Verona Public Schools
Performance Review for School Psychologist

Name: **Date:**

School(s):   **Evaluator:**

Domain I: Planning and Preparation

1a. The School Psychologist demonstrates knowledge and skill in using psychological assessment instruments to evaluate students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist demonstrates competence with a wide range of psychological assessments to evaluate students and knows the proper situations in which each should be used.	The psychologist demonstrates competence with a range of psychological assessments to evaluate students and answer evaluation questions.	The psychologist demonstrates competence with only one assessment tool to evaluate students and answer evaluation questions	The psychologist demonstrates rudimentary knowledge and skill in using psychological instruments to evaluate students.

Comments:

1b. The School Psychologist demonstrates knowledge of child and adolescent psychological development and integrates it with delivery of service.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist demonstrates extensive knowledge and understanding of child and adolescent development and knows variations in the typical patterns.	The psychologist demonstrates thorough knowledge and understanding of child and adolescent development and applies it in daily practice.	The psychologist demonstrates basic knowledge and understanding of child and adolescent development and attempts to apply it in daily practice.	The psychologist demonstrates limited knowledge of child and adolescent development and does not apply knowledge in daily practice.

Comments:

1c. The School Psychologist demonstrates knowledge of and follows state, federal and local regulations and policies regarding special education and related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist demonstrates strong knowledge and consistent application of state, federal and local regulations/policies regarding special education and related services.	The psychologist demonstrates basic awareness of state, federal and local regulations/policies regarding special education and related services and applies the knowledge in daily practice.	The psychologist demonstrates limited knowledge of state, federal and local regulations/policies regarding special education and related services and attempts to apply the knowledge in daily practice	The psychologist is learning state, federal and local regulations/policies regarding special education and related services and does not yet apply this knowledge in daily practice

Comments:

1d. The School Psychologist demonstrates knowledge of and provides coordination between the school district and other relevant agencies to facilitate psychological services for students and families.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist demonstrates extensive knowledge of and provides coordination between the district and other relevant agencies to facilitate psychological services for students and families.	The psychologist demonstrates thorough knowledge of and provides coordination between the district and other relevant agencies to facilitate psychological services for students and families.	The psychologist demonstrates basic knowledge of and provides some coordination between the district and other relevant agencies to facilitate psychological services for students and families.	The psychologist demonstrates little or no knowledge of other relevant agencies available to facilitate psychological services for students and families.

Comments:

1e. The School Psychologist establishes a counseling program that addresses the mental, physical and emotional barriers to learning and is appropriate to the setting and students served.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) ineffective
The psychologist establishes a counseling program that addresses the mental, physical and emotional barriers to learning and is highly appropriate to the situation in school and the age of the student(s).	The psychologist establishes a counseling program that addresses the mental, physical and emotional barriers to learning that is appropriate to the situation in school and to the age of the student(s).	The psychologist establishes a counseling program that addresses the mental, physical and emotional barriers to learning that is partially suitable to the situation and age of the students. The psychologist requires assistance to facilitate counseling programs.	The psychologist is unable to establish a counseling program to address the mental, physical and emotional barriers to learning.

Comments:

1f. The School Psychologist participates in student services meetings (i.e., Core Team, Intervention and Referral Services (I&RS), Building CST) and assists in the planning of intervention services for individual students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist participates in student services meetings and consistently applies knowledge of social/emotional health to help develop appropriate intervention services for students.	The psychologist participates in student services meetings and applies knowledge of social/emotional health to occasionally develop intervention services for students.	The psychologist occasionally participates in student services meetings and applies basic knowledge of social/emotional health to contribute to discussion of intervention services for children.	The psychologist occasionally participates in student services meetings and demonstrates emerging knowledge of social emotional health. The psychologist rarely contributes to discussion of intervention services for students.

Comments:

1g. The School Psychologist demonstrates strong time management, meeting organization/planning skills

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective

The school psychologist manages time efficiently, establishes priorities, and maintains thorough records and session notes. Meetings are well organized. All required participants are invited and present (unless excused), an agenda is followed, paperwork with appropriate copies are available for participants.	The school psychologist manages time, attempts to establish priorities and maintains records and session notes. Meetings are planned. Required participants are invited but not necessarily present or excused, an agenda is loosely followed, paperwork is available with no copies for participants.	The school psychologist demonstrates scattered time management and prioritization skills. Meetings are loosely planned. Invited participants who are unable to attend are not excused and the psychologist fails to chair meetings.	The school psychologist demonstrates limited time management skills. Meetings are not planned. Participation is limited and no agenda is followed.

Comments:

Domain II: Environment

2a. The School Psychologist establishes positive rapport with staff, students and parents

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist's interactions with staff, students and/or parents reflect a high degree of ethical standards, comfort, trust and confidentiality.	The psychologist's interactions with staff, students and/or parents are respectful, positive and confidential. The psychologist maintains high ethical standards.	The psychologist's interactions with staff, students and/or parents are a mix of positive and negative. The psychologist's interactions are partially successful. The psychologist maintains ethical standards.	The psychologist's interactions with staff, students and/or parents are sometimes negative or inappropriate. Individuals do not appear comfortable in the presence of the psychologist. Ethical standards are not always upheld.

Comments:

2b. The School Psychologist establishes a culture for positive mental health throughout the school.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist utilizes a broad range of techniques and theories to guide students and teachers toward maintaining a culture for positive mental health throughout the school environment.	The psychologist utilizes some techniques to promote a positive culture for mental health among students and teachers.	The psychologist's attempts to promote a culture throughout the school for mental health are partially successful.	The psychologist makes no attempt to establish a culture for positive mental health between or among students and teachers.

Comments:

2c. The School Psychologist works to keep the community informed of the role of the psychologist in the school environment and special education programs within the district

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist designs and participates in community	The psychologist participates in community informational programs	Upon request, the psychologist participates in community	The psychologist rarely participates in community informational programs

informational programs to inform parents and staff of special education programs in the district and the role of the psychologist in the school environment.	to inform parents and staff of special education programs in the district and the role of the psychologist in the school environment.	informational programs to inform parents and staff of special education programs in the district and the role of the psychologist in the school environment.	to inform parents and staff of special education programs in the district and the role of the psychologist in the school environment.

Comments:

Domain III: Delivery of Service
3a. The School Psychologist follows federal, state and local procedures for referral, evaluation and eligibility

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist consistently follows all procedures and timelines for referral and evaluation. The psychologist tailors evaluations to answer evaluation questions and selects from a broad repertoire of assessments. The psychologist determines eligibility collaboratively with members of the Evaluation Team.	The psychologist follows timelines and applies most but not all procedures for referral and evaluation. Evaluations are tailored to answer evaluation questions and assessments are selected from a repertoire of assessments. Eligibility is determined collaboratively with members of the Evaluation Team.	The psychologist applies some of the procedures and timelines for referral and evaluation. The psychologist attempts to tailor the evaluation to answer evaluation questions and selects from a limited repertoire of assessment tools. Eligibility is not consistently determined collaboratively.	The psychologist is beginning to learn and apply timelines and procedures for referral and evaluation. Eligibility is determined in isolation without input from other members of the evaluating team and evaluations are not tailor to answer evaluation questions.

Comments:

3b. The School Psychologist assists in the development of a comprehensive program of services for each student requiring special education and/or related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist consistently collaborates with members of the IEP Team to develop a comprehensive program of services for each student requiring special education and/or related services.	The psychologist consults with members of the IEP Team to develop a program of services for each student requiring special education and/or related services.	The psychologist makes suggestions for a program of services for each student requiring special education and/or related services but does not collaborate with members of the IEP Team to develop programs or the IEP.	The psychologist rarely contributes to program development.

Comments:

3c.The School Psychologist writes thorough reports that include all required elements

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist writes timely, comprehensive diagnostic reports in clear, concise language that describe	The psychologist writes thorough diagnostic reports that describe at least some of the intellectual,	The psychologist writes diagnostic reports that include a minimal description of the intellectual,	The psychologist relies on report writer or other computer program to develop a report. Reports lack a

the intellectual, educational, emotional, social and behavioral characteristics of the assessed student.	educational, emotional, social and behavioral characteristics of the assessed student.	educational, emotional, social and behavioral characteristics of the assessed student.	description of the intellectual, educational, emotional, social and behavioral characteristics of the assessed student.

Comments:

3d. The School Psychologist coordinates development of eligibility statements and IEPs.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The case manager/school psychologist ensures eligibility is determined appropriately. Data from assessments is integrated to determine eligibility, placement, and instructional/educational programming. PLAAFPs are data driven statements describing classroom performance as well as progress in goals/objectives. Measurable goals/objectives reflective of the PLAAFP are developed and aligned with CCSS.	The case manager/school psychologist ensures eligibility is determined appropriately. Data from assessments is integrated to determine eligibility, placement, and instructional/educational programming. PLAAFPs statements describe classroom performance as well as progress in goals/objectives. Measurable goals/objectives reflective of the PLAAFP are developed and aligned with CCSS.	Eligibility is questionable and the case manager/school psychologist fails to guide the evaluating team toward consensus. Assessment data is not integrated to determine placement, and instructional/educational programming. PLAAFPs statements are minimal descriptions of classroom performance and may not include progress in goals/objectives. Measurable goals/objectives aligned with the CCSS are developed.	Eligibility is questionable and the case manager/school psychologist fails to guide the evaluating team toward consensus. Assessment data is not integrated to determine placement, and instructional/educational programming. The case manager/school psychologist is learning how to coordinate PLAAFP statements. Goals and objectives are not necessarily measurable, aligned to the CCSS or reflective of the PLAAFP.

Comments:

3e. The School Psychologist develops behavior intervention plans (BIP) and motivation systems for students

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist frequently takes the initiative to develop successful BIPs and motivation systems for students.	The psychologist develops BIPs or motivation systems for students when asked to do so.	The psychologist requires guidance to develop a BIP or motivation system for students.	The psychologist is unsure of how to develop a BIP or motivation system.

Comments:

3f. The School Psychologist consults with physicians, mental health service providers, teachers, staff and parents regarding student performance and mental health needs

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist regularly observes in class and consults with physicians, mental health providers, teachers, staff and parents regarding the	The psychologist consults with physicians, mental health providers, teachers, staff and parents regarding the academic performance and	The psychologist consults with physicians, mental health providers, teachers, staff and parents regarding the academic performance and	The psychologist rarely consults with physicians, mental health providers, teachers, staff and parents regarding

academic performance and mental health needs of all students on the caseload.	mental health needs of most students on the caseload.	mental health needs of some students on the caseload.	the performance and mental health needs of students on the caseload.

Comments:

3g. The School Psychologist demonstrates flexibility and responsiveness

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist meets all responsibilities while maintaining flexibility. The psychologist continually seeks ways to improve programs and makes changes based on identified needs of students.	The psychologist meets responsibilities with some flexibility and makes revisions in programs when they are needed.	The psychologist meets responsibilities but is not flexible. Changes in program are made only when confronted with evidence of a need for change.	The psychologist requires guidance to meet responsibilities. Program changes are rarely made, even with evidence of a need for change.

Comments:

Domain IV: Professional Responsibilities
4a. The School Psychologist reflects on practice

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist's reflection is highly accurate and perceptive. The psychologist reflects on professional practice and looks for new, innovative ways to improve professional practice.	The psychologist reflects on professional practice and is open to suggestions from supervisors regarding ways to improve professional practice.	The psychologist reflects on professional practice when encouraged to do so by supervisors.	The psychologist rarely reflects on professional practice.

Comments:

4b. The School Psychologist maintains communication with staff, families and students

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The psychologist maintains ongoing communication with staff, families and students regarding student performance.	The psychologist communicates with staff, families and students periodically during the school year.	The psychologist rarely communicates with staff, families and students.	The psychologist communicates with staff, families and students only when required to do so.

Comments:

4c. The School Psychologist maintains accurate records

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective

The psychologist records all phone calls and contact with students, staff and families. Emails are printed and filed. All records are accurate and legible, well organized and stored in a secure location. Records are placed in secure files in Special Services as well as in building files.	The psychologist records contact with students, staff and families. Most emails are printed and filed. Records are accurate and legible. Some records are placed in secure files in Special Services as well as in building files but not always in both locations.	The psychologist is learning to record accurate, legible records. Emails are not always saved, printed or filed. Student files, Special Services files are not always up to date.	The psychologist does not record phone calls and contact with students, staff and families. Student files, special Services files are not always up to date.

Comments:

4d. The School Psychologist participates in a professional community

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The school psychologist holds national licensing and is an active member of national and state associations. The psychologist makes a substantial contribution to school and district events.	The school psychologist is an active member of appropriate national and/or state organizations. The psychologist participates actively in school and district events.	The school psychologist is considering membership in appropriate national and state organizations. The psychologist participates in school and district events when specifically asked to do so.	The school psychologist is not a member of appropriate national and/or state organizations and does not plan to join the organizations. The psychologist avoids being involved in school and district events.

Comments:

4e. The School Psychologist engages in professional development

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The school psychologist looks for and takes advantage of professional development opportunities on various topics appropriate to school psychologists. The psychologist turn-keys information to other district employees upon returning from a conference or workshop.	The school psychologist looks for and attends professional development opportunities but often narrows workshops to one particular topic. The psychologist turn-keys information to other district employees upon returning from a conference or workshop.	The school psychologist will attend professional development opportunities when required to do so by the school district. The psychologist will turn-key information upon returning from a conference or workshop if asked to do so.	The school psychologist is reluctant to attend professional development opportunities and rarely turn-keys information upon returning from a conference or workshop.

Comments:

4f. The School Psychologist demonstrates professionalism

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The school psychologist demonstrates professionalism in all aspects of his/her work. The	The school psychologist demonstrates professionalism in most aspects of his/her work. The	The school psychologist requires mentoring to develop appropriate professionalism in all aspects of	The school psychologist demonstrates limited understanding of required professionalism

psychologist maintains high ethical standards and confidentiality. Relationships with colleagues are positive.	psychologist maintains high ethical standards and confidentiality. Relationships with colleagues are positive.	his/her work. Relationships with colleagues are cordial.	associated with his/her position. Relationships with colleagues are negative and self-serving.

Comments:

EVALUATED PROFESSIONAL'S COMMENTS:

EVALUATOR'S   STAFF MEMBER'S
SIGNATURE: _____   SIGNATURE: _____   DATE:_____