School Psychologist Formal Observation

Employee: _____ **School:** _____ **Grade Level:** _____

Evaluator: _____ **Subject Area:** _____ **Date:** _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Exemplary
1a Demonstrating knowledge of and skill in the specialist therapy area; holding relevant certificate or license	☐ School psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students	☐ School psychologist uses a limited number of psychological instruments to evaluate students.	☐ School psychologist uses appropriate instruments for the age, developmental level, and reason for referral to evaluate students and determine appropriate educational needs.	☐ School psychologist includes appropriate data from multiple sources to evaluate students and determine appropriate educational needs.
Evidence				
1b Demonstrating Knowledge of child and adolescent development and psychopathology	☐ School psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	☐ School psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	☐ School psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	☐ School psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
Place checkmark next to observed behaviors	**Exemplary:** ☐ Report contains extensive description of individual assessment results, and how these results compare with typical students' performance. ☐ This information includes use of, and goes beyond a template ☐ Includes narrative in detail **Proficient:** ☐ Report describes assessment results in context of how they compare with typical student performance ☐ Includes template but also describes student performance ☐ Includes interpretation of student scores **Basic:** ☐ Report lists assessment results as part of a template which included description of subtests **Unsatisfactory:** ☐ Scores are reported without any description of what the scores mean in comparison to typical student performance ☐ No scores/sub test/index scores/composite scores			
Evidence				
1c Establishing goals for psycho-educational services appropriate to the setting and the students served	☐ School psychologist has no clear goals for psycho-educational services, or they are inappropriate to either the situation or the age of the students.	☐ School psychologist's goals for psycho-educational services are rudimentary and are partially suitable to the situation and the age of the students.	☐ School psychologist's goals for psycho-educational services are clear and appropriate to the situation in the school and to the age of the students.	☐ School psychologist's goals for psycho-educational services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence				

Component	Unsatisfactory	Proficient	Exemplary	Component
1d Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district	☐ School psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	☐ School psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	☐ School psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	☐ School 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.
	Exemplary: ☐ Eligibility category is thoroughly described ☐ Detailed information about the educational impact of this disability on a child's success in school ☐ Frequently, information about outside resources are provided to families **Proficient:** ☐ Eligibility catefory is described in written report including components of how eligibility is met ☐ Outside resources are provided at least in two instances during the school year the families **Basic:** ☐ Eligibility category is clearly supported by data, however no explanation of educational impact nor specific components are referenced ☐ Upon request, outside resources are mentioned to a family **Unsatisfactory:** ☐ Eligibility category selected is not in compliance with state regulation defining that cateogy ☐ When family requests outside resources, no response, or family is referred to another staff member to get the information			
Evidence				
1e Providing and/or recommending services to meet the needs of individual students and to support them within the broader educational program	☐ School psychologist's recommendations consist of a random collection of unrelated activities, lacking coherence or an overall structure.	☐ School psychologist's recommendations have a guiding principle and include a number of worthwhile activities, but some of them don't fit with the broader goals.	☐ School psychologist has developed recommendations that address students' needs.	☐ School psychologist's recommendations are easily understood and serve to support students' needs individually.
Evidence				

Domain 2: The Environment

2a Establishing rapport with students	☐ School psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing environment.	☐ School psychologist's interactions are a mix of positive and negative; the School psychologist's efforts at developing rapport are partially successful.	☐ School psychologist's interactions with students are positive and respectful; students appear comfortable in the testing environment.	☐ School psychologist's interactions with students are positive and respectful across all settings.

Domain 2: The Environment *(Continued)*

Exemplary:

- ☐ Demonstrates knowledge and caring about individual students lives beyond school
- ☐ When necessary, students respectfully correct eachother
- ☐ Students participate without fear of ridicule or put-downs from adults/other students
- ☐ There is no disrespectful behavior among students
- ☐ Psychologist respects and encourages students' efforts

Proficient:

- ☐ Talk between psychologist and students is uniformly respectful
- ☐ Psychologist successfully responds to disrespectful behavior among students
- ☐ Students participate willingly, but may be somewhat hesitant to offer ideas in front of classmates
- ☐ Psychologist makes general connections with individual students
- ☐ Students exhibit respect for psychologist

Basic:

- ☐ Quality of interaction between students and psychologist is uneven, with occasional disrespect or insensitivity
- ☐ Psychologist attempts to respond to disrespectful behavior among students, with uneven results
- ☐ Psychologist attempts to make connections with individual students, but student reactions indicate these attempts are not entirely successful

Unsatisfactory:

- ☐ Psychologist is disrespectful to students' ages, developmental levels, cultural backgrounds
- ☐ Students` body language indicates feelings of hurt, discomfort, or insecurity
- ☐ Psychologist displays no familiarity with, or caring about, individual students
- ☐ Psychologist disregards disrespectful interactions among students

Evidence

Component	Unsatisfactory	Basic	Proficient	Exemplary
2b Contributes to a culture for positive mental health throughout the school	☐ School psychologist makes no attempt to maintain a positive attitude or serve as an example of positive mental health in the school environment.	☐ School psychologist's attempts to maintain a positive attitude and serve as an example of positive mental health in the school environment.	☐ School psychologist typically maintains a positive attitude and serves as an example of positive mental health in the school environment.	☐ School psychologist consistently maintains a positive attitude and serves as an example of positive mental health in the school environment.

Evidence

2c Maintains procedures for referrals established by the Student Services Deparment	☐ School psychologist does not follow the established procedures for referrals or meetings.	☐ School psychologist attempts to follow the established procedures for referrals and meetings.	☐ School psychologist follows procedures for referrals and meetings with parents and staff.	☐ School psychologist follows all aspects of referrals and meetings and clearly communicates these procedures with parents and staff.

Exemplary:

- ☐ Progress of evaluation completion communicated to case manager and to records specialists
- ☐ Assessments results shared in advance with team members when necessary, in order for planning services for students
- ☐ Clear flow between signed consent, specific areas evaluated, and educational needs/recommendations

Domain 2: The Environment *(Continued)*

	Proficient: ☐ Referrals and evaluations completed within a time frame that allows teachers to draft IEPs in advance of scheduled meeting ☐ All areas included in signed consent are addressed in completed evaluation report **Basic:** ☐ Referrals and evaluations complete timely, but not in manner that team members can draft IEP documents in advance of scheduled meetings ☐ Team members not informed ahead of meetings about information they need to know **Unsatisfactory:** ☐ Referrals and evaluations do not get completed within timelines ☐ Evaluations are not thorough, or do not include all areas that were included in the signed consent
Evidence	

Component	Unsatisfactory	Basic	Proficient	Exemplary
2d Establishing standards of conduct in testing environment	☐ No standards of conduct have been established, and School psychologist disregards or fails to address negative student behavior during an evaluation.	☐ Standards of conduct appear to have been established in the testing environment. School psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	☐ Standards of conduct have been established in the testing environment. School psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	☐ Standards of conduct have been established in the testing environment. School psychologist's monitoring of students is subtle and preventative for optimal testing conditions.
Evidence				
2e Organizing testing space/materials within the school psychologist's office	☐ The testing space/materials within the school psychologist's office is disorganized and poorly suited to student evaluations.	☐ The testing space within the school psychologist's office is not well-organized and materials are difficult to find when needed.	☐ The testing space within the school psychologist's office is well-organized and materials are easily found when needed.	☐ The testing space within the school psychologist's office is highly organized and materials are conveniently stored for when they are needed.
Evidence				

Domain 3: Delivery of Services

3a Responding to referrals; consulting with teachers and administrators	☐ School psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	☐ School psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	☐ School psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	☐ School psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Evidence				
3a Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	☐ School psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	☐ School psychologist attempts to administer appropriate evaluation instruments to student but does not always follow established time lines and safeguards.	☐ School psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	☐ School psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and communicates with colleagues as necessary to ensure that procedural time lines and safeguards are faithfully adhered to.

3b. Cont.	**Exemplary:** ☐ Systematically collect data from multiple sources as a foundation for decision making and expresses consideration of ecological factors in written report (i.e. classroom, family, community characteristics) as a context for assessment ☐ Collects and uses assessment data to understand students' problems during Tier III or intervention meetings, to assist in selecting and implementing evidence based on instructional and mental health services ☐ Works with team members to design and implement assessment procedures and data collection procedures to determine treatment fidelity (the degree to which recommended interventions have been implemented) ☐ Use information and technology resources to enhance and support data collection and decision-making (i.e. Aimsweb, MAP). Describes this data in SLD evaluations **Proficient:** ☐ Collects data from multiple sources as a foundation for decision-making in eligibility determination process, and documents sources in written report ☐ Collects and uses assessment data to determine eligibility for special education and to make recommendations for meeting students' educational needs ☐ Uses valid and reliable assessment data to determine eligibility for special education and determine progress on counseling or behavioral goals ☐ Uses informational available through district technology sources to enhance data collection and decision-making (i.e. Aimsweb, MAP) ☐ Writes reports that consistently describe how student is eligible as learning disabled **Basic:** ☐ Data collected to determine eligibility is limited, and/or written description of data collected does not include factors other than assessment scores ☐ Current assessment data or instruments used in evaluation not fully described in written reports ☐ Counseling goals do not include assessment process to determine progress ☐ Information from district technology resources not reflected in evaluation report (i.e. Aimsweb, MAP) **Unsatisfactory:** ☐ No evidence reference to any information gathered from family in written report ☐ No evidence of classroom observation in written report ☐ No description of why student is eligible for special education (i.e. description of why a student is or is not eligible as SLD) ☐ Evaluation instructions selected inappropriate to situation ☐ Evaluation not comprehensive, does not address all of the concerns mentioned at the time of evaluation planning, or written concerns at prior meetings
Evidence	

Component	Unsatisfactory	Basic	Proficient	Exemplary
3c. Chairing evaluation meetings	☐ School psychologist declines to assume leadership of the evaluation team.	☐ School psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate eligibility paperwork.	☐ School psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed eligibility paperwork.	☐ School psychologist assumes leadership of the evaluation team and takes initiative in assembling eligibility paperwork for meetings. Eligibility paperwork is prepared in an exemplary manner.
Evidence				
3d. Planning interventions to maximize students' likelihood of success	☐ School psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	☐ School psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	☐ School psychologist's plans for students are suitable for them and are aligned with identified needs.	☐ School psychologist develops comprehensive plans for students, finding ways to meet student needs and incorporate many related elements.
	Exemplary: ☐ Evaluation recommendations are further described with team members ☐ Evaluation recommendations are reflected in documentation of meeting ☐ Leadership role in process to develop RTI and 504 processes is evident			

3d Cont.	**Proficient:** ☐ Evaluation recommendations are detailed and specific enough for a teacher to write IEP goals ☐ Evaluation recommendations are aligned with each area of documented need within the evaluation summary and eligibility report ☐ 504 accommodations plans, behavior support plans are based on evaluation data ☐ Ongoing participation in Tier III RITI meetings is evident when required **Basic:** ☐ Evaluation recommendations general and do not guide IEP goals ☐ Evaluation results do not address each area of concern noted in referral ☐ 504 accommodation plans and behavior support plans based on limited data ☐ Inconsistent participation in Tier III meetings at elementary, or intervention meeting at secondary levels **Unsatisfactory:** ☐ Evaluation recommendations not accurate or not reflective of evaluation results ☐ No regular or consistent involvement in RTI, intervention, 504, or behavior support plan development
Evidence	

Component	Unsatisfactory	Basic	Proficient	Exemplary
3e Demonstrating responsiveness in the referral process	☐ School psychologist does not follow the referral process or meet referral timelines.	☐ School psychologist meets the referral timeline but doesn't always follow the referral process.	☐ School psychologist usually meets referral timelines.	☐ School psychologist is continually seeking ways to maximize effectiveness to meet or exceed timelines.
Evidence				
3f Communicating results during eligibility meetings and in written reports	☐ School psychologist presents results that are difficult to understand by parents/students and staff.	☐ School psychologist presents results that are sometimes understandable by parents/students and staff.	☐ School psychologist presents results that are usually understandable by parents/ students and staff.	☐ School psychologist always presents evaluation results in a clear and concise manner, and is understandable by parents/students and staff.

Exemplary:

☐ Has follow-up and educational recommendations directly related to deficit shown in testing

☐ Incorporating all participant comments to expand discussion

☐ Respectfully distinguishing similarities and differences between home and school environment

Proficient:

☐ Use or visuals and charts to explain results

☐ Explanation of acronyms, jargon, descriptive categories

Basic:

☐ Use acronyms and jargon with no explanations

Unsatisfactory:

☐ Only reads report aloud to parent

☐ Skipping components of ESER

Evidence	

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Exemplary
4a Reflecting on practice	☐ School psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	☐ School psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	☐ School psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School psychologist makes some specific suggestions as to how the evaluation process might be improved.	☐ School psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. School psychologist draws on an extensive repertoire to suggest ways to improve the process.
Evidence				
4b Communicating with families	☐ School psychologist fails to communicate with families or communicates in an insensitive manner.	☐ School psychologist's communication with families is partially successful, but there are occasional insensitivities to cultural and linguistic traditions. School psychologist only communicates with families with giving report at meeting	☐ School psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions. School psychologist has communicated with family prior to describing evaluation results.	☐ School psychologist communicates with families in a manner sensitive to cultural and linguistic traditions. School psychologist reaches out to families of students to enhance trust.
Evidence				
4c Maintaining accurate records	☐ School psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	☐ School psychologist's records are accurate and legible and are stored in a secure location.	☐ School psychologist's records are accurate and legible, well organized, and stored in a secure location.	☐ School 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.
Evidence				
4d Participating in a professional community	☐ School psychologist's relationships with colleagues are negative or self-serving, and School psychologist avoids being involved in required professional development and staff meetings.	☐ School psychologist's relationships with colleagues are cordial, and School psychologist minimally participates in required professional development and staff meetings.	☐ School psychologist participates actively and punctually in professional development and staff meetings, and maintains positive and productive relationships with colleagues.	☐ School psychologist makes a substantial contribution to professional development, staff meetings, and projects and assumes leadership with colleagues.
	Exemplary: ☐ Contributions to the department/district are beyond attending meetings; may include participation in projects, working with other departments to develop policy and procedures to bring innovative programs to district ☐ School psychologist seeks out and attends PD beyond what is offered by the district ☐ Takes a leadership role in district or community to provide professional development for colleagues **Proficient:** ☐ Attendance at staff meetings includes participation in discussion, suggestions of agenda items ☐ School psychologist demonstrates desire to contribute to the group/department or their assigned school(s). ☐ PD offered by the district is attended **Basic:** ☐ Attends some PD opportunities ☐ Attends staff meetings but does not participate **Unsatisfactory:** ☐ Lack of attendance or frequent partial attendance at required staff meetings ☐ During course of evaluation period, there has been no evidence of participation in professional development			
Evidence				

Domain 4: Professional Responsibilities *(Continued)*

Component	Unsatisfactory	Proficient	Exemplary	Component
4f Demonstrating professionalism	☐ School psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	☐ School psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	☐ School psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	☐ School psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Exemplary: ☐ Present to staff/group/team about professionalism **Proficient:** ☐ Consistently demonstrates professionalism of a high standard **Basic:** ☐ Inconsistently demonstrates professionalism **Unsatisfactory:** ☐ Lacking professionalism			
Evidence				