p> | <p>School Psychologist</p> <p>-Rarely or never contributes ideas to improve school, district, or cooperative efforts,</p> <p>-Rarely participates in activities that occur outside the typical school day hours,</p> <p>-Little or no involvement in activities designed to</p> | <p>School Psychologist</p> <p>-Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities.</p> <p>But does not</p> <p>-Initiate involvement in such activities.</p> | <p>School Psychologist</p> <p>-Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, or</p> <p>-Participates in activities focused on improving the procedures and practices of the school, district, or cooperative,</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Assumes leadership positions in professional organizations or school or district committees, or</p> <p>-Mentors school psychology practicum students and interns.</p> |

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| | advance the professional practice of school psychologists. | | -Maintains membership in professional organizations and participates in sponsored activities. | |
| 4.3: Advocates for student success Rating: _____ | <p>School Psychologist</p> <p>-Demonstrates limited commitment to the growth and learning of students.</p> <p>-Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.</p> | <p>School Psychologist</p> <p>-Demonstrates a concern about student failure or lack of progress</p> <p>But does not</p> <p>-Advocate for student needs.</p> | <p>School Psychologist</p> <p>-Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed,</p> <p>-Advocates in a respectful and effective manner.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, or</p> <p>-Seeks systems level changes that will benefit all students and families.</p> |

DOMAIN 4 NARRATIVE: _____

MCISD SCHOOL PSYCHOLOGIST EVALUATION RUBRIC

Employee Effectiveness Rubric (EER)

| Standards | | Rating | Weight | Weighted Rating | |
|--|-------------|---------------------|----------------|------------------------|--|
| Domain 1: Assessment, Data-based Decision Making, and Accountability | | | X 0.250 | | |
| Domain 2: Interventions and Instructional Support to Develop Academic, Social, and Life Skills | | | X 0.250 | | |
| Domain 3: Consultation and Collaboration | | | X 0.250 | | |
| Domain 4: Leadership | | | X 0.250 | | |
| Final EER Score | | | | | |
| School Psychologist | Ineffective | Minimally Effective | Effective | Highly Effective | |
| | 0-1.99 | 2-2.63 | 2.64-3.59 | 3.6-4 | |

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Employee Signature: _____ **Administrator Signature:** _____

Date: _____ **Date:** _____

Ratings have been discussed between administrator and school psychologist. Signature indicates that the rating and evaluation has been shared and discussed, but does not necessarily indicate agreement.

C:\Users\betsy.taylor\Work Folders\Documents\Evaluations\Support Staff 19-20\School Psychologist.docx