

School Psychologist Evaluation

PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGIST FOR DOMAIN 1: PLANNING AND PREPARATION				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	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 of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	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.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district	Psychologist demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge or resources available more broadly.	Psychologist displays awareness of governmental regulations and of 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 of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan 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 of the psychology program.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the psychology program.	Psychologist's plan is highly coherent and preventive to support the students individually and in groups, as well as within the broader educational program.
1f: Developing a plan to evaluate the psychology program	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 a clear path toward improving the program on an ongoing basis.

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PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGIST FOR DOMAIN 2: THE ENVIRONMENT				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions are positive and respectful; students appear comfortable in the evaluation and therapy setting.	Psychologist's interactions with the students are positive and respectful. Students, families, and school staff seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for learning and positive mental health	Psychologist makes no attempt to establish a culture for learning or positive mental health in the school, either among students and/or teachers.	Psychologist's attempts to promote a culture for learning and positive mental health throughout the school, among students and teachers, are partially successful.	Psychologist promotes a culture for learning and positive mental health in the school among students and teachers.	The culture in the school for learning and positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Establishing and managing routines and procedures that follow the district referral process and uses time effectively	Psychologist fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	Psychologist inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	Psychologist consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines; meetings and consultations with parents and administrators are clear to everyone.	Psychologist always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines; all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Managing student behavior	Psychologist does not apply clear or consistent standards of conduct when working with individuals. Offers no assistance to school personnel relative to implementation of students' attendance strategies. Exhibits little or no knowledge of SEL, behavior theory, or trauma informed care to assist in intervention plans and school-wide positive support plans.	Psychologist applies standards of conduct when working with individuals; however, standards may be unclear or inconsistently applied. Provides limited assistance to school personnel relative to implementation of student attendance strategies. Exhibits limited knowledge of SEL, behavior theory, and trauma-informed care to assist in intervention plans and school-wide positive support plans.	Psychologist applies clear standards of conduct when working with individuals and the community. Provides assistance to school personnel at the systems and individual level relative to implementation of student attendance strategies. Demonstrates knowledge of SEL, behavior theory, and trauma-informed care, incorporating into behavior plans.	Psychologist models high standards of conduct when working with individuals and the community. Provides guidance and assistance to school personnel at the systems and individual level relative to implementation of evidence-based student attendance strategies. Provides professional development in the area of SEL, behavior theory, and trauma-informed care; relative to the school environment, relationship building, and intervention plans for individuals and the school-wide community.
2e: Organizing physical space for testing of students and storage of materials	Psychologist's testing area is in disarray and poorly suited to student evaluations; testing materials are not stored in a secure location and are difficult to find when needed.	Psychologist's testing area completely organized and not suited to student evaluations; testing materials are stored in a secure location and are difficult to find when needed.	Psychologist's testing area is well organized and suited to student evaluations; testing materials are stored in a secure location and are difficult to available when needed.	Psychologist's testing area is highly organized and well suited and inviting to student evaluations; testing materials are stored in a secure location and are conveniently available when needed.

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PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGIST FOR DOMAIN 3: DELIVERY OF SERVICE				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Responding to referrals; consulting with teachers and administrators	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.
3b: Developing and implementing treatment plans to maximize student success	Psychologist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Psychologist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Engaging students, families, and stakeholders in service delivery	Psychologist does not engage students, families, and stakeholders; engagement is minimal or culturally insensitive.	Psychologist engages students, families, and stakeholders in service delivery; engagement may be limited or environment may lack cultural sensitivity. Provides limited structures and supports to facilitate continued stakeholder engagement.	Psychologist engages students, families, and stakeholders through culturally responsive service delivery. Provides structures and supports to facilitate continued stakeholder engagement in service delivery.	Psychologist effectively and meaningfully engages students, families, and stakeholders through culturally responsive service delivery. Mobilizes structures and supports to facilitate continued stakeholder engagement in service delivery. Empowers all parties to take ownership of continued engagement and positive outcomes.
3d: Demonstrating flexibility and responsiveness	Psychologist adheres to the established service delivery plan, even when a change would improve the service delivery. Does not intervene when students experience difficulty.	Psychologist modifies the service delivery plan in response to changing student needs but with moderate success. Demonstrates limited flexibility in providing individualized services to students, working within the constraints of the school environment.	Psychologist adjusts service delivery plans as needed in response to changing student needs, progress monitoring, and evaluation data. Responds to input from stakeholders and makes accommodations and adjusts interventions accordingly.	Psychologist maintains currency on intervention research to provide the most current service delivery approaches, advocates for innovative service delivery approaches. Collaborates with others to make accommodations and adjustments to the intervention accordingly.

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PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGIST FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	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 practices 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.
4b: Communicating with families	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.
4c: Maintaining accurate records	Psychologist's records are in disarray, they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are 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.
4d: Participating in a professional community	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 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.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out and participates in opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Psychologist displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality.	Psychologist is honest in interactions with students, families, colleagues, 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 students, families, colleagues, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and displays leadership among colleagues.

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<p>4g: Attendance</p>	<p>Psychologist fails to adhere to attendance expectations and arrives to work late and is frequently absent. Psychologist's attendance record does not meet professional expectations, the individual's record shows that they exceeded the contractual yearly amount by one or more days or they have been absent without pay.</p>	<p>Psychologist's attendance record minimally meets professional expectations and the individual's record shows that they did not exceed the contractual amount of Personal Leave Days by one day and are punctual on a daily basis (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p>	<p>Psychologist's attendance record meets professional expectations and the individual's record shows that they have used no more than a quarter (four days) of the contractual amount of Personal Leave Days and they are punctual every day, (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p>	<p>Psychologist's exemplary attendance record exceeds professional expectations and the individual record shows that they were punctual and present every day (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p>
<p>4h: Discipline</p>	<p>Psychologist has one or more incidents of discipline for the school year. Psychologist has a record of discipline during the school year but shows improvement.</p>	<p>Psychologist does not have a record of discipline, but has received either a directive or verbal warning during the school year.</p>	<p>Psychologist does not have a record of discipline for the school year.</p>	<p>Psychologist does not have a record of discipline for the school year and models exemplary professional behavior.</p>