

DISTRICT 41 TEACHER APPRAISAL PLAN
Danielson Framework for Teaching
Formative Rubric - Psychologist

Name of Person Completing Framework:	Date:
Professional Inquiry:	

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge and skill in using appropriate assessments to evaluate students</i>	Psychologist demonstrates little or no knowledge and skill in using appropriate assessments to evaluate students.	Psychologist uses a limited number of appropriate assessments to evaluate students.	Psychologist uses 5-8 appropriate assessments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of appropriate assessments to evaluate students and knows the proper situations in which each should be used.
<i>Ib: Demonstrating knowledge of child and adolescent development and psychopathology</i>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations on the typical patterns.
<i>Ic: Establishing goals for the psychology program appropriate to the setting and the students served</i>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary, and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.
<i>Id: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,</i>	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community

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<i>Ie: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students, including prevention</i>	Treatment program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.
<i>If: Developing a plan to evaluate the psychology program</i>	Psychologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and clear recommendations for improving the program on an ongoing basis.

Comments/Evidence for Domain 1

Domain 2: The Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</i>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<i>2b: Establishing a culture for positive mental health throughout the school</i>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<i>2c: Managing routines and procedures</i>	Psychologist's routines for psychology/counseling program or classroom work are non-existent or in disarray.	Psychologist has rudimentary & partially successful routines for the psychology/counseling program or class.	Psychologist's routines for the psychology/counseling program or classroom work effectively.	Psychologist's routines for the psychology/counseling program or classroom work are seamless and students assist in maintaining them.
<i>2d: Establishing standards of conduct in the testing center</i>	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during in evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct student negative behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<i>2e: Organizing physical space for testing of students and storage of materials</i>	The testing center is disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Comments/Evidence for Domain 2

Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Responding to referrals, consulting with teachers and administrators</i>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<i>3b: Evaluating student needs in compliance with NASP guidelines</i>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines..	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
<i>3c: Participation on the Student Support Team (SST)</i>	Psychologist declines to participate on the Student Support Team.	Psychologist assumes leadership of the Student Support Team when directed to do so, preparing adequate IEP's.	Psychologist displays leadership of the Student Support Team as a standard expectation; prepares detailed IEP's.	Psychologist consistently displays leadership of the Student Support Team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.
<i>3d: Developing plans to maximize students' likelihood of success</i>	Psychologist fails to develop plan(s) suitable to student(s) or mismatched with the findings of the assessments.	Psychologist's develops plan(s) for student(s) that are partially suitable for them, or sporadically aligned with identified needs.	Psychologist's develops plan(s) for student(s) that are suitable for them, and are aligned with identified needs.	Psychologist develops comprehensive plan(s) for student(s) finding ways to creatively meet student needs and incorporate many related elements.
<i>3e: Maintaining contact with physicians and community mental health service providers</i>	Psychologist declines to maintain contact with physicians and community service mental health service providers.	Psychologist maintains occasional contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers and initiates contacts when needed.

Comments/Evidence for Domain 3

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on practice</i>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Communicating with families (establishing rapport, securing permissions)</i>	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<i>4c: Maintaining accurate records</i>	Psychologist's records are in disarray; they may be missing, insecure, or illegible.	Psychologist's records are accurate and legible, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<i>4d: Participating in a professional community – emphasis on the positive and supportive interactions</i>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Engaging in professional development</i>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on need.	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

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<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues
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Comments/Evidence for Domain 4