

## Support Teacher Rubric - Psychologist

### Examples of Evidence for Each Standard and Indicator

Indicator	Standard 1 -Curriculum, Planning and Assessment
<b>Standard 1 -A1</b> Professional Knowledge	<ul style="list-style-type: none"> <li>-Descriptions of activities suggested to parents and teachers</li> <li>-Descriptions of strategies used to construct a positive learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Types and order of assessments used</li> </ul>
<b>Standard 1 -A2</b> Child and Adolescent Development	<ul style="list-style-type: none"> <li>-Examples of reports and contributions</li> <li>-Interest surveys of students</li> <li>-Parent surveys regarding the interests, strengths and weaknesses of their child</li> <li>-Examples or explanations of resources</li> <li>-Descriptions of activities suggested to parents and teachers</li> <li>-Descriptions of strategies used to construct a positive learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Types and order of assessments used</li> </ul>
<b>Standard 1 -A3</b> Plan Development	<ul style="list-style-type: none"> <li>-Examples of suggestions, accommodations, modifications and recommendations for students</li> <li>-IEPs and reports</li> <li>-Descriptions of activities suggested to parents and teachers</li> <li>-Descriptions of strategies used to construct a positive learning environment</li> <li>-Descriptions of strategies used to instruct students with diverse needs</li> <li>-Logs</li> </ul>
<b>Standard 1 -A4</b> Well-Structured Lessons	N/A
<b>Standard 1 -B1</b> Variety of Assessment Methods	<ul style="list-style-type: none"> <li>-Types and order of assessments used</li> <li>-Assessment determined by student needs and history</li> <li>-Interest surveys of students</li> <li>-Parent surveys regarding the interests, strengths and weaknesses of their child</li> <li>-Formative and summative assessments used to inform instruction, such as MCAS, ACCESS, Writing Benchmark, Stanford, etc.</li> <li>-Observations and interviews</li> <li>-Records and report cards</li> </ul>
<b>Standard 1 -B2</b> Adjustment to Practice	<ul style="list-style-type: none"> <li>-Examples of reports and contributions</li> </ul>
<b>Standard 1 -C1</b> Analysis and Conclusions	<ul style="list-style-type: none"> <li>-Examples of reports and contributions</li> <li>-Examples of collaborative work with colleagues</li> <li>-Work products developed as a result of team work or professional development</li> </ul>
<b>Standard 1 -C2</b> Sharing Conclusions with Colleagues	<ul style="list-style-type: none"> <li>-Collaboration with teachers, team chairs, guidance counselors, parents, etc.</li> <li>-IST, Team, IEP, Faculty, etc. meeting notes and/or calendar</li> <li>-Agenda from meeting where conclusions were shared, or an email with description</li> </ul>
<b>Standard 1 -C3</b> Sharing Conclusions with Students and Friends	

Indicator	Standard 2 - Teaching All Students
<b>Standard 2 -A1</b> Quality of Effort and Work	-Examples of reports and contributions -Examples of collaborative work with colleagues -Work products developed as a result of team work or professional development -Collaboration with teachers, team chairs, guidance counselors, parents, etc.
<b>Standard 2 -A2</b> Student Engagement	-IST, Team, IEP, Faculty, etc. meeting notes and/or calendar -Agenda from meeting where conclusions were shared, or an email with description -Examples or explanations of culturally appropriate instructional materials
<b>Standard 2 -A3</b> Meeting Diverse Needs	-Descriptions of instructional strategies used and how they address student learning needs -Descriptions of strategies used to construct a culturally appropriate learning environment -Descriptions of strategies used to instruct students with diverse needs
<b>Standard 2 -B1</b> Safe Learning Environment	-Log of locations where testing is performed
<b>Standard 2 -B2</b> Collaborative Learning Environment	-Examples of reports and contributions -Examples of collaborative work with colleagues -Work products developed as a result of team work or professional development -Collaboration with teachers, team chairs, guidance counselors, parents, etc.
<b>Standard 2 -B3</b> Student Motivation	-IST, Team, IEP, Faculty, etc. meeting notes and/or calendar -Agenda from meeting where conclusions were shared, or an email with description
<b>Standard 2 -C1</b> Respects Differences	-Examples or explanations of culturally appropriate instructional materials -Descriptions of instructional strategies used and how they address student learning needs
<b>Standard 2 -C2</b> Maintains Respectful Environment	-Descriptions of strategies used to construct a culturally appropriate learning environment -Descriptions of strategies used to instruct students with diverse needs
<b>Standard 2 -D1</b> Clear Expectations	
<b>Standard 2 -D2</b> High Expectations	
<b>Standard 2 -D3</b> Access to Knowledge	

Indicator	Standard 3 – Family and Community Engagement
<b>Standard 3 -A1</b> Parent/Family Engagement	-Examples of communication sent to the home AND from the home -Examples of culturally appropriate communications to the home -BASC-II Spanish version
<b>Standard 3 –B1</b> Learning Expectations	-Examples of information sent to the home related to behavior expectations -Examples of assistance provided to parents to help with their children’s learning
<b>Standard 3 –B2</b> Student Support	-Examples of problems presented by parents and solutions offered -Phone, email and meeting logs -Participation on committee/council -Contributions to IEP and Team meeting -Type of communication sent to parent or student & a description of why it was successful -Website or Wikispace -Recommendations for behavioral or academic support at home
<b>Standard 3 –C1</b> Two-Way communication	-Examples of communication sent to the home AND from the home -Examples of information sent to the home related to learning expectations -Examples of problems presented by parents and solutions offered
<b>Standard 3 –C2</b> Culturally Proficient Communication	-Phone, email and meeting logs -Participation on committee/council -Contributions to IEP and Team meeting -Recommendations for behavioral or academic support at home

Indicator	Standard 4 – Professional Culture
<b>Standard 4 -A1</b> Reflective Practice	-Examples of collaborative work with colleagues -Work products developed as a result of team work or professional development -Examples of suggestions made for school improvement -Evidence of completed paperwork, records, etc. -Collaboration with teachers, team chairs, guidance counselors, parents, etc. -IST, Team, IEP, Faculty, etc. meeting notes and/or calendar
<b>Standard 4 -A2</b> Goal Setting	-See Self-Assessment document and Student Learning & Professional Practice Goals -Examples of contributions or facilitation of professional development groups, such as notes, agenda, work products, etc. -Transcripts or syllabus from graduate coursework
<b>Standard 4 –B1</b> Professional Learning and Growth	-Examples of collaborative work with colleagues -Work products developed as a result of team work or professional development -Examples of suggestions made for school improvement
<b>Standard 4 – C1</b> Professional Collaboration	-Evidence of completed paperwork, records, etc. -Collaboration with teachers, team chairs, guidance counselors, parents, etc. -Transcripts or syllabus from graduate coursework
<b>Standard 4 -C2</b> Consultation	-IST, Team, IEP, Faculty, etc. meeting notes and/or calendar -Mentor record
<b>Standard 4 – D1</b> Decision-Making	
<b>Standard 4 – E1</b> Shared Responsibility	-Contributions at IST, Team, IEP and other meetings -Behavior questionnaire are used if social, emotional, attention, behavior, or physical issues are brought to attention -Examples of types of accommodations suggested in the psycho-educational report
<b>Standard 4 – F1</b> Judgment	-Evidence of completed paperwork, records, etc. -Collaboration with teachers, team chairs, guidance counselors, parents, etc. -IST, Team, IEP, Faculty, etc. meeting notes and/or calendar
<b>Standard 4 – F2</b> Reliability and Responsibility	-Examples of communication sent to the home AND from the home -Examples of culturally appropriate communications to the home -BASC-II Spanish version -Examples of information sent to the home related to behavior expectations -Examples of assistance provided to parents to help with their children’s learning -Examples of problems presented by parents and solutions offered -Type of communication sent to parent or student & a description of why it was successful -Website or Wikispace -Recommendations for behavioral or academic support at home