

Appendix A

CATEGORY: Content Knowledge

The Psychologist shall demonstrate thorough knowledge of the subject matter area and curriculum.

	4	3	2	1
Demonstrating Knowledge and Skill in Using Effective Practices to Evaluate Students	Psychologist demonstrates exceptional knowledge in using effective practices to evaluate students.	Psychologist demonstrates adequate skill in using effective practices to evaluate students.	Psychologist demonstrates limited skill in using effective practices to evaluate students.	Psychologist demonstrates little or no skill in using effective practices to evaluate students.
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 demonstrates an awareness of governmental regulations or of resources for students available through the school or district, and some familiarity with resources external to the district.	Psychologist demonstrates an awareness of governmental regulations or 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.
Planning the Services for Students, Integrated With the Regular School Program, to Meet the Needs of Individual Students, 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.

CATEGORY: Preparation and Knowledge of Pedagogical Practices

The Psychologist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	4	3	2	1
Planning Interventions to Maximize Students' Likelihood of Success	Psychologist develops comprehensive plans for students, finding ways to creatively apply assessment findings and incorporate many related elements.	Psychologist's plans for children are suitable for them and are aligned with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with the findings of the assessments.	Psychologist fails to plan interventions suitable to students, or interventions are not aligned with the findings of the assessments.
Organizing Physical Space for Testing of Students and Storage of Materials	The office is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	The office is well organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	Materials in the office are stored securely. The office is not completely well organized, and materials are difficult to find when needed.	The office is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.
Evaluating Student Needs in Compliance with Best Practices, and National Association of School Psychologists' (NASP) Guidelines	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and are consistently aligned to best practices.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to, and are aligned to best practices.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always align them to best practices.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation and that are not aligned to best practices.
Maintaining 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 stored in a secure location.	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.

CATEGORY: Instructional Delivery/Delivery of Counseling (Sessions)

The Psychologist shall demonstrate that the delivery of instruction (counseling) results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

	4	3	2	1
Responding to Referrals; Consulting with Teachers and Administrators	Psychologist consults frequently with colleagues, contributing his/her 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.
Purpose of Session	Psychologist's purpose for the session is clear and relates to a broader context.	Psychologist's purpose for the session is clear.	Psychologist attempts to explain the session's purpose, but explanation is unclear.	Psychologist does not make an effort to explain session's purpose.
Psychologist's Directions and Procedures	Psychologist's directions and procedures during the session are clear to students and anticipate possible student misunderstanding.	Psychologist's directions and procedures during the session are clear to students.	Psychologist's directions and procedures during the session are clarified after initial student confusion.	Psychologist's directions and procedures are unclear to students.

CATEGORY: Classroom (Counseling Sessions) Management/Management Skills

The Psychologist shall demonstrate classroom (counseling sessions) management skill supportive of diverse student learning needs which create an environment conducive to student learning.

	4	3	2	1
Establishing Expectations for Student Conduct	Expectations for student conduct have been established. Psychologist monitors student behavior against those expectations, and students engage in appropriate behavior with minimal redirection.	Expectations for student conduct have been established. Psychologist monitors student behavior against those expectations; response to students is effective and appropriate.	Expectations for student conduct have been established. Psychologist attempts to redirect inappropriate behavior during an evaluation or student interaction and is partially successful.	Minimal or inconsistent expectations for student conduct have been established. Psychologist disregards or fails to address inappropriate behavior during an evaluation or interaction with student.
Establishing Rapport with Students	Psychologist's interactions with students are positive, respectful, and responsive to students' demeanors; students display a high degree of comfort.	Psychologist's interactions with students are positive and respectful; students appear comfortable.	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.

CATEGORY: Student Development

The Psychologist shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

	4	3	2	1
Demonstrating Knowledge of Child and Adolescent Development	Psychologist demonstrates extensive knowledge of child and adolescent development.	Psychologist demonstrates thorough knowledge of child and adolescent development.	Psychologist demonstrates basic knowledge of child and adolescent development.	Psychologist demonstrates little or no knowledge of child and adolescent development.

CATEGORY: Student Assessment

The Psychologist shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

	4	3	2	1
Establishing and Maintaining Clear Procedures for Referrals to Building Level Team, to the Committee on Special Education, and to Community-Based Resources	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.
Interprets and Integrates Test Results and Behavioral Observations, Synthesizes Information Gained From all Sources, and Develops Diagnostic Impressions	Students are aware of how they are meeting the established standards and participate in planning the next steps where appropriate.	Psychologist uses assessment findings to plan for individuals and groups of students.	Psychologist uses assessment findings to plan for the group as a whole.	The assessment findings affect planning for students only minimally.

CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel

The Psychologist shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

	4	3	2	1
Participating in a Professional Community	Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.	Psychologist 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.
Communicating with Families and Professional Organizations	Psychologist secures necessary consents and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust, and to community organizations for family support.	Psychologist communicates with families and secures necessary consents for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist's communication with families is partially successful; consents are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary consents for evaluation, or communicates in an insensitive manner.
Showing Professionalism	Psychologist holds to 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/or the public, and/or violates principles of confidentiality.

CATEGORY: Reflective and Responsive Practice

The Psychologist shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

	4	3	2	1
Engaging in Professional Development Reflecting on Treatment or Effectiveness	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 required.	Psychologist does not participate in professional development activities, even when such activities are needed for the ongoing development of skills.
Reflecting on Efficacy of Intervention	Psychologist's reflection on effectiveness 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.	Psychologist's reflection on effectiveness provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how interventions might be improved.	Psychologist's reflection on effectiveness 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 the effectiveness of practice, or the reflections are inaccurate or self-serving.

OSSINING UNION FREE SCHOOL DISTRICT

OPTION I

Evaluation Form

OBSERVATION NARRATIVE:

CATEGORY: Content Knowledge

The Psychologist shall demonstrate thorough knowledge of the subject matter area and curriculum.

Demonstrating Knowledge and Skill in Using Effective Practices to Evaluate Students: _____

Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District: _____

Planning the Services for Students Integrated With the Regular School Program, to Meet the Needs of Individual Students, Including Prevention: _____

Evidence/Comments:

CATEGORY: Preparation and Knowledge of Pedagogical Practices

The Psychologist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Planning interventions to maximize students' likelihood of success: _____

Organizing physical space for testing of students and storage of materials: _____

Evaluating student needs in compliance with best practices, and National Association of School Psychologists (NASP) guidelines: _____

Maintaining accurate records: _____

Evidence/Comments:

CATEGORY: Instructional Delivery/Delivery of Counseling (Sessions)

The Psychologist shall demonstrate that the delivery of instruction (counseling) results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

Responding to referrals; consulting with teachers and administrators: _____

Purpose of session: _____

Psychologist's directions and procedures: _____

Evidence/Comments:

CATEGORY: Classroom (Counseling Sessions) Management/Management Skills

The Psychologist shall demonstrate classroom (counseling sessions) management skill supportive of diverse student learning needs which create an environment conducive to student learning.

Establishing expectations for student conduct: _____

Establishing rapport with students: _____

Evidence/Comments:

CATEGORY: Student Development

The Psychologist shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Demonstrating knowledge of child and adolescent development: _____

Evidence/Comments:

CATEGORY: Student Assessment

The Psychologist shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

Establishing and maintaining clear procedures for referrals to building level team, to the Committee on Special Education and to community-based resources: _____

Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, and develops diagnostic impressions: _____

Evidence/Comments:

CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel

The Psychologist shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

Participating in a Professional Community: _____

Communicating with Families and Professional Organizations: _____

Showing Professionalism: _____

Evidence/Comments:

CATEGORY: Reflective and Responsive Practice

The Psychologist shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

Engaging in professional development: _____

Reflecting on efficacy of intervention: _____

Evidence/Comments:

Summary: