

PSD Evaluation

ESA and Support Personnel Evaluation: School Psychologist Comprehensive

Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluator information:

Evaluator Name
<input type="text"/>

Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates an understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Demonstrates little or no knowledge and skill in using psychological instruments to evaluate students. <input type="checkbox"/>	Uses a limited number of psychological instruments to evaluate students. <input type="checkbox"/>	Uses a variety of psychological instruments (5 to 8) to evaluate students and determine accurate diagnoses. <input type="checkbox"/>	Uses a wide range of psychological instruments (9 or more) to evaluate students and knows the proper situations in which each should be used. <input type="checkbox"/>
1.2: Demonstrating knowledge of child and adolescent development and psychopathology.	Demonstrates little or no knowledge of child and adolescent development and psychopathology. <input type="checkbox"/>	Demonstrates basic knowledge of child and adolescent development and psychopathology. <input type="checkbox"/>	Demonstrates thorough knowledge of child and adolescent development and psychopathology. <input type="checkbox"/>	Demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns. <input type="checkbox"/>
1.3: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; process for referral is not conveyed to school staff. <input type="checkbox"/>	Psychologist has established procedures for referrals, but the details are not always clear. <input type="checkbox"/>	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. <input type="checkbox"/>	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. <input type="checkbox"/>
Criterion 1: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Establishing goals for the psychology program appropriate to the setting and the students served (in collaboration with the department/ team)	Has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students. <input type="checkbox"/>	Goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students. <input type="checkbox"/>	Goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students. <input type="checkbox"/>	Goals for the treatment program 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. <input type="checkbox"/>
2.2: Responding to referrals; consulting with teachers and administrators.	Fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. <input type="checkbox"/>	Consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. <input type="checkbox"/>	Consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. <input type="checkbox"/>	Consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral. <input type="checkbox"/>
2.3: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.	Resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. <input type="checkbox"/>	Attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards. <input type="checkbox"/>	Administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are adhered to. <input type="checkbox"/>	Selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards. <input type="checkbox"/>
2.4: Planning interventions to maximize students' likelihood of success	Fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments. <input type="checkbox"/>	Plans for students are partially suitable for them or are sporadically aligned with identified needs. <input type="checkbox"/>	Plans for students are suitable for them and are aligned with identified needs. <input type="checkbox"/>	Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. <input type="checkbox"/>
2.5: Demonstrating flexibility and responsiveness	Adheres to the plan or program, despite evidence of its inadequacy. <input type="checkbox"/>	Makes modest changes in the treatment program when confronted with evidence of the need for change. <input type="checkbox"/>	Makes revisions in the treatment program when it is needed. <input type="checkbox"/>	Continually seeks ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>
Criterion 2: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Developing a plan to evaluate the psychology program (in collaboration with the department/team)	Has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Developed a rudimentary plan to evaluate the psychology program.	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
3.2: Establishing standards of conduct in the testing center	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. 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 center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
3.3: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
3.4: Maintain contact with physicians and community mental health service providers.	Declines to maintain contact with physicians and community mental health service providers.	Maintains occasional contact with physicians and community mental health service providers.	Maintains ongoing contact with physicians and community mental health service providers.	Maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3.5: Maintaining accurate records	Records are in disarray; they may be missing, illegible, or stored in an insecure location.	Records are accurate and legible and are stored in a secure location.	Records are accurate and legible, well organized, and stored in a secure location.	Records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Criterion 3: Overall Score				

Comments and/or Evidence **(REQUIRED)**

Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	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.	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
4.2: Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how practice might be improved.	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies.
4.3: Participating in a professional community	Relationships with colleagues are negative or self-serving. Avoids being involved in school and district events and projects.	Relationships with colleagues are cordial. Participates in school and district events and projects when specifically requested.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4.4: Engaging in professional development	Does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Participation in professional development activities is limited to those that are convenient or are required.	Seeks out opportunities for professional development based on an individual assessment of need.	Actively pursues professional development opportunities. Makes a substantial contribution to the profession through these activities, such as offering workshops to colleagues.
4.5: Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	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.
Criterion 4: Overall Score				

Comments and/or Evidence **(REQUIRED)**

Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
5.1: Establishing rapport with students	Interactions with students are negative or inappropriate; students appear uncomfortable in the testing center. <input type="checkbox"/>	Interactions are a mix of positive and negative; efforts at developing rapport are partially successful. <input type="checkbox"/>	Interactions with students are positive and respectful; students appear comfortable in the testing center. <input type="checkbox"/>	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. <input type="checkbox"/>
5.2: Chairing evaluation team	Declines to assume leadership of the evaluation team. <input type="checkbox"/>	Assumes leadership of the evaluation team when directed to do so, preparing adequate evaluations. <input type="checkbox"/>	Assumes leadership of the evaluation team as a standard expectation; prepares detailed evaluations. <input type="checkbox"/>	Assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Evaluations are prepared in an exemplary manner. <input type="checkbox"/>
5.3: Communicating with families	Fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. <input type="checkbox"/>	Communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. <input type="checkbox"/>	Communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. <input type="checkbox"/>	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust. <input type="checkbox"/>
Criterion 5: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation Score	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

Signatures:

Evaluator Signature

Employee Signature

Not signed yet