School Psychologist Beginning of the Year Conference

Employee: _____ School: _____

Subject(s): _____ Grade Level(s): _____ Date: _____

Instructions: By October 15th, the employee and administrator will review the Psychologist Self-Reflection and determine any additional components to be evaluated. For each domain, the employee and administrator will agree upon the artifacts and evidence to be submitted by the employee. This document will be maintained in the employee file at the school or electronically on the OASYS system.

Domain 1- Planning and Preparation

1b. Demonstrating knowledge of child and adolescent development and psychopathology	
Evaluation Summary Eligibility Reports (ESER) (Names of 3 Students)	☐
Observable evidence by supervisor	☐

1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	
Follows guidelines from state special education handbook	☐
Participation in district approved special education legal updates	☐
Family/Community resources given to parents/families	☐
ESER (Names of 3 students)	☐
Observable evidence by supervisor	☐

Domain 2 - The Environment

2a. Establishing rapport with students	
Use of technology to engage student(s)	☐
Email from parent about rapport	☐
Note from student about rapport	☐
Principal email about rapport	☐
Observable evidence by supervisor	☐

2c. Establishing and maintaining clear procedures for referrals	
RTI Forms showing psychologist attendance	☐
Referral form	☐
Meeting notes reflecting psychologist discussion	☐
Use of technology/apps showing organization of day and paperwork	☐
Email from psychologist to teacher/case manager/record tech regarding time line and ESER completion	☐
Observable evidence by supervisor	☐

Domain 3- Delivery of Service

3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	
Tests used in ESER address needs listed on referral	☐
Description of testing materials included on ESER	☐
Understandable descriptive categories for score reports	☐
ESER (Names of 3 students)	☐
Student behavior, effort, motivation, and validity noted during testing described in ESER	☐
Observable evidence by supervisor	☐

3d. Planning interventions to maximize students' likelihood of success	
FBA/BIP Data	☐
504 plans	☐
Group and individual counseling notes	☐
Teacher/classroom intervention data	☐
Observation data (time-on task, frequency, etc)	☐
Observable evidence by supervisor	☐

Domain 4 - Personal and Professional Responsibilities

4b. Communicating with families	
Permission slips or parent letter or form for social skills group	☐
Log of parent meetings/contacts/phone log	☐
Documentation of distribution of community resources	☐
Observable evidence by supervisor	☐

4d. Participating in a professional community	
NASP/ASPA memberships	☐
Serving as an officer in a professional organization	☐
Participation at faculty/department/staff meetings	☐
Presentations at faculty meetings/school/district	☐
Mentoring/sharing knowledge and resources	☐
PD Attendance in content area	☐
Collaboration with colleagues (emails or logs)	☐
Observable evidence by supervisor	☐

4f. Showing professionalism	
Maintaining good peer relationshoips	☐
Respectful interactions	☐
Timely response to correspondence	☐
Modeling professional behavior for students	☐
Timeliness and punctuality	☐
Consistent professional practices	☐
Committee/Team participation	☐
Professional attire/dress	☐
Responding to student/parent needs or concerns	☐
Advocate for students - decision making ability	☐
Observable evidence by supervisor	☐

Comments/Other:

Employee Signature _____ Date _____

Evaluator Signature _____ Date _____