

Diagnostician

Domain 1: Planning and Preparation

Component	Unsatisfactory	Satisfactory	Excellent
<i>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</i>	Diagnostician demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Diagnostician uses appropriate psychological instruments to evaluate students and determined possible eligibility.	Diagnostician uses a wide range of psychological instruments to evaluate students and knows the proper situation in which each should be used.
<i>1b: Demonstrating knowledge of child and adolescent development and psychopathology</i>	Diagnostician demonstrates little or no knowledge of child and adolescent development and psychopathology.	Diagnostician demonstrates basic knowledge of child and adolescent development and psychopathology.	Diagnostician demonstrates thorough knowledge of child and adolescent development and psychopathology.
<i>1c: Demonstrating knowledge of state and federal regulation, and resources within and beyond the school and district</i>	Diagnostician demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Diagnostician displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district.	Diagnostician 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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Domain 2: The Learning Environment

Component	Unsatisfactory	Satisfactory	Excellent
<i>2a: Assist in establishing clear procedures for referrals</i>	Diagnostician has established 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>2b: Establishing of standards of conduct in the testing situation</i>	No standards of conduct have been established and diagnostician disregards or fails to address negative student behavior during an evaluation.	Standards of conduct have been established in the testing situation. Diagnostician monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing situation. Diagnostician's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<i>2c: Organizing physical space for testing of students and storage of materials.</i>	The testing area is disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	The testing area is well organized: materials are stored in a secure location and are available when needed.	The testing area is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
<i>2d: Establishing rapport with student, using interpersonal skills, such as empathy to establish trust and reduce anxiety</i>	Diagnostician's interactions with students are negative or inappropriate: students appear uncomfortable in the testing area.	Diagnostician's interactions with the students are positive and respectful: students appear comfortable in the testing area.	Students seek out the diagnostician, reflecting a high degree of comfort and trust in the relationship.
<i>2e: Establishing a culture for positive mental health throughout the school to include respecting others values, feeling and lifestyles.</i>	Diagnostician makes not 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.	Diagnostician promotes culture throughout the school for positive mental health in the school among students and teachers.	Diagnostician maintains the culture in the school for positive mental health among the students and teachers.
<i>2f: Demonstrating flexibility and responsiveness</i>	Diagnostician adheres to his or her diagnostic methods, in spite of evidence of its inadequacy.	Diagnostician makes revisions in a collaborative manner with the team when needed.	Diagnostician is continually seeking ways to improve the diagnostic program, and makes changes as needed in response to student, parent, or teacher input.

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Domain 3: Delivery of Service

Component	Unsatisfactory	Satisfactory	Excellent
<i>3a: Responding to referrals, consulting with teachers and administrators</i>	Diagnostician fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Diagnostician consults frequently with colleagues, tailoring evaluation to the questions raised in the referral.	Diagnostician 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>	Diagnostician resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Diagnostician administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to.	Diagnostician 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: Facilitates meetings as needed</i>	Diagnostician declines to assume leadership of the evaluation team.	Diagnostician assumes leadership of the evaluation team as necessary, and contributes to writing goals for the IEP.	Diagnostician assumes leadership of the evaluation team as necessary, and takes initiative in assembling materials for the meeting in an exemplary manner.
<i>3d: Submits interventions to maximize students' likelihood of success</i>	Diagnostician fails to suggest interventions, when applicable, suitable to students, or mismatched with the findings of the assessment.	Diagnostician's proposed intervention plans for students are suitable for them and are aligned with identified needs.	Diagnostician develops comprehensive plans with teachers or other pertinent personnel for student, finding ways to creatively meet student needs and incorporate many related elements.

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Domain 4: Professional Development

Component	Unsatisfactory	Satisfactory	Excellent
<i>4a: Engaging in Professional Development</i>	Diagnostician does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Diagnostician seeks out opportunities for professional development based on an individual assessment of need.	Diagnostician actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<i>4b: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Diagnostician displays dishonesty in interactions with colleagues, students and the public, and violates principles of confidentiality.	Diagnostician is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Diagnostician displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.
<i>4c: Reflecting on practice</i>	Diagnostician does not reflect on practice, or the reflections are inaccurate or self-serving.	Diagnostician's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Diagnostician makes some specific suggestions as to how the diagnostic program might be improved.	Diagnostician's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Diagnostician draws on an extensive repertoire to suggest alternative strategies.
<i>4d: Communicating with families (establishing rapport, securing permissions)</i>	Diagnostician fails to communicate with families and secure permissions when necessary for evaluation, or communicates in an insensitive manner.	Diagnostician communicates with families and secures permissions for evaluations when necessary, and does so in a manner sensitive to cultural and linguistic traditions.	Diagnostician secures permissions as needed and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Diagnostician reaches out to families of students to enhance trust.
<i>4e: Maintaining accurate records</i>	Diagnostician's records are in disarray; they may be missing, insecure or illegible.	Diagnostician's records are accurate and legible, well organized and stored in a secure location.	Diagnostician'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>4f: Participating in a professional community—emphasis on the positive and supportive interactions</i>	Diagnostician's relationships with colleagues are negative or self-serving, and diagnostician avoids being involved in school and district events and projects.	Diagnostician participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Diagnostician makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.