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| Educator Name: | Click here to enter text. | | | | | School Year: | Click here to enter text. | |
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| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | | **PROFICIENT** | | | **EXEMPLARY** |
| **1a: Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students** | | Psychologist demonstrates little or no knowledge and skill in using assessment instruments to evaluate students. | Psychologist inconsistently uses the appropriate assessment instruments in the evaluation students. | | Psychologist consistently uses a range of assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses. | | | Psychologist uses a wide range of assessment instruments, along with other performance data to evaluate students, as well as demonstrates the ability to incorporate the necessary evaluation activities in order to achieve a meaningful outcome for students in an evaluative process. |
| **1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district and maintaining professional relationships** | | Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district and does not maintain contact with professional colleagues and community service providers. | Psychologist displays awareness of governmental regulations and resources for students available within the school or district, but no knowledge or resources available beyond the educational setting and maintains occasional contact with professional colleagues and community services providers. | | Psychologist displays awareness of governmental regulations and resources for students available within the school or district, and some familiarity and ongoing contact with resources external to the district. | | | Psychologist’s knowledge for governmental regulations and services for students is extensive, inclusive of district and community resources. In addition, the psychologist networks and initiates ongoing contact within and beyond the district to seek additional resources, as needed, in the provision of therapeutic services. |
| Evidence: | | | | | | | | |
| **DOMAIN 2: THE ENVIRONMENT** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | | **EXEMPLARY** |
| **2b: Establishing a culture that promotes pro-social and learning behaviors among the students across educational settings** | | Psychologist makes no attempt to establish a culture for positive behaviors across school settings. | Psychologist attempts to promote positive behaviors across educational settings and these attempts are partially successful. | Psychologist promotes a culture throughout the school that encourages positive learning behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers. | | | | Psychologist takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors. |
| **2c: Establishing and maintaining clear procedures for referrals** | | Psychologist does not participate in establishing or maintaining procedures for referrals. Psychologist is unresponsive to teachers’ requests for assistance in the referral process. | Psychologist assists in establishing referral procedures when asked and inconsistently maintains established procedures. Psychologist is minimally responsive to teacher requests for assistance. | Psychologist actively participates in establishing and maintaining referral procedures and guides stakeholders through implementation. | | | | Psychologist monitors the effectiveness of the referral procedures. The psychologist takes a leadership role in training staff on the utilization of the referral process and suggests revisions as necessary to ensure that the process remains appropriate for the students and school environment. |
| Evidence: | | | | | | | | |
| **DOMAIN 3: DELIVERY OF SERVICE** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | | **EXEMPLARY** |
| **3a: Responding to referrals and evaluating student needs with flexibility and responsiveness**  \*Service plan = daily schedule or 75 day timeline | | Psychologist fails to respond to a referral request, adheres to his or hers service plan\*, in spite of evidence of its inadequacy, or fails to initiate the evaluative process defined in the referral. | Psychologist responds to a referral request with only minimal follow-up and makes modest changes in the service plan when confronted with evidence of the need for change. The psychologist initiates the evaluative process defined in the referral, but is inconsistent in the completion of the process. | Psychologist responds to a referral request in a timely manner with appropriate follow-up making revisions in the service plan as necessary based upon data and the educational setting. The psychologist initiates the evaluative process defined in the referral, and is consistent in the completion of the process. | | | | The psychologist takes a leadership role in monitoring student performance with grade level teams, continually seeks ways to improve the service plan, and guides the implementation of referral requests as necessary along with making changes as needed in response to input of stakeholders. Upon receipt of the referral, the psychologist efficiently initiates and completes the evaluative process defined in the referral. |
| **3c: Actively participating on educational/evaluation teams inclusive of RTI and I-Team systems** | | Psychologist does not actively participate with student educational and /or evaluation teams, does not have evaluation report or does not follow established timelines and procedures. | Psychologist actively participates on the educational/ evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student’s IEP, but is inconsistent in following established timelines and procedures. | Psychologist actively participates in the educational/evaluation teams, connecting the assessment data to the needs for service based upon the derived diagnostic data, and ensures that all established timelines and/or procedures are delivered with full compliance. | | | | Psychologist actively participates on the educational/ evaluation team. Evaluation reports are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student’s performance to that of same-aged non-disabled peers and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and /or procedures. |
| **3d: Planning interventions to maximize students’ academic and/or behavioral successes** | | Psychologist fails to plan interventions suitable for students or the planned intervention is mismatched with the findings of the assessment data or consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Psychologist has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs along with not fitting with the broader goals. | Psychologist’s planned interventions for students designed with integrity and aligned to remediate identified academic and /or behavioral needs incorporating the behavior expectations of the general education setting that are a part of the student’s school day. | | | | Psychologist takes leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed. The intended objective guides application into the broader educational environment so as to facilitate independent functioning |
| Evidence: | | | | | | | | |
| **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | | **EXEMPLARY** |
| **4b: Communicating with parents, staff, and administrators** | | Psychologist is unavailable to stakeholders for questions, planning or for sharing of assessment data. | Psychologist is available to stakeholders only when requested for questions, planning or sharing of assessment data. The information provided may be insufficient or delivered in an insensitive manner. | Psychologist initiates contact with stakeholders to provide information to plan, answer questions and share assessment data. The communication supports on-going collaboration in the provision of educational programming. | | | | Psychologist seeks out stakeholders to provide information to plan, answer questions and share assessment data. Psychologist solicits stakeholder’s perspectives on individual students or needs within an educational setting and documents consultation/ collaboration in progress notes and/or data management system. |
| **4c: Writes effective and accurate evaluation reports** | | Psychologist ‘s reports includes multiple errors, and missing critical elements such as just reporting numbers, no background information, no conclusions are presented, and recommendations are unclear or generic. | Psychologist’s reports include some errors and include a statement of purpose of the assessment, list of procedures, a brief summary of relevant background, a summary of results of all procedures relevant to referral questions, discussion of results, recommendations relevant to referral questions, summary and conclusions providing answers to referral questions. | Psychologist’s reports include few errors and written with language easy to understand by parents and other professionals. The reports include a statement of purpose of the assessment, list of procedures, a brief summary of relevant background, a summary of results of all procedures relevant to referral questions, discussion of results, recommendations relevant to referral questions, summary and conclusions providing answers to referral questions. | | | | Psychologist’s reports include no errors and written with language easy to understand by parents and other professionals. The reports include a statement of purpose of the assessment, list of procedures, a brief summary of relevant background, a summary of results of all procedures relevant to referral questions, discussion of results, tables and /or graphs, recommendations relevant to referral questions, summary and conclusions providing answers to referral questions. |
| **4f: Showing professionalism** | | Psychologist is not trustworthy or dependable in his/her interactions with colleagues, students, and the public. The psychologist fails to comply with school and district policies and practices. The psychologist violates practices of confidentiality as defined by state and federal law. | Psychologist is trustworthy and dependable in his/her interactions with colleagues, students, and the public. The psychologist minimally complies with school and district policies and practices. The psychologist provides moderate advocacy for students, and does not violate practices of confidentiality as defined by state and federal law. | Psychologist displays high standards of honesty, integrity, and confidentiality in all documentation and interactions with stakeholders. The psychologist advocates for students when needed. The psychologist complies fully and voluntarily with school and district policies, and maintains confidentiality as required by state and federal law. | | | | Psychologist demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound meaningful interactions with all stakeholders. The psychologist consistently advocates for students and takes a leadership role with colleagues. |
| Evidence: | | | | | | | | |

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| Professional Growth Goal: Click here to enter text. |