

SCHOOL PSYCHOLOGIST FINAL APPRAISAL

Formal Observation Date

Ratings:

Ineffective – Staff member has not demonstrated adequate growth toward achieving WBSD standards during the period of performance.

Minimally Effective– Staff member has demonstrated growth but the level of achievement has not yet achieved WBSD standards during the period of performance.

Effective – Staff member has demonstrated essential competence on identified WBSD standards during the period of performance.

Highly Effective – Staff member has consistently and significantly exceeded competence on standards of WBSD performance during the period of performance.

DOMAIN 1: PLANNING AND PREPARATION

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>1a: Demonstrates knowledge/skill in using psychological/ assessment instruments to evaluate students</i>	Psychologist demonstrates little or no knowledge/skill in using psychological/ assessment instruments to evaluate students.	Psychologist uses a limited number of psychological/ assessment instruments to evaluate students	Psychologist has knowledge of and skill in using 5-8 psychological/ assessment instruments to evaluate students and recommend eligibility as appropriate.	Psychologist has knowledge and skill in using 9 or more psychological/ assessment instruments appropriate to the situation to evaluate students, recommend eligibility, and make instructional suggestions.
<i>1b: Demonstrates knowledge of child and adolescent development and psychopathology</i>	Psychologist displays little or no knowledge of child and adolescent development and psychopathology.	Psychologist displays basic knowledge of child and adolescent development and psychopathology.	Psychologist displays thorough knowledge of child and adolescent development and psychopathology.	Psychologist displays extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<i>1c: Demonstrates knowledge of state and federal regulations, and resources within and beyond the district</i>	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district.	Psychologist displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly available resources.	Psychologist displays awareness of government regulations and resources for students available through school/district, some familiarity w/ external resources.	Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community.
<i>1d: Plans and integrates services within the</i>	Psychologist services consist of a random collection of unrelated activities, lacking	Psychologist's plan has a guiding principle and includes a number of worthwhile activities,	Psychologist has developed a plan that includes important	Psychologist's plan is highly coherent; serves to support not only students individually/in

<i>overall school program to meet student needs</i>	coherence or an overall structure.	but some don't fit with the broader goals.	aspects of psychology in the school setting.	groups, but the broader educational program.
<i>1e: Demonstrates knowledge of students' interests and cultural heritage</i>	Psychologist demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Psychologist recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole	Psychologist demonstrates acceptance and knowledge of the interests or cultural heritage of each student.	Psychologist demonstrates a high degree of acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.
<i>1f: Accommodates for individual learning styles, abilities, behaviors, and populations, including instruments used and how report is written</i>	Psychologist is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.	Psychologist displays general understanding of the varied learning styles that students exhibit and generally accommodates.	Psychologist displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.	Psychologist is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.
<i>1g: RTI ONLY - Establishes goals for services appropriate to the setting and the students served</i>	Psychologist has no clear goals for services, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for services are rudimentary, and are partially suitable to the situation and the age of the students.	Psychologist's goals for services are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for services are comprehensive to the situation in the school and the age of the students, and developed following consultation w/ students, parents, colleagues; goals include collaborating w/ others to effect school-wide change.
<i>1h: RTI ONLY - Develops a plan to collect data and evaluate the effectiveness of services</i>	Psychologist has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.	Psychologist has a rudimentary plan to evaluate services, but doesn't see how it fits into the larger picture.	Psychologist's plan to evaluate services is organized around clear goals and the collection of data to indicate degree to which goals have been met.	Psychologist's evaluation plan is organized around clear goals, w/ multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 1 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

DOMAIN 2: THE LEARNING ENVIRONMENT

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>2a: Creates an environment of trust and respect</i>	Psychologist's interactions with students are negative or inappropriate and s/	Psychologist's interactions are a mix of positive and negative; the	Psychologist's interactions with students are positive and respectful and the	Students seek out the Psychologist, reflecting a high degree of comfort and trust in the

	he does not promote positive interactions among students.	Psychologist's efforts at encouraging positive interactions among students are partially successful.	Psychologist actively promotes positive student-to-student interactions.	relationship; Psychologist teaches students how to engage in positive interactions
2b: <i>Promotes/supports a culture for productive communication</i>	Psychologist makes no attempt to promote/support communication between and among staff on behalf of students.	Psychologist's attempts to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful.	Psychologist promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students.	Psychologist establishes and maintains lines of productive and respectful communication between and among staff on behalf of students.
2c: <i>Participates with team in implementing special education referral process</i>	Psychologist has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.	Psychologist has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.	Psychologist actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.	In consultation with staff at all levels, Psychologist actively participates with team in implementing and communicating to everyone clear procedures for all aspects of referrals, meetings and evaluations.
2d: <i>Establishes and upholds standards of conduct for the testing environment</i>	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during evaluations.	Standards of conduct appear to have been established for the testing environment; psychologist attempts to monitor and correct student negative behavior during an evaluation are partially successful.	Standards of conduct have been established for the testing environment; psychologist monitors student behavior against those standards; response to students is respectful and appropriate.	Standards of conduct have been established in the testing environment; Psychologist's monitoring of students is subtle, preventative and students engage in self-monitoring of behavior.
2e: <i>Organizes physical space(s) for services that is conducive to planned activities</i>	Psychologist's workspace is in disarray; materials are not stored in a secure location and are difficult to find when needed.	Materials in the Psychologist's workspace are stored securely, but the space is not well-organized and materials are difficult to find when needed.	Psychologist's workspace is well-organized; materials are stored in a secure location and are available when needed.	Psychologist's workspace is highly-organized and inviting to students; materials are stored in a secure location and are immediately accessible.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 2 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

DOMAIN 3: SERVICE DELIVERY

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
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<p>3a: <i>Responds to referrals, consulting with teachers and administrators</i></p>	<p>Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.</p>	<p>Psychologist consults on a sporadic basis with colleagues; attempts to tailor evaluations to the questions raised in the referral are partially successful.</p>	<p>Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.</p>	<p>Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to answer questions that arose during the referral process.</p>
<p>3b: <i>Evaluates student needs in compliance with NASP guidelines</i></p>	<p>Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.</p>	<p>Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards.</p>	<p>Psychologist administers appropriate evaluation instruments to students, and ensures faithful adherence to all procedures and safeguards.</p>	<p>Psychologist selects, from a broad repertoire of assessments that are most appropriate to the referral questions, and conducts information sessions w/ colleagues and families to ensure they fully understand and comply with procedural timelines and safeguards.</p>
<p>3c: <i>Participates with evaluation team following MDE guidelines</i></p>	<p>Psychologist declines to participate in the evaluation team as a standard expectation.</p>	<p>Psychologist participates in the evaluation team only when directed to do so.</p>	<p>Psychologist participates in the evaluation team as a standard expectation.</p>	<p>Psychologist takes initiative in assembling materials for meetings.</p>
<p>3d: <i>Works with evaluation team to write interventions to maximize students' likelihood of success in general curriculum</i></p>	<p>Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments.</p>	<p>Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs.</p>	<p>Psychologist makes recommendations for students aligned with identified needs through the team process and written reports.</p>	<p>Psychologist makes comprehensive recommendations for students, finding ways to creatively meet student needs and incorporates many related elements aligned with identified needs through the team process and written reports.</p>
<p>3e: <i>Demonstrates flexibility and responsiveness</i></p>	<p>Psychologist adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation.</p>	<p>Psychologist makes minimal changes in the delivery of services when confronted with evidence of the need for change.</p>	<p>Psychologist makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.</p>	<p>Psychologist anticipates and continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances.</p>
<p>3f: <i>Accepts and provides feedback with students, parents and colleagues at all levels</i></p>	<p>Psychologist does not provide feedback or provides feedback that is uniformly poor or sarcastic/ demeaning in nature.</p>	<p>Psychologist generally provides appropriate feedback; some insightful elements are present, others are not.</p>	<p>Psychologist provides insightful feedback for; encourages participation through mutual respect; observes and responds to verbal/ nonverbal</p>	<p>Psychologist provides consistently insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal</p>

cues; processes feedback with an openness to change.	cues; processes feedback with an openness to change.
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OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 3 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
4a: <i>Reflects on practice</i>	Psychologist does not reflect on practice or the reflections are inaccurate or self-serving.	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.	Psychologist's reflection provides an accurate and objective description of practice, citing specific areas of strengths and weaknesses; Psychologist makes some specific suggestions as to how better to improve their practice.	Psychologist's reflection provides a highly accurate and objective description of practice, correctly identifying strengths and weaknesses. Psychologist draws on an extensive repertoire to suggest alternative strategies to better improve their practice.
4b: <i>Prepares and submits reports and meets timelines</i>	Psychologist's reports are missing, inaccurate or late, resulting in confusion.	Psychologist's reports are generally accurate but occasionally late.	Psychologist's reports are accurate, submitted to meet timelines and written in a manner that allows a layperson/parent to understand the contents and implications.	Psychologist's reports are accurate, submitted ahead of time and written in a manner that allows a layperson/parent to understand the contents and implications and serve as a model for colleagues.
4c: <i>Maintains accurate records and data for compliance</i>	Psychologist's records and data are in disarray and unsecured.	Psychologist's records and data are generally accurate and stored in a secure location but occasionally late.	Psychologist's records and data are accurate, well-organized and securely stored.	Psychologist's records and data are accurate, well-organized, stored in a secure location and serve as a model for colleagues.
4d: <i>Communicates with families in a professional manner</i>	Psychologist provides no information to families either about the service or about their student(s).	Psychologist's provides limited, though accurate, information to families about the service and about their student(s).	Psychologist provides thorough and accurate information to families about the service and about their student(s).	Psychologist secures necessary permissions, is proactive in providing information to families about service and about their student(s) through a variety of means. and communicates with families in a manner highly sensitive to cultural and linguistic traditions, reaching out

<p>4e: <i>Communicates with colleagues at all levels in a professional manner</i></p>	<p>Psychologist fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature</p>	<p>Psychologist's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.</p>	<p>Psychologist communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.</p>	<p>to student families to enhance trust. Psychologist communicates with colleagues at all levels in a highly professional manner, builds trust, is sensitive to differing opinions and is able to stay professional even when colleague is inappropriate and/or nonresponsive or not timely.</p>
<p>4f: <i>Participates in the professional/ educational community</i></p>	<p>Psychologist's relationships with colleagues are negative or self-serving and Psychologist avoids being involved in school and district events and projects.</p>	<p>Psychologist's relationships with colleagues are cordial and Psychologist participates in school and district events and projects when specifically requested.</p>	<p>Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p>
<p>4g: <i>Engages in professional development</i></p>	<p>Psychologist does not participate in professional development activities, even when such activities are needed for skill development.</p>	<p>Psychologist participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Psychologist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Psychologist actively pursues PD opportunities and makes a substantial contribution to the profession through such activities as offering and actively sharing information from workshops with colleagues.</p>
<p>4h: <i>Shows professionalism, including integrity, advocacy, and confidentiality</i></p>	<p>Psychologist displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality and does not advocate for students.</p>	<p>Psychologist is honest in interactions with colleagues, students, and the public, does not violate confidentiality and advocates minimally for students when needed.</p>	<p>Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with all staff, students, and parents; advocates for students as needed.</p>	<p>Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality in interactions with all staff, students, and parents; advocates for students as needed; takes a leadership role with colleagues.</p>
<p>4i: <i>Presents and disseminates information</i></p>	<p>Psychologist's presentation and/or dissemination of information is unclear, confusing, and does not seek to clarify.</p>	<p>Psychologist clarifies information as needed after initial presentation and/or dissemination or when information is confusing.</p>	<p>Psychologist presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed</p>	<p>Psychologist presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed, anticipates</p>

				possible misunderstanding in information and reacts appropriately and enriches the understanding.
4j: <i>Utilizes conflict resolution and negotiating techniques as appropriate</i>	Psychologist is unable to identify problem(s) and/or explore solutions and is not adaptable or flexible; utilizes rigid, subjective, and/or uncompromising negotiating techniques.	Psychologist is generally able to identify/explore problem(s)/solution(s); is usually open to the opinions of others; is typically flexible, objective and adaptable when implementing negotiating techniques.	Psychologist appropriately assists in problem identification, is open to ideas and opinions of others, maintains flexibility, objectivity and adaptability in exploring alternative solutions, involves concerned individuals, and provides feedback that respects the dignity of others.	Psychologist is sensitive to individual needs and highly skilled when identifying problems and maintains flexibility, objectivity and adaptability in exploring solutions, encourages and models appropriate negotiating techniques, is highly sensitive and respectful of others' opinions and ideas, and assists the participants to monitor own behavior.
4k: <i>Utilizes technology as a tool to accomplish job duties and to communicate with others</i>	Psychologist does not use technology as a tool to accomplish job duties and to communicate with others.	Psychologist uses minimal technology to accomplish job duties and to communicate with some others.	Psychologist uses a variety of technologies to accomplish job duties effectively and to communicate with parents, students and staff.	Psychologist enhances communication with parents, students and staff through resourceful use of technology and is proactive in utilizing technological devices to accomplish job duties in creative, effective, and increasingly proficient ways.
4l: <i>Accepts strengths and limitations in self and others</i>	Psychologist displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.	Psychologist generally displays acceptance of strengths and limitations of self and others and can occasionally see its value.	Psychologist displays acceptance of strengths and limitations of self and others and recognizes its value.	Psychologist is highly perceptive, recognizing and accepting the strengths and limitations of self and others and utilizes this knowledge to make appropriate decisions.
4m: Attendance	Eleven (11) or more occurrences in a school year.	Eight to ten (8-10) occurrences in a school year.	Five to seven (5-7) occurrences in a school year.	One to Four (1-4) occurrences in a school year.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 4 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

SUMMARY

EVALUATOR'S NARRATIVE REMARKS:

OVERALL PERFORMANCE RATING:

Signatures will be handled electronically as part of the process.

Attached Workflow

Std. Signature

Current Status

Draft

Workflow Steps

1	Signature	Direct Report
2	Signature	Supervisor/Evaluator