****Employee's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check one: [ ] Probationary Year 1 [ ] Probationary Year 2 [ ] Permanent

| **PERFORMANCE AREA** | **[U] Unsatisfactory** | **[N] Needs improvement** | **[M] Meets Expectations** | **[E] Exceeds Expectations** | **1st Rating** | **Final Rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **1 - Attendance** | Psychologist misses more than 15% of each work month which results in missing timelines and noncompliance. Also limits communication with necessary staff for collaboration, IEPs and other supports. | Psychologist misses more than 10% of each work month which results in missing timelines and noncompliance. Limits communication with necessary staff for collaboration, IEPs and other supports. | Psychologist misses less than 10% of each work month. Timelines are met. Communication with staff supports completion of IEPs and other supportive actions for the school community. | Psychologist misses no more than 5% of each work month. Timelines are met. Communication with staff supports completion of IEPs and other supportive actions for the school community. |  |  |
| **2- Work relationships** | Psychologist’s interactions with students, staff, parents, and community are negative or inappropriate. Psychologists violates confidentiality. Psychologist fails to communicate, or communicates in an insensitive manner, with families and staff. | Psychologist’s interactions with students, staff, parents, and community are sometimes negative or inappropriate. Psychologist’s communication with families and staff is partially successful: there are occasional gaps in cultural competence. | Psychologist’s interactions with students, staff, parents, and community are consistently positive and respectful. Psychologist displays high standards of integrity, and confidentiality in interactions with colleagues, students, and the public. Psychologist communicates with families and staff securing necessary permission for evaluations and does so through a lens of cultural competence. | Students, staff, parents, and community seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist consistently holds the highest standards of honesty, integrity, and confidentiality.  Psychologist communicates with families and families securing necessary permission for evaluations and does so through a lens of cultural competence. Psychologist reaches out to families and staff to enhance trust. |  |  |
| **3 - Interpretation of Assessment and/or Implementation of Services** | Assessment: Psychologist demonstrates little or no knowledge and skill in selecting and using appropriate assessments to evaluate students.  Services: Psychologist lacks knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student. | Assessment: Psychologist uses limited knowledge and skill in selecting and using appropriate assessments to evaluate students. i.e. uses the same assessments regardless of individual needs.  Services: Psychologist uses limited knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student. | Assessment: Psychologist uses appropriate assessments based on the referral question(s) and student record review (taking into consideration cultural and language background) to evaluate level of student functioning, disability and to help determine eligibility decisions using an appropriate assessment battery. Psychologist demonstrates comprehensive use of the District psychoeducational evaluation template for all areas of assessment.  Services: Psychologist uses a breadth of knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student and does so through a lens of cultural competence. | Assessment: Psychologist uses a wide range of assessments that are appropriate for, and based on, the referral question(s) and student record review (taking into consideration cultural and language background) to evaluate level of student functioning, disability and to help determine eligibility decisions using an appropriate assessment battery. Psychologist demonstrates comprehensive use of the District psychoeducational evaluation template for all areas of assessment.  Services: Psychologist uses a breadth and depth of knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student and does so through a lens of cultural competence. |  |  |
| **4 - Monitors Compliance for Special education (e.g. timelines and federal and state regulations)** | Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school and district. Does not maintain timelines and/or document all communication for compliance purposes. | Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources in the community. Psychologist does not consistently maintain timelines or document all communication for compliance purposes. | Psychologist demonstrates knowledge of governmental regulations and resources for students available through the school, district, and community. Maintains timelines and documents all communication for compliance purposes. | Psychologist’s knowledge of governmental regulations and resources for students is extensive and is willing to work with families to find alternative resources and/or supports as needed. Psychologist follows all established safeguards, maintains timelines and documents all communication for compliance purposes; and works with assessment team to do so as well. |  |  |
| **5 - Record Keeping** | Psychologist’s records are in disarray; they are missing, incomplete and unsecure. | Psychologist’s records are inconsistent and/or not stored in a secure location. | Psychologist’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. | Psychologist’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. They are written in a detailed manner in complaint with FERPA and NASP guidelines to be understandable to another qualified professional. |  |  |
| **6 - Initiative/Dependability** | Psychologist resists engaging in professional development and following through on administrative directives as associated with the role of School Psychologist. | Psychologist participates in some professional development when asked. Psychologist follows through with most administrative directives as associated with the role of School Psychologist. | Psychologist willingly participates and seeks out professional development opportunities. Psychologist follows through with all administrative directives as associated with the role of School Psychologist. | Psychologist willingly participates and seeks out professional development opportunities; brining back information to teach others at site or District level. Psychologist follows through with all administrative directives as associated with the role of School Psychologist. |  |  |
| **7 - Professional Collaboration** | Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. | Psychologist consults on a limited basis with colleagues, making minimal attempts to tailor evaluations to the questions raised in the referral. | Psychologist consistently consults with colleagues, tailoring evaluations to the questions raised in the referral. | Psychologist frequently consults with colleagues, contributing specific insights and tailoring evaluations to the questions raised in the referral. |  |  |
| **8 - Community Engagement** | Psychologist declines to maintain contact with mental health service providers. | Psychologist maintains occasional contact with mental health service providers. | Psychologist maintains ongoing contact with mental health and other community service providers that support an awareness and understanding of the student’s strengths and challenges. | Psychologist maintains ongoing contact with mental health and other community agencies that support an awareness and understanding of the student’s strengths and challenges. Psychologist initiates contact and seeks supports or training when needed for the school community. |  |  |
| **9 - Participates in department and/or staff meetings** | Psychologist avoids being involved in department and/or staff meetings. | Psychologist sometimes participates in in department and/or staff meetings when requested. | Psychologist actively participates in in department and/or staff meetings as demonstrated by verbal and or written participation and /or involvement. | Psychologist makes a substantial contribution to in department and/or staff meetings as demonstrated by verbal and or written participation and /or involvement. Psychologist seeks opportunities to educate staff/peers at department/school staff meetings. |  |  |

**Rev. Apr 2024 DJ**

**Any combination of the following performance measures may be used:**

* **Observation(s)**
* **Peer feedback**
* **Parent or guardian feedback**
* **Site administrator feedback**
* **Immediate supervising special education administrator feedback**
* **Student support documentation**

**First Meeting Date:**

**Comments:**

**Final Meeting Date:**

**Comments:**

**I acknowledge that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I also understand that I have the right to respond to this report in writing within three (3) working days, and such response will be attached to and become a permanent part thereof.**

**Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator’s Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Employee’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**