

SCHOOL PSYCHOLOGIST EVALUATION

Professional Responsibilities

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N/A
1	Has not participate in any screening/GEI activities.	Minimal participation in screening/gei activities if specifically directed.	Will participate in or consults with screening/gei activities if encouraged to do so.	Successfully participates in or consults with screening/gei activities on a regular basis and provides information regarding interventions, data collection and data analysis.	Participates in or consults with screening/gei activities on a regular basis, provides extensive information regarding interventions, data collection and data analysis.	N/A N/O
2	Components of the comprehensive psychological evaluation reports are missing and they do not address referral concerns.	Some components of the comprehensive psychological evaluation reports are missing and may not address referral concerns.	Most key components of the comprehensive psychological evaluation reports are present and address referral concerns.	All components of the comprehensive psychological evaluation reports are consistently present, address referral concerns, and provide useful data.	All components of the comprehensive psychological evaluation reports are consistently present, address referral concerns, provide useful data and suggest appropriate classroom interventions.	N/A N/O
3	Uses a single assessment battery for all students.	Uses a few assessment strategies that are sometimes appropriate but they are inconsistently effective for the identified needs of the student and meet minimal assessment standards.	Most assessment strategies are appropriate, effective for the identified needs of most students, and meet national assessment standards.	Uses a variety of assessment strategies that are appropriate, effective for the identified needs of the student, and meet national assessment standards.	Uses a variety of innovative assessment strategies that are appropriate and effective for the identified needs of the student and shares these strategies with other psychologists and staff.	N/A N/O
4	Comprehensive psychological evaluation reports are written in technical jargon which is not understandable to school staff or parents.	Some components of the comprehensive psychological evaluation reports are written using technical jargon which is not understandable to school staff or parents.	Most components of the comprehensive psychological evaluation reports are written in clear and understandable language, with only limited use of jargon.	All components of the comprehensive psychological evaluation reports are written for the appropriate audience of school staff and parents.	All components of the comprehensive psychological evaluation reports are written for the appropriate audience of school staff and parents and are utilized in development of IEP.	N/A N/O
5	Does not meet deadlines related to the completion of initial evaluations, reevaluations and miscellaneous meetings.	Inconsistently meets deadlines related to the completion of initial evaluations, reevaluations and miscellaneous meetings.	Occasionally does not meet deadlines related to the completion of initial evaluations, reevaluations and miscellaneous meetings.	Coordinates and meets deadlines related to the completion of initial evaluations, reevaluations and miscellaneous meetings.		N/A N/O
6	Staffing conferences are disorganized and the content is not presented clearly.	Staffing conferences need more structure and/or the content lacks some clarity.	Staffing conferences are conducted in an effective and efficient manner although the content lacks some clarity.	Staffing conferences are conducted in an effective and efficient manner.	Staffing conferences are conducted in a positive, effective, and efficient manner, facilitating participation from all Team members.	N/A N/O
7	Does not invite required team members for meetings.	Invites all necessary team members, but disregards the contributions of some team members.	Invites all necessary team members, but does not ensure that all team members have the opportunity to participate.	Encourages the meaningful participation of all team members especially parents and students in staffing conferences.	Is innovative and flexible in providing opportunities for the participation of parents, students and team members in staffing conferences.	N/A N/O
8	Does not consult with parents, teachers, students, and related staff in designing, implementing, monitoring and revising interventions.	Rarely consults with parents, teachers, students, and related staff in designing, implementing, monitoring and revising interventions.	Inconsistently consults with parents, teachers, students, and related staff in designing, implementing, monitoring and revising interventions.	Consults with parents, teachers, students, and related staff in designing, implementing, monitoring and revising interventions.	Provides leadership when consulting with parents, teachers, students, and related staff in designing, implementing, monitoring and revising interventions.	N/A N/O

SCHOOL PSYCHOLOGIST EVALUATION

9	Makes frequent errors implementing knowledge of special education law.	Inconsistently implements special education law, regulations and procedures.	Makes few errors in implementing special education law, regulations and procedures.	Consistently implements special education law, regulations and procedures.	Provides leadership in the implementation of knowledge regarding special education law, regulations and procedures.	N/A N/O
10	Does not share knowledge of special education law, curriculum, interventions, assessment and data collection with regular and special education staff.	Rarely shares knowledge of special education law, curriculum, interventions, assessment and data collection with regular and special education staff.	Inconsistently shares knowledge of special education law, curriculum, interventions, assessment and data collection with regular and special education staff.	Shares knowledge of special education law, curriculum, interventions, assessment and data collection with regular and special education staff.	Provides leadership in sharing knowledge of special education law, curriculum, interventions, assessment and data collection with regular and special education staff.	N/A N/O
11	Does not participate in problem solving, behavior management, or crisis intervention teams.	Only participates in problem solving, group, behavior management, or crisis intervention team if specifically directed.	Will participate in problem solving, behavior management, or crisis intervention teams if encouraged to do so.	Successfully participates in problem solving, behavior management, or crisis intervention teams.	Participates and provides leadership in problem solving, behavior management, or crisis intervention teams.	N/A N/O
12	All required paperwork is consistently not completed on a timely basis.	Some required paperwork are completed on a timely basis.	Most required paperwork are completed in a timely manner.	Completes required paperwork on time.		N/A N/O
13	Documented breaches of confidentiality have occurred.	Adequate procedures are not in place to assure that confidential matters are handled professionally and in accordance with legal requirements.	Minor procedural errors occur that compromise the professional and legal requirements associated with confidentiality.	Handles confidential matters professionally and in accordance with legal requirements.	Not only personally handles confidential matters professionally and in accordance with legal requirements, but educates other staff of its importance.	N/A N/O
14	Does not demonstrate knowledge of the general education curriculum/ extended standards or align any activities to them.	Demonstrate minimal knowledge of the general education curriculum/extended standards.	Demonstrates an understanding of the general education curriculum/ extended standards, but does not consistently use this knowledge when working with teams.	Demonstrates knowledge of the general education curriculum/extended standards and uses this knowledge when working with teams.	Demonstrates and uses knowledge of the general education curriculum/extended standards to the extent possible and assists other educators in aligning curriculum standards.	N/A N/O
15	Frequently seeks to reassign students to more restrictive placements than required without participating in any problem solving strategies.	Does not advocate for LRE for students and frequently suggests more restrictive placements before all strategies are exhausted.	Advocates for LRE for some of their students but needs to learn more strategies to make the LRE successful.	Advocates for LRE for students and shares general LRE information and strategies with other IEP team members.	Advocates for LRE for students and empowers students to self-advocate for their LRE and shares creative strategies with other IEP team members that help students remain in their LRE.	N/A N/O
16	School psychology secretary has not been instructed in how to perform duties and responsibilities.	School psychology secretary has been provided some instruction in how to perform duties and responsibilities.	Some minor areas need to be addressed with the school psychology secretary on how to perform duties and responsibilities.	Has sufficiently instructed school psychology secretary how to perform duties and responsibilities in a consistent, effective, and productive manner.	Has sufficiently instructed school psychology secretary how to perform duties and responsibilities in a consistent, effective, and productive manner and has created a positive work environment to foster an effective team relationship.	N/A N/O

SCHOOL PSYCHOLOGIST EVALUATION

Professional Relationships

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A or N
1	Is argumentative and resistant to change. Will not acknowledge personal opportunities for improvement.	Is defensive, and requires extensive guidance to implement suggested improvements.	Listens and accepts feedback over time and/or through a variety of communication attempts will acknowledge opportunities for improvement.	Openly seeks feedback from qualified professionals and readily engages in suggested opportunities for improvement.	Helps design a system for consistent feedback and independently initiates professional growth activities on an ongoing basis.	N/A N/O
2	Communicates and works with parents in a manner that rarely fosters positive and productive relationships.	Communicates and works with parents in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with parents in a manner that usually fosters positive and productive relationships.	Communicates and works with parents in a manner that fosters positive and productive relationships.	Understands parent's unique culture and/or perspective to foster positive and productive relationships.	N/A N/O
3	Communicates and works with students in a manner that rarely fosters positive and productive relationships.	Communicates and works with students in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with students in a manner that usually fosters positive and productive relationships.	Communicates and works with students in a manner that fosters positive and productive relationships.	Understands student's unique culture and/or perspective to foster positive and productive relationships.	N/A N/O
4	Communicates and works with colleagues in a manner that rarely fosters positive and productive relationships.	Communicates and works with colleagues in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with colleagues in a manner that usually fosters positive and productive relationships.	Communicates and works with colleagues in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of people they work with and responds in a manner that is sensitive to varying views.	N/A N/O
5	Communicates and works with administration in a manner that rarely fosters positive and productive relationships.	Communicates and works with administration in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with administration in a manner that usually fosters positive and productive relationships.	Communicates and works with administrators in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of administrators and responds in a manner that is sensitive to varying views.	N/A N/O