

Kankakee School District No. 111 School Psychologist Performance Evaluation

School Year:	2013-2014
Last Name:	
First Name:	
School:	
Department:	
Evaluator:	

Job Classification: **Certified**

Document Type: **Evaluation**

First year	
Second year	
Third Year	
Fourth Year	
Tenure	

Pre-Conference date:		(not required for informal observation)
Observation date:		
Length of observation:		
Post Conference date:		

Domain Scores:	Points Earned	Maximum Score	Weighting	Weighted Score
Planning & Preparation	0	18	0.00	35% 0.00
Classroom Environment	0	15	0.00	15% 0.00
Delivery of Service	0	18	0.00	35% 0.00
Professional Responsibilities	0	18	0.00	15% 0.00

Percentage of Points Earned: 0

OVERALL RATING	Excellent	(80 to 100%)	<input type="text"/>
	Proficient	(59 to 79%)	<input type="text"/>
	Needs Improvement	(31 to 58%)	<input type="text"/>
	Unsatisfactory	(0-30%)	<input type="text"/>

Signatures:

Date: _____ Evaluator: _____

Date: _____ Principal: _____

Date: _____ School Psychologist: _____

Date: _____ HR: _____

Domain 1: School Psychologists: Planning & Preparation

1a. Demonstrating knowledge and skill

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	
Evidenced by:					0

1b: Demonstrating knowledge of development

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1b: Demonstrating 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.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	
Evidenced by:					0

1c: Establishing goals for the psychology program

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1c: Establishing goals for the psychology program appropriate to the setting and the students served	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.	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 rudimentary and are partially suited to the situation and the age of the students.	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	
Evidenced by:					0

1d: Demonstrating knowledge of regulations

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and 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.	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 displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	
Evidenced by:					0

1e: Planning the psychology program

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Psychologist has developed a plan that includes the important aspects of work in the setting.	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.	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	
Evidenced by:					0

1f: Develop a plan to evaluate psychology program

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
Developing a plan to evaluate the psychology program	Psychologist's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	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 has a rudimentary plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important	
Evidenced by:					0

Domain Total

0

Domain 2: School Psychologists: The Environment

2a: Establishing rapport with students

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
2.a: Establishing rapport with students	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Points
Evidenced by:					0

2b: Establishing a culture for positive mental health

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
2b: Establishing a culture for positive mental health throughout the school	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no 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	Points
Evidenced by:					0

2c: Establishing and maintaining procedures

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
2c: Establishing and maintaining clear procedures for referrals	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone	Psychologist has established procedures for referrals, but the details are not always clear.	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.	Points
Evidenced by:					0

2d: Establishing standards of conduct

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)
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2d: Establishing standards of conduct in the testing center	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Points
Evidenced by:					0

2e: Organizing Physical Space

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
2e: Organizing physical space for testing of students and storage of materials	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Points
Evidenced by:					0

Domain Total

0

Domain 3: School Psychologists: delivery of service

3a: Assessing needs

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3.a: Responding to referrals; consulting with teachers and administrators	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring 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 fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	
Evidenced by:					0

3b: Evaluating student needs

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3.b Evaluating a student needs in compliance with National Association of School psychologists (NASP) guidelines	Psychologist 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 time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	
Evidenced by:					0

3c: Chairing evaluation team

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3.c: Chairing evaluation team	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEP's.	Psychologist assumes leadership of the evaluation team when directed to do so preparing adequate IEP's	Psychologist declines to assume leadership of the evaluation team.	
Evidenced by:					0

3d: Planning interventions

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3.d: Planning interventions to maximize students' likelihood of success	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	
Evidenced by:					0

3e: Maintaining contact with providers

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3e: Maintaining contact with physicians and community mental health service providers	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.	
Evidenced by:					0

3f: Demonstrating flexibility

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3f: Demonstrating flexibility and responsiveness	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	
Evidenced by:					



Domain total

0

Domain 4: School Psychologists: Professional Responsibilities

4a.: Reflecting on practice

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
4a: Reflecting on practice	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 alternative strategies.	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 the counseling program might be improved.	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 does not reflect on practice, or the reflections are inaccurate or self-serving.	
Evidenced by:					0

4b: Communicating with families

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
4b: Communicating with families	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.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Points
Evidenced by:					0

4c: Maintaining accurate records

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
4c: Maintain accurate records.	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.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible and are stored in a secure location	Psychologist's records are in disarrays; they may be missing, illegible, or stored in an insecure location.	Points
Evidenced by:					0

4d: Participating in a professional community

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
4d: Participating in a professional community	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist's participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Points
Evidenced by:					0

4e: Engaging in professional development

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
4e: Engaging in professional development	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	
Evidenced by:					0

4f: Showing Professionalism

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
4f: Showing Professionalism	Psychologist 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.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students and the public and violates principals of confidentiality.	
Evidenced by:					0

Domain Total 0