

EVIDENCE OF TEACHING TOOL – PSYCHOLOGIST

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge and skill in the specialist intervention area; holding the relevant certificate/ license</i>	Specialist demonstrates little or no knowledge and skill in the intervention area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the intervention area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the intervention area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the intervention area; holds an advanced certificate or license.
<i>1b: Establishing goals for the intervention program appropriate to the setting and the students served</i>	Specialist has no clear goals for the intervention program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the intervention program are rudimentary and partially suitable to the situation and to the age of the students.	Specialist's goals for the intervention program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the intervention program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<i>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</i>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<i>1d: Demonstrating knowledge of resources, both within and beyond the school district</i>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<i>1e: Planning the intervention program, integrated with the regular school program, to meet the needs of individual students</i>	Intervention program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.

<i>1f: Developing a plan to evaluate the intervention program</i>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has rudimentary plan to evaluate the intervention program.	Specialist'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.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
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Domain 2: The Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Establishing rapport with students</i>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and intervention center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and intervention center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<i>2b: Organizing time effectively</i>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercised good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<i>2c: Establishing and maintaining clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established clear procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<i>2d: Establishing standards of conduct for interventions</i>	No standards of conduct have been established, and specialist disregards or fails to address negative	Standards of conduct appear to have been established for the testing and intervention center. Specialist's attempts to monitor and correct negative	Standards of conduct have been established for the testing and intervention center. Specialist monitors student behavior against those	Standards of conduct have been established for the testing and intervention center. Specialist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.

	student behavior during evaluation or intervention.	student behavior during evaluation and intervention are partially successful.	standards; response to students is appropriate and respectful.	
<i>2e: Organizing physical space for testing of students and providing interventions</i>	The testing and intervention center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and intervention center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and intervention center is well organized; materials are available when needed.	The testing and intervention center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Responding to referrals and evaluating student needs</i>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<i>3b: Developing and implementing intervention plans to maximize students' success</i>	Specialist fails to develop intervention plans suitable for students, or plans are mismatched with the findings of the assessment.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<i>3c: Communicating with families</i>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out families of students to enhance trust.
<i>3d: Collecting information; writing reports</i>	Specialist neglects to collect important information on which to base treatment plans;	Specialist collects most of the important information on which to base treatment plans; reports are accurate but	Specialist collects all the important on which to base treatment plans; reports are accurate and appropriate to	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and is tailored for the

	reports are inaccurate or not appropriate to the audience.	lacking clarity and not always appropriate to the audience.	the audience.	audience.
<i>3e: Demonstrating flexibility and responsiveness</i>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes moderate changes in the intervention program when confronted with evidence of the need for change.	Specialist makes revisions in the intervention program when they are needed.	Specialist is continually seeking ways to improve the intervention program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on practice</i>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist'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.	Specialist's reflection provides an accurate and objective description of practice, citing positive and negative characteristics. Specialist makes some specific suggestions as to how the intervention program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Collaborating with teachers and administrators</i>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<i>4c: Maintaining an effective data-management system</i>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally used it to adjust intervention when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<i>4d: Participating in a professional community</i>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<i>4e: Engaging in professional development</i>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

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