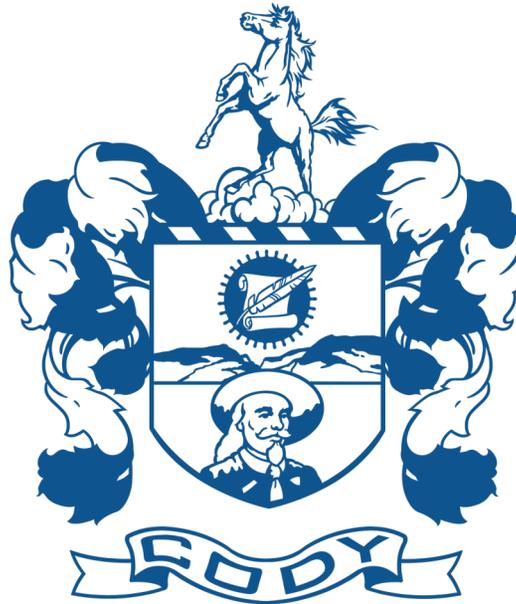# Park County School District No. 6

School Psychologist Evaluation

Description of the Performance Evaluation Cycle

This is a non-continuing contract position.

Date	Years 1 - 3	Years 4+
November 1		Initial Observations
December 15	First Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)	
February 15		Second Round Observations
April 5	Second Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)	
April 15	Notification of employment recommendation	Notification of employment recommendation
May 1		Third Round Observations
June 1	Submit Completed Summative Evaluation	Submit Completed Summative Evaluation (including self-assessment/ reflection conference + a minimum of 3 observations)

Years 1 - 3 School Psychologists
- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

Years 4+ School Psychologists
- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 observations per Summative Evaluation Report.
- A Summative Evaluation Report (including self-assessment/reflection conference) by June 1 annually.

➢ The deadline for notification of employment recommendation is April 15.

Description of Performance Evaluation Procedures

Evaluation Type	Procedures
Years 1-3	School Psychologists new to the district are evaluated using these procedures for three years: • A minimum of three (3) observations per Summative Evaluation Report. • A minimum of one (1) Self-Assessment/Reflection Conference. • A minimum of one (1) Summative Evaluation Report to include Post Conference.
Years 4+	School Psychologists with four (4) plus years in the district are evaluated using these procedures: • A minimum of three (3) observations per Summative Evaluation Report. • One Self-Assessment/Reflection Conference • A minimum of one (1) Summative Evaluation Report to include Post Conference.

Evaluator Checklist

	Years 1-3		Years 4+	
Classroom observation dates				
Self-Assessment/Reflection Conference(s)				
Summative Evaluation Report date(s)				
Notification of employment recommendation				
Summative Report submitted				

SELF-ASSESSMENT RUBRIC

School Psychologist:		Date:		Evaluator:		Date:	

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: **Demonstrating knowledge and skill in using psychological instruments to evaluate students**	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates limited knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates solid knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates extensive knowledge of and uses a wide range of psychological instruments to evaluate students.
1b: **Demonstrating knowledge of child and adolescent development and psychopathology**	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: **Establishing recommendations for student IEPs appropriate to the setting and the students served**	Psychologist has no clear recommendations for student IEPs, or they are inappropriate to either the situation or the needs of the students.	Psychologist's recommendations for student IEPs are rudimentary and are partially suitable to the situation and the needs of the students.	Psychologist's recommendations for student IEPs are clear and appropriate to the situation in the school and the needs of the students.	Psychologist's recommendations for student IEPs are highly appropriate to the situation in the school and the needs of the students and have been developed following consultations with students, parents, and colleagues.
1d: **Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	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.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources available in the community.	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.
1e: **Planning the psychology program, integrated with student IEPs, to meet the needs of individual students**	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: **Developing a plan to evaluate the psychology program**	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's 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.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

SELF-ASSESSMENT RUBRIC

School Psychologist:	Date:	Evaluator:	Date:

Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: **Establishing rapport with students**	Psychologist's interactions with students are negative or inappropriate.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable with the professional.	Students seek out the psychologist, reflecting, a high degree of comfort and trust in the relationship.
2b: **Establishing a culture for positive mental health with students and staff**	Psychologist makes no attempt to establish a culture for positive mental health, either among students or staff, or between students and staff.	Psychologist's attempt to promote a culture for positive mental health among students and staff are partially successful.	Psychologist promotes a culture of positive mental health among students and staff.	Psychologist rigorously promotes a culture of positive mental health among students and staff.
2c: **Organizing physical space for testing of students and storage of materials**	Testing is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials for testing are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	Testing is well organized, materials are stored in a secure location and are available when needed.	Testing is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Evidence:

SELF-ASSESSMENT RUBRIC

School Psychologist:	Date:	Evaluator:	Date:

Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: **Responding to referrals; consulting with teachers and administrators**	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. Psychologist makes recommendations to colleagues to ensure comprehensive evaluations.
3b: **Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines**	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist 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.
3c: **Participating in Individual Education Plan (IEP) meetings**	Psychologist declines to participate in IEP meetings.	Psychologist participates in IEP meetings when directed to do so.	Psychologist participates in IEP meetings as needed; makes detailed recommendations for IEPs.	Psychologist participates in IEP meetings; organizes and presents IEP recommendations in an exemplary manner.
3d: **Planning interventions to maximize students' likelihood of success**	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: **Maintaining contact with physicians and community mental health service providers**	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers as needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

Evidence:

SELF-ASSESSMENT RUBRIC				
School Psychologist:	Date:	**Evaluator:**	Date:	
Domain 4: Professional Responsibilities				

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a: **Reflecting on practice**	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 positive and negative characteristics. Psychologist makes some specific suggestions as to how services might be improved.	Psychologist's reflection is highly accurate and perceptive, siting specific examples of what might be improved. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: **Communicating with families**	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: **Maintaining updated information in student files**	Psychologist's records of students' information are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records of students' information are accurate and legible and are stored in a secure location.	Psychologist's records of students' information are accurate and legible, well organized, and stored in a secure location.	Psychologist's records of students' information are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: **Participating in a professional community**	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved district and special services projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in district and special services projects when specifically requested.	Psychologist participates actively in district and special services projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to district and special services projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism**	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.	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.

Evidence:

Summative Evaluation Report

School Year	

School Psychologist Name		*Date*		*Evaluator*		*School*	
	Evaluation type this year		*Years 1-3*	☐	*Years 4+*		☐

This Summary Evaluation Report is based on the following evidence:

	Types of Evidence			
X	Formal School Psychologist Observation and Post-Evaluation Conference	☐	Professional Development Opportunities	
X	Summative Goals	☐	School Psychologist Leadership Opportunities	
☐	Walk Through/Informal Observation	☐	School Psychologist Self Assessment/Reflective Conference	
☐	School Psychologist Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	X	Student Performance Data	

Rating of School Psychologist on the Components of Professional Practice

Components of Professional Practice	*Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.*			
Domain 1: Planning and Preparation	U	D	P	**Comments**
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	☐	☐	☐	
1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	☐	☐	☐	
1c: Establishing Recommendations for Student IEPs Appropriate to the Setting and the Students Served	☐	☐	☐	
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School and District	☐	☐	☐	
1e: Planning the Psychology Program, Integrated with Student IEPs, to Meet the Needs of Individual Students	☐	☐	☐	
1f: Developing a Plan to Evaluate the Psychology Program	☐	☐	☐	
Domain 2: The Environment	U	D	P	**Comments**
2a: Establishing Rapport with Students	☐	☐	☐	
2b: Establishing a Culture for Positive Mental Health with Students and Staff	☐	☐	☐	
2c: Organizing Physical Space for Testing of Students and Storage of Materials	☐	☐	☐	

Domain 3: Delivery of Service	U	D	P	Comments
3a: Responding to Referrals; Consulting with Teachers and Administrators	☐	☐	☐	
3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines	☐	☐	☐	
3c: Participating in Individual Education Plan (IEP) meetings	☐	☐	☐	
3d: Planning Interventions to Maximize Students' Likelihood of Success	☐	☐	☐	
3e: Maintaining Contact with Physicians and Community Mental Health Service Providers	☐	☐	☐	
3f: Demonstrating Flexibility and Responsiveness	☐	☐	☐	
Domain 4: Professional Responsibilities	U	D	P	Comments
4a: Reflecting on Practice	☐	☐	☐	
4b: Communicating With Families	☐	☐	☐	
4c: Maintaining Updated Information in Student Files	☐	☐	☐	
4d: Participating in a Professional Community	☐	☐	☐	
4e: Engaging in Professional Development	☐	☐	☐	
4f: Showing Professionalism	☐	☐	☐	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

 Notable areas of performance:

Goals for the upcoming year:

Student Performance Data:
1. *Suggested Valid Assessments: WY-TOPP, NWEA MAP, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Resource Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

Employment Recommendation	*Retain in Employment*	☐	*Release from Employment*	☐

Evaluation type next year	*Years 2-3*	☐	*Years 4+*	☐

Psychologist Signature		Date	Evaluator Signature		Date

School Psychologist's Signature denotes receipt of the evaluation and participation in the evaluation conference.

Due Dates:
- **Years 1 - 3**: The first Post-Observation Conference and Summative Evaluation Report must be completed by December 15 of each year. The second Post-Observation Conference and Summative Evaluation Report must be completed by April 5 of each year. The Summative Evaluation Reports must be submitted to the Personnel Office by June 1 of each year.
- **Years 4+**: One Post-Observation and Summative Evaluation Report for year 4+ School Psychologists must be completed and on file in the Personnel Office by June 1 of each year.
- **School Psychologist Comments**: Psychologist's comments, which are optional, are due no later than June 5.

Attach the following Documents:
- *School Psychologist Comments, if applicable*
- *School Psychologist comments (optional)*