# Rubric School Psychologist (ED)

Name:

Job Title:

Author:

Date:

School:

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## Standard I: Curriculum, Planning, and Assessment

Promotes the learning and growth of all students by providing high-quality and coherent instruction...

### Indicator I-A. Curriculum and Planning

Has strong knowledge specific to subject matter and/or professional responsibility; has a good grasp of child development and how students learn; and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.

### I-A-1. Professional Knowledge

| Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|
| Demonstrates sound knowledge and understanding of professional practice (e.g., as it relates to developing interventions, designing programs and services, interpreting research), and consistently and effectively applies it in providing services for students and educators. | Demonstrates factual knowledge of professional practice and sometimes applies it effectively in providing services for students and educators. | Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. |

### I-A-2. Child and Adolescent Development

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Demonstrates knowledge of students developmental levels and the different ways that students learn or behave, and applies this knowledge by proposing appropriate supports and strategies for students that prove effective in enabling students to make significant progress toward meeting stated outcomes. | Demonstrates knowledge of students developmental levels and the different ways that students learn or behave, and applies this knowledge by proposing appropriate supports and strategies for students. | Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when recommending supports or strategies for students. | Demonstrates little or no knowledge of child and adolescent development; recommends supports or strategies for students that consequently do not adequately address intended outcomes. |

### I-A-3. Plan Development

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| In collaboration with team members or colleagues, develops or contributes to the timely development of well designed, measurable behavioral and/or academic interventions while accounting for individual differences based on biological, cultural, and social influences; provides specific, measurable goals with which to evaluate plan effectiveness. | In collaboration with team members or colleagues, develops or contributes to the timely development of well designed, behavioral and/or academic interventions while accounting for individual differences based on biological, cultural, and social influences. | Develops or contributes to the development of behavioral and/or academic interventions that fails to strategically account for individual differences. | Does not actively engage with colleagues in the development of behavioral and/or academic interventions. |

## I-A-4. Well-Structured Lessons

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Develops well- structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every students needs. Is able to model this element. | Develops well- structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. |

## Indicator I-B. Assessment

Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

## I-B-1. Variety of Assessment Methods

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Strategically selects from a variety of assessment methods (i.e., review of records, observation interview/ rating scales, and testing) to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns. Informs, encourages, or trains colleagues in the use of assessment measures that are responsive to student differences. | Strategically selects from a variety of assessment methods (i.e., review of records, observation interview/ rating scales, and testing) to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns. | Assesses student learning, behavior, and development using a limited repertoire of assessment methods, without full consideration of student differences in culture, language, level of functioning, and referral concerns. | Assesses student learning, behavior, and development using a limited and unvarying set of assessment methods, without consideration of student differences in culture, language, level of functioning, and referral concerns. |

## I-B-2. Adjustment to Practice

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
|  | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Makes few adjustments to practice based on formal and informal assessments. |

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students; Uses data to modify interventions and/or recommendations accordingly (as assigned). | Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students (as assigned). | Follows up on some assessment recommendations and interventions by checking with colleagues about their effectiveness (as assigned). | Does not follow up on assessment recommendations or interventions by checking with colleagues or by collecting data (as assigned). |

## Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

### I-C-1. Analysis and Conclusions

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Skillfully interprets assessment findings, and relates them to educational performance and needs, and to recommendations. Consistently provides valuable insights and child-specific, evidence based recommendations. | Skillfully interprets assessment findings, and relates them to educational performance and needs, and to recommendations. | Relates assessment findings to educational performance and needs, but recommendations lack specificity or relevance. | Reports assessment results without explaining their relevance to educational performance and needs or to recommendations. |

### I-C-2. Sharing Conclusions With Colleagues

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development. Takes initiative to review and explain findings before and/or after team meetings as needed to ensure optimal communication and coordination among colleagues. | Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development. | Only occasionally shares relevant student information with colleagues or engages them in effective collaboration that supports improved student learning and/or development. | Rarely shares relevant student information with colleagues or engages them in effective collaboration that supports improved student learning and/or development. |

### I-C-3. Sharing Conclusions With Students and Families

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Presents key, relevant assessment findings to students and parents in a clear, concise, non- technical, respectful manner, and engages them in constructive conversation to promote student learning and development; provides additional opportunities for presenting and discussing findings as needed. | Presents key, relevant assessment findings to students and families in a clear, concise, non- technical, respectful manner, and engages them in constructive conversation to promote student learning and development. | Provides required findings and some strategies and supports to promote student learning and development; minimally engages students and families to promote student learning and development. | Provides minimally required findings; offers little or no strategies or supports to promote student learning and development. |

### I-C-4. Intervention Monitoring and Evaluation

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students; Uses data to revise interventions and/or recommendations as needed. | Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students. | Follows up on some assessment recommendations and interventions by checking with colleagues about their effectiveness. | Does not follow up on assessment recommendations or interventions by checking with colleagues or by collecting data. |

## Standard II: Teaching All Students
Promotes the learning and growth of all students through instructional practices that establish high expectations.

## Indicator II-A. Instruction
Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

### II-A-1. Quality of Effort and Work

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Uses assessment data to consistently define high and realistic expectations for student work and behavior, and effectively supports students to set realistically high expectations for each other to persevere and produce high-quality work. Is able to model this element. | Uses assessment data to consistently define high and realistic expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors for staff and students. | May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them. | Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them. |

## II-A-2. Student Engagement

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Consistently works with other school personnel to develop, implement, and evaluate effective Interventions or instructional practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element. | Consistently works with other school personnel to develop, implement, and evaluate effective Interventions or instructional practices likely to motivate and engage most students during the lesson, activity, or session. | Works with other school personnel to develop, implement, and evaluate effective Interventions or instructional practices that motivate and engage some students but leave others uninvolved and/or passive. | Works with other school personnel to develop and implement Interventions or instructional practices that leave most students uninvolved and/or passive. |

## II-A-3. Meeting Diverse Needs

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts. | Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts. | May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences. | Uses limited and/or inappropriate practices and/or supports to accommodate differences. |

## Indicator II-B. Learning Environment
Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

## II-B-1. Safe Learning Environment

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role individually and collectively in preventing behaviors that interfere with learning. Is able to model this element. | Works with others to develop evidence- based routines and interventions that create and maintain a safe physical, social and intellectual environment where students take academic and pro- social risks and most behaviors that interfere with learning are addressed. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students learning. | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students learning. |

## II-B-2. Collaborative Learning Environment

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice. | In collaboration with others, uses assessment data to implement and evaluate evidence- based services that facilitate the development of students interpersonal, group, and communication skills, and provides opportunities for students to learn in groups with diverse peers. | Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups. | Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective. |

## II-B-3. Student Motivation

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element. | In collaboration with others, consistently creates learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenge themselves to succeed. | Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks. | Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves. |

## Indicator II-C. Cultural Proficiency
Actively creates and maintains an environment in which students diverse backgrounds, identities, strengths, and challenges are respected.

## II-C-1. Respects Differences

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Establishes an environment in which students respect and affirm their own and others differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element. | Consistently uses strategies and provides services that are likely to enable students to demonstrate respect for and affirm their own and others differences related to background, identity, language, strengths, and challenges. | Establishes an environment in which students generally demonstrate respect for individual differences. | Establishes an environment in which students demonstrate limited respect for individual differences. |

## II-C-2. Maintains Respectful Environment

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice. | Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities. | Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others. | Minimizes or ignores conflicts and/or responds in inappropriate ways. |

## Indicator II-D. Expectations.
Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible to all students.

### II-D-1. Clear Expectations

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Individually and with colleagues, consistently assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice. | Assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice. | Inconsistently provides support to educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice. | Fails to provide support to educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice. |

### II-D-2. High Expectations

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Facilitates the design and delivery of interventions that help students develop. Promotes the professional development of colleagues in this area (e.g., training, teaching, coaching assisting, and/or demonstrating). | Facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self- motivated, and active learners. | Inconsistently facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self- motivated, and active learners. | Fails to provide the design and delivery of interventions that help students develop skills necessary to become self- regulated, self- motivated, and active learners. |

### II-D-3. Access to Knowledge

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element. | Based on assessment data and research on effective interventions and supports, consistently adapts and improves instruction, services, plans, communication, and/or assessments, to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. | Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility. | Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility. |

### Standard III: Family and Community Engagement.
Promotes the learning and growth of all students through effective partnerships with families.

# III-A-1. Parent/Family Engagement

### III-A-1. Parent/Family Engagement

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Successfully engages most families and sustains their active and appropriate participation in the classroom and school community through effective communication, collaboration and information sharing for parents and diverse audiences. Has knowledge of varied models and strategies to promote effective engagement. Is able to model this element. | Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community through effective communication, collaboration and information sharing for parents and diverse audiences. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning. Exhibits limited attention to communicating and information sharing for parent and diverse audiences. | Does not welcome families to become participants in the classroom and school community or actively discourages their participation. |

**Indicator III-B. Collaboration:**

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

### III-B-1. Learning Expectations

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Successfully conveys to most parents clear, user-friendly expectations for student learning, behavior, and wellness based on developmentally and culturally-appropriate standards. Is able to model this element. | Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness based on developmentally and culturally-appropriate standards. | Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year, without allowing for developmentally and culturally-appropriate standards. | Does not inform parents about learning, behavior, and/or wellness expectations. |

### III-B-2. Student Support

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Regularly communicates with and seeks collaborative input from, parents to share and/or identify strategies for supporting learning and development at school and home; successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element. | Regularly communicates with, and seeks collaborative input from, parents to create, share, and/or identify strategies for supporting learning and development at school and home. | Sends home occasional suggestions on how parents can support learning and development at home or at school. | Rarely, if ever, communicates with parents on ways to support learning and development at home or at school. |

**Indicator III-C. Communication:**

Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.

### III-C-1. Two-Way Communication

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element. | Regularly uses two- way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families. | Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families. | Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families. |

### III-C-2. Culturally Proficient Communication

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Always communicates respectfully with families and demonstrates understanding and appreciation of diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families. Is able to model this element. | Always communicates respectfully with families and demonstrates understanding of and sensitivity to diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families. | May communicate respectfully and make efforts to take into account different families cultural issues, contexts, and other factors that have an impact on family-school partnerships but does so inconsistently or does not demonstrate understanding and sensitivity to the differences. | Makes few attempts to respond to different family cultural issues, contexts, and other factors that have an impact on family- school partnerships, and/or responds inappropriately or disrespectfully. |

### III-C-3. Community Connections

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Assists families in accessing appropriate community-based supports and programs as additional prevention or intervention strategies; regularly acts as a liaison and/or collaborator between the school and community-based support or program. Is able to model this element. | Assists families in accessing appropriate community-based supports and programs as additional prevention or intervention strategies; regularly acts as a liaison and/or collaborator between the school and community-based support or program. | Provides general information to families about community-based supports and programs as additional prevention or intervention strategies; may occasionally assist families in accessing the support. | Makes few attempts to inform families about community-based supports and programs as additional prevention or interventions strategies. |

## Standard IV: Professional Culture.
Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

## Indicator IV-A. Reflection:
Demonstrates the capacity to reflect on and improve the educators own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

## IV-A-1. Reflective Practice

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element. | Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes. | May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice. | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. |

## IV-A-2. Goal Setting

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element. | Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self- assessment and analysis of student data. | Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self- assessment and analysis of student data. | Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach. |

### Indicator IV-B. Professional Growth:

Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

## IV-B-1. Professional Learning and Growth

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership (through the use of supervision and mentorship opportunities) and maintains professional development requirements needed for DESE certification/licensure. Is able to model this element. | Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities, and maintains professional development requirements needed for DESE certification/licensure. | Inconsistently participates in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice. | Fails to participate in any professional development and learning opportunities to improve practice and/or applies little new learning to practice. |

### Indicator IV-C. Collaboration:

Collaborates effectively with colleagues on a wide range of tasks.

### IV-C-1. Professional Collaboration

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Facilitates effective collaboration with and among colleagues through shared planning and/or informal conversation to create, and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each students attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. Is able to model and teach this element. | Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. | Does not consistently collaborate with colleagues in ways that support productive team effort. | Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development. |

### IV-C-2. Consultation

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Is able to model and consistently use a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of successfully created appropriate and effective targeted academic, behavioral, and social/emotional interventions at the individual, classroom, or school level. | Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of appropriate and targeted academic, behavioral, and social/emotional interventions at the individual, classroom, or school level. | Inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs. | Does not demonstrate a facility for using a problem-solving process and regularly provides inappropriate advice. Does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate. |

### Indicator IV-D. Decision-Making:

Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

### IV-D-1. Decision-Making

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Uses data in the evaluation of existing programs and services while using knowledge of evidence based interventions to plan, develop and facilitate the creation of new programs and services. | Applies knowledge of evidence based interventions in the planning and development of existing school based programs and services. | May participate in planning and decision making at the school, department, and/or grade level but inconsistently applies knowledge of evidence based interventions and programs. | Participates in planning and decision making at the school, department, and/or grade level only when asked and fails to demonstrate knowledge of relevant evidence based interventions and programs. |

### Indicator IV-E. Shared Responsibility:

Shares responsibility for the performance of all students within the school.

## IV-E-1. Shared Responsibility

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element. | Within and beyond the classroom, consistently reinforces school- wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. | Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. | Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. |

### Indicator IV-F. Professional Responsibilities:

Is ethical and reliable, and meets routine responsibilities consistently.

## IV-F - 1 Judgment

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Consistently demonstrates sound judgment and practices in ways that are consistent with ethical, professional, and legal standards and regulations, demonstrates responsible record keeping and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element. | Consistently demonstrates sound judgment reflecting ethical practice, integrity, honesty, fairness, and trustworthiness, demonstrates responsible record keeping and protects student confidentiality appropriately. | Sometimes demonstrates questionable judgment, ethical practices and/or inadvertently shares confidential information. | Demonstrates poor judgment, ethical practices and/or discloses confidential student information inappropriately. |

## IV-F-2. Reliability & Responsibility

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Consistently fulfills all professional responsibilities to high standards. Is able to model this element. | Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork/record keeping, duties, and assignments; and is rarely late or absent from school. | Occasionally misses or is late to assignments, completes work late, and/or makes errors in records/record keeping. | Frequently misses or is late to assignments, makes errors in records/record keeping, and/or misses paperwork deadlines; frequently late or absent. |