

SCHAUMBURG  
COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 54



School Psychologist  
APPRAISAL

## A Framework for Professional Practice – School Psychologists

<p style="text-align: center;"><b>Domain 1 - Planning and Preparation</b></p> <p><b>1a: Demonstrating Knowledge and Skill I the Implementation of Assessment Instruments to Evaluate Students</b></p> <ul style="list-style-type: none"> <li>▪ Use of assessment instruments</li> <li>▪ Use of performance data</li> <li>▪ Accuracy of diagnoses</li> </ul> <p><b>1b: Demonstrating Knowledge of Child and Adolescent Development in Order to Establish Goals for Student Programming</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of child and adolescent development</li> <li>▪ Knowledge of students' special needs</li> <li>▪ Knowledge of students' skills, knowledge, and language proficiency</li> <li>▪ Integration of data in IEP development</li> </ul> <p><b>1c: Establishing Goals for the Psychological Services Appropriate to the Settings and Students Served</b></p> <ul style="list-style-type: none"> <li>▪ Educational setting</li> <li>▪ Age/Developmental level of students receiving services</li> </ul> <p><b>1d: Demonstrating Knowledge of State and Federal Regulations, and Resources Within and Beyond the School and District</b></p> <ul style="list-style-type: none"> <li>▪ Governmental regulations</li> <li>▪ Resources for students within the school/district</li> <li>▪ Resources for students outside of the district</li> </ul> <p><b>1e: Planning and Integrating the Program to Meet the Needs of Individual Students, Including Prevention</b></p> <ul style="list-style-type: none"> <li>▪ Aligned to identified student needs</li> <li>▪ Aligned to general education expectations</li> </ul> <p><b>1f: Incorporating an Internal Measurement Process to Evaluate the Efficacy of the Psychological Services</b></p> <ul style="list-style-type: none"> <li>▪ Remediation strategies</li> <li>▪ Interventions</li> <li>▪ Collection of evidence</li> </ul>	<p style="text-align: center;"><b>Domain 2 – Environment</b></p> <p><b>2a: Establishing Rapport with Students</b></p> <ul style="list-style-type: none"> <li>▪ Interactions with students</li> <li>▪ Student comfort level</li> </ul> <p><b>2b: Establishing a Culture that Promotes Pro-Social Behaviors Among the Students Across Educational Settings</b></p> <ul style="list-style-type: none"> <li>▪ Interaction among students</li> <li>▪ Interaction between students and staff</li> </ul> <p><b>2c: Establishing and Maintaining Clear Procedures for Referrals</b></p> <ul style="list-style-type: none"> <li>▪ Consistent participation in referral procedures</li> <li>▪ Guidance to stakeholders through referral process</li> </ul> <p><b>2d: Establishing Standards of Conduct Across Settings</b></p> <ul style="list-style-type: none"> <li>▪ Clarity</li> <li>▪ Student behavior monitoring</li> <li>▪ Therapeutic support</li> </ul> <p><b>2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>▪ Safety and accessibility</li> <li>▪ Suitability of space</li> <li>▪ Storage of materials</li> </ul>
<p style="text-align: center;"><b>Domain 4 – Professional Responsibilities</b></p> <p><b>4a: Reflecting on Practice</b></p> <ul style="list-style-type: none"> <li>▪ Accuracy</li> <li>▪ Use in future practice</li> </ul> <p><b>4b: Maintaining Accurate and Effective Data Management System</b></p> <ul style="list-style-type: none"> <li>▪ Student progress monitoring</li> <li>▪ Adjustments to service delivery</li> </ul> <p><b>4c: Communicating with Parents, Staff, and Administrators</b></p> <ul style="list-style-type: none"> <li>▪ Information about the instructional program</li> <li>▪ Information about individual student needs</li> <li>▪ Responsive communication</li> </ul> <p><b>4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>▪ Relationships with colleagues</li> <li>▪ Involvement in a culture of professional inquiry</li> <li>▪ Service to the school</li> <li>▪ Participation in school and district projects</li> </ul> <p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>▪ Content knowledge and disability specific information</li> <li>▪ Receptivity to feedback from colleagues</li> <li>▪ Service to the profession</li> </ul> <p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>▪ Integrity and ethical conduct</li> <li>▪ Service to students (i.e. documentation, advocacy)</li> <li>▪ Decision making</li> <li>▪ Compliance with school and district regulations</li> </ul>	<p style="text-align: center;"><b>Domain 3 – Delivery of Service</b></p> <p><b>3a: Responding to Referrals and Evaluating Student Needs</b></p> <ul style="list-style-type: none"> <li>▪ Timeliness of response</li> <li>▪ Initiation and completion of evaluative process</li> </ul> <p><b>3b: Evaluating Student Needs in Compliance with State and Federal Guidelines, Inclusive of RtI Systems that are Educationally Relevant and Diagnostically Sound</b></p> <ul style="list-style-type: none"> <li>▪ Appropriateness of evaluation instruments</li> <li>▪ Compliance with timeline</li> </ul> <p><b>3c: Actively Participating on the Educational/Evaluation Teams</b></p> <ul style="list-style-type: none"> <li>▪ Connection of assessment data to needs of service</li> <li>▪ Preparation of detailed IEP based on diagnostic data</li> </ul> <p><b>3d: Planning Interventions to Maximize Students' Academic and/or Behavioral Successes</b></p> <ul style="list-style-type: none"> <li>▪ Alignment to students' identified needs</li> </ul> <p><b>3e: Maintaining Professional Relationships with Community Service Providers to Support Student Performance Across Settings</b></p> <ul style="list-style-type: none"> <li>▪ Contact with colleagues &amp; community service providers</li> </ul> <p><b>3f: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>▪ Revision in the service plan</li> <li>▪ Response to students</li> <li>▪ Persistence</li> </ul>

**Common Themes:** Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility

## Psychologist Appraisal Plan Summative Rating System

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### OPERATING PRINCIPLES

#### Domain Summative Ratings in Schaumburg District 54's Psychologist Appraisal Plan

- **Excellent** - *Excellent* ratings in at least a majority of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** – Any component rated as *Unsatisfactory*.

#### Overall Summative Ratings in Schaumburg District 54 Psychologist Appraisal Plan

- **Excellent** – All domains rated as *Excellent*
- **Proficient** – All domains rated as *Proficient* or higher
- **Needs Improvement** – Any domain rated as *Needs Improvement*
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

## **Definitions of Terms in the Professional Appraisal Plan**

**Appraisal** – Annual or biennial written evaluations of certified staff job performance based on the ratings earned on each of the four domains. Psychologist performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

**Components** – Distinct aspects of a domain as defined by the Professional Practices of School Psychologists.

**Documentation** – Evidence/information that supports or explains a position/point of view.

**Domains of Professional Practices** – Four main areas of effective teaching as defined by the Professional Practice for School Psychologists (i.e., Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities)

**Evaluator** – An administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. Evaluators must complete and pass a pre-qualification evaluator program that involves rigorous training and an independent observer's determination of their skill.

**Observation (Formal)** – Formal observations will include the following: (1) are announced (2) minimum of 45 minutes, a complete lesson, or an entire class period in a classroom/work setting, (3) include pre-observation and post-observation conferences, (4) observations in a variety of settings (e.g., classroom, team meetings, PLC, CST, staff development meetings, etc.), and (5) documentation of the observation will be provided to the Psychologist.

**Observation (Informal)** – Informal observations will include the following: (1) are unannounced, (2) minimum of 15 minutes, (3) have no pre-observation conference, (4) optional post-observation conference as requested by the Psychologist or Evaluator or both, (5) observations in a variety of settings (e.g., classroom, team meetings, PLC, CST, staff development meetings, etc.), and (6) documentation of the observation will be provided to the Psychologist.

**Performance Ratings (Domain)** – Appraisal of the Psychologist's job performance on each of the four domains based upon evidence collected during informal and formal observations. Psychologist performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

**Performance Ratings (Summative)** – Overall appraisal of the Psychologist's job performance based on the ratings earned on each of the four domains. Psychologist performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

**Reflective Conversations** - A professional, interactive, nonjudgmental conversation involving two or more participants that is thought-provoking in nature.

# OVERVIEW OF THE PSYCHOLOGIST APPRAISAL PROCESS

## I. First Four-Year Cycle

### A. Full-time first-, second-, and third-year psychologists

1. The performance of first-, second-, and third-year psychologists shall be appraised in writing once a year based upon the defined expectations as outlined in the Professional Practices of School Psychologist.
2. The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120].
3. A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference). If requested, by either the Evaluator or the Psychologist, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

1st observation:	November 1
2nd observation:	January 1
3rd observation:	March 1

4. The Summative Appraisal Report will be given to the psychologist by March 15 based on evidence collected during the evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Psychologist.

### B. Full-time fourth-year psychologists

1. The performance of fourth year psychologist shall be appraised in writing once a year based upon the defined expectations as outlined in the Professional Practices of School Psychologist Rubric.
2. The appraisal process will include ongoing conversations based upon evidence gathered by both the psychologist and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations).
3. A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference). If requested, by either the Evaluator or the Psychologist, a follow-up conversation can occur for an informal observation. A Post-Conference, when

conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

1st observation:	November 1
2nd observation:	January 1
3rd observation:	March 1

4. The Summative Appraisal Report will be given to the Psychologist by March 15 based on evidence collected during the evaluation process. An optional face to face meeting can be requested by either the Evaluator or the Psychologist.
5. Psychologists in their fourth year must have a summative rating of "Proficient" or "Excellent".

### **C. Part-time Psychologists**

Part-time psychologists with less than four (4) consecutive years of part-time service will be appraised using the criteria for full-time First, Second or Third year psychologists.

Part-time psychologists with four (4) or more consecutive years of part-time service will be appraised using the criteria for Five Years and Beyond Cycle.

## **II. Five Years and Beyond Cycle**

### **A. Psychologists who received an overall rating of Proficient or Excellent:**

1. The appraisal will be based upon a two (2) year evaluation cycle leading to a summative written appraisal at the end of the second (2nd) year based upon the defined expectations as outlined in the Professional Practices of School Psychologists.
2. The appraisal process will include ongoing conversations based on evidence gathered by both the psychologist and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations).
3. A minimum of two (2) observations shall be required each evaluation cycle, of which one must be a formal observation (formal observations include both a pre- and post-conference). If requested, by either the Evaluator or the Psychologist, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by March 1 of the second (2<sup>nd</sup>) year of the two (2) year evaluation cycle.
4. The Summative Appraisal Rating will be given to the Psychologist between March 1 and May 1 of the second (2<sup>nd</sup>) year of the two (2) year evaluation cycle based on evidence collected during the

evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Psychologist.

### **III. Criteria for Selection of Psychologist for Appraisal**

#### **A. Itinerant Psychologists**

1. In the case where a psychologist serves several buildings, one building level administrator will be assigned as the evaluator.
2. The building level administrator assigned as the evaluator will be responsible for gathering input from other administrators that are currently working with the psychologist.

### **IV. Formal Observation Process**

A. The Psychologist will complete the following pre-conference steps: Electronically document evidence in the **Pre-Observation Conversation Form** Domain 1 and Domain 4 sections and submit the form to the Evaluator no later than two days before the Pre-Observation Conference. The psychologist will be prepared at the Pre-Observation meeting to discuss the following four questions:

- 1) How do you maximize student learning given the variety of different settings, students, and the therapeutic goals involved in the services provided?
- 2) Discuss how data, including standardized assessments, progress monitoring of RtI interventions, and classroom performance are used to guide your instructional recommendations. How is feedback given to students, parents and staff??
- 3) Describe how you manage referral requests in order to be responsive to inquiries for services from parents, students and/or staff?
- 4) How has your practice been influenced by collaboration with other staff members, parents, and/or participation in professional development activities?

Be prepared to bring artifacts and/or lesson plan to the pre-observation meeting.

B. Observations must be for a minimum of forty-five (45) minutes, a complete lesson or an entire class period in a classroom/work setting. The Evaluator will collect evidence of the observed professional practice. Within three (3) school days of the completed observation, the Evaluator will provide the observation evidence to the Psychologist to review. Additional evidence may be provided by the Psychologist and returned to the Evaluator prior to the Post-Observation meeting.

C. The post-observation meeting will be held through a mutually agreed upon date but no longer than five (5) school days after each formal observation. The **Pre-Observation Conversation Form** will be reviewed and may be

modified based upon additional information and dialogue between the Psychologist and the Evaluator. Prior to the post-observation, reflect upon the following question:

- 1) If you had the opportunity to teach this lesson to the same group of students again, conduct the IEP meeting again, facilitate this meeting again, what would you do differently? Why?

Be prepared to bring artifacts of student learning/progress to the post-observation meeting.

## **V. Informal Observation Process**

- A. A pre-conference is not required for an informal process.
- B. Observations must be made in the classroom/work setting.
- C. Observations must be at least two (2) weeks apart, unless mutually agreed upon.
- D. Observations will be a minimum of fifteen (15) minutes. The Psychologist will receive a copy of the **Professional Practices of School Psychologists**, as filled out by the Evaluator, within three (3) school days of the observation. If requested, by either the Evaluator or the Psychologist, a post-conference can occur.
- E. Observed practices that are harmful will be immediately addressed and corrected.

## **VI. Summative Evaluation**

- A. The Evaluator will provide one (1) copy of the **Final Summative Evaluation Form** to the Psychologist.
- B. The Psychologist is free to attach comments to the Final Summative Evaluation Form within ten (10) school days.

## **PRE-OBSERVATION CONVERSATION:** **PSYCHOLOGISTS**

Psychologist:  
Grade Level(s):  
Observer:

School:  
Subject(s):  
Date:

<b>Conversation Components</b>		<b>Observable Components</b>	
<b>Domain 1</b> <i>Planning and Preparation</i>	<b>Domain 4</b> <i>Professional Responsibilities</i>	<b>Domain 2</b> <i>Environment</i>	<b>Domain 3</b> <i>Delivery of Service</i>
<p>1a – Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students</p> <p>1b – Demonstrating knowledge of child and adolescent development in order to establish goals for student programming</p> <p>1c – Establishing goals for the psychological services appropriate to the settings and students served</p> <p>1d – Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</p> <p>1e – Planning and integrating the program to meet the needs of individual students, including prevention</p> <p>1f – Incorporating an internal measurement process to evaluate the efficacy of the psychological services</p>	<p>4a - Reflecting on practice</p> <p>4b – Maintaining accurate effective data management systems</p> <p>4c - Communicating with parents, staff and administrators</p> <p>4d - Participating in a professional community</p> <p>4e - Growing and developing professionally</p> <p>4f - Showing professionalism</p>	<p>2a – Establishing rapport with students</p> <p>2b – Establishing a culture that promotes pro-social behaviors among the students across educational settings</p> <p>2c – Establishing and maintaining clear procedures for referrals</p> <p>2d – Establishing standards of conduct across settings</p> <p>2e – Organizing physical space</p>	<p>3a – Responding to referrals and evaluating student needs</p> <p>3b – Evaluating student needs in compliance with state and federal guidelines, inclusive of RtI systems that are educationally relevant and diagnostically sound</p> <p>3c – Actively participating on the educational/evaluation teams</p> <p>3d – Planning interventions to maximize students' academic and/or behavioral successes</p> <p>3e – Maintaining professional relationships with community service providers to support student performance across settings</p> <p>3f - Demonstrating flexibility and responsiveness</p>

Listed below are questions that are designed to foster reflection and dialogue about your practice and upcoming observation. Take time to review the questions in preparation for the conversation.

*Please bring a copy of your lesson/therapy plan and any other evidence/artifacts that might be relevant to the conversation.*

- How do you maximize student learning given the variety of different settings, students, and therapeutic goals involved in the services you provide. (1b, 1c, 2b, 2d, 3d, 4e)
- Discuss how data, including standardized assessments, progress monitoring of RtI interventions, and classroom performance, are used to guide your instructional recommendations. How is feedback given to students, parents, and staff? (3a, 3c, 3d)
- Describe how you manage referral requests in order to be responsive to inquiries for services from parents, students, and/or staff. (2c)
- How has your practice been influenced by collaboration with other staff members, parents, and/or participation in professional development activities? (3c, 3e, 4a, 4c, 4d, 4e, 4f)

## OBSERVATION EVIDENCE PSYCHOLOGISTS

Conversation Components		Observable Components	
Domain 1 <i>Planning and Preparation</i>	Domain 4 <i>Professional Responsibilities</i>	Domain 2 <i>Environment</i>	Domain 3 <i>Delivery of Service</i>
<p>1a – Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students</p> <p>1b – Demonstrating knowledge of child and adolescent development in order to establish goals for student programming</p> <p>1c – Establishing goals for the psychological services appropriate to the settings and students served</p> <p>1d – Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</p> <p>1e – Planning and integrating the program to meet the needs of individual students, including prevention</p> <p>1f – Incorporating an internal measurement process to evaluate the efficacy of the psychological services</p>	<p>4a - Reflecting on practice</p> <p>4b – Maintaining accurate effective data management systems</p> <p>4c - Communicating with parents, staff and administrators</p> <p>4d - Participating in a professional community.</p> <p>4e - Growing and developing professionally</p> <p>4f - Showing professionalism</p>	<p>2a – Establishing rapport with students</p> <p>2b – Establishing a culture that promotes pro-social behaviors among the students across educational settings</p> <p>2c – Establishing and maintaining clear procedures for referrals</p> <p>2d – Establishing standards of conduct across settings</p> <p>2e – Organizing physical space</p>	<p>3a – Responding to referrals and evaluating student needs</p> <p>3b – Evaluating student needs in compliance with state and federal guidelines, inclusive of RtI systems that are educationally relevant and diagnostically sound</p> <p>3c – Actively participating on the educational/evaluation teams</p> <p>3d – Planning interventions to maximize students' academic and/or behavioral successes</p> <p>3e – Maintaining professional relationships with community service providers to support student performance across settings</p> <p>3f - Demonstrating flexibility and responsiveness</p>

Observation Notes & Time Notations	Component

## Schaumburg Community Consolidated School District 54 Professional Appraisal System Final Summative Evaluation

Psychologist Name:

Location:

School Year:

Evaluator:

Years of Service in Schaumburg 54:

<b>Observation dates included in the basis of this summative evaluation:</b>
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 2 – Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent

**We have conducted a conversation on the rubrics. The Psychologist has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.**

Psychologist Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature indicates only that the Psychologist has read and understands the evaluation.*

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 1: PLANNING AND PREPARATION**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1a Demonstrating knowledge and skill in the implementation of assessment instruments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in using assessment instruments to evaluate students.	Psychologist inconsistently uses the appropriate assessment instruments in the evaluation students.	Psychologist consistently uses a range of assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of assessment instruments, along with other performance data to evaluate students, as well as demonstrates the ability to incorporate the necessary diagnostic activities in order to achieve a meaningful outcome for students in an evaluative process.
<b>1b Demonstrating knowledge of child and adolescent development in order to establish goals for student programming</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and has difficulty guiding educational teams in the development of IEPs.	Psychologist demonstrates basic knowledge of child and adolescent development and participates with the educational team in the development of IEPs.	Psychologist demonstrates thorough knowledge of child and adolescent development and effectively integrates assessment/performance data in the development of IEPs.	Psychologist demonstrates extensive knowledge of child and adolescent development and provides leadership in the planning and organization of IEPs. As a part of the service delivery, the psychologist provides training to staff in order to appropriately execute individual education plans.
<b>1c Establishing goals for the psychological services appropriate to the settings and students served</b>	Psychologist has no clear goals for the remediation strategies/interventions, or they are inappropriate to either the situation or the age of the student(s).	Psychologist's goals for the remediation strategies/interventions are rudimentary and only partially suitable to the situation and the age of the student(s).	Psychologist's goals for the remediation strategies/interventions are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s) receiving therapeutic services.	Psychologist's goals for the remediation strategies/interventions are diagnostically relevant to the situation in the school environment and to the age/developmental level of the student(s), and have been created following consultations with students, parents, and colleagues.

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 1: PLANNING AND PREPARATION**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</b>	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available within the school or district, but no knowledge of resources available beyond the educational setting.	Psychologist displays awareness of governmental regulations and resources for students available within the school or district, and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and services for students is extensive, inclusive of district and community resources. In addition, the psychologist networks within and beyond the district to seek additional resources, as needed, in the provision of therapeutic services.
<b>1e: Planning and integrating the program to meet the needs of individual students, including prevention</b>	Psychologist's plan for intervention services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has learning objectives aligned to the identified needs of the students and includes a number of meaningful activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that is appropriately aligned with the student's identified educational/social-emotional needs, incorporating the behavioral expectations of the general education setting that are a part of the student's school day.	Psychologist's plan is coherent and preventive, designed to support student progress. The intended objective guides application into the broader educational environment so as to facilitate independent functioning.
<b>1f: Incorporating an internal measurement process to evaluate the efficacy of the psychological services</b>	Psychologist has no plan to evaluate the effectiveness of the remediation strategies/interventions, or resists suggestions that an evaluation is necessary.	Psychologist has a rudimentary plan to evaluate the effectiveness of the remediation strategies/interventions that are used with students.	Psychologist's plan to evaluate the effectiveness of the remediation strategies/interventions is organized around clear goals, inclusive of the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's plan to evaluate the effectiveness of the remediation strategies/interventions is comprehensive, incorporating multiple sources of evidence derived across relevant settings/ activities, along with a connection intended to guide program improvements on an ongoing basis.

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 2: ENVIRONMENT**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable during service delivery.	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 during service delivery.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the social/emotional supports provided through service delivery.
<b>2b Establishing a culture that promotes pro-social behaviors among the students across educational settings</b>	Psychologist makes no attempt to establish a culture for positive behaviors across school settings.	Psychologist attempts to promote positive behaviors across educational settings and these attempts are partially successful.	Psychologist promotes a culture throughout the school that encourages positive behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers.	Psychologist takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors environment.
<b>2c Establishing and maintaining clear procedures for referrals</b>	Psychologist does not participate in establishing or maintaining procedures for referrals. Psychologist is unresponsive to teachers' requests for assistance in the referral process.	Psychologist assists in establishing referral procedures when asked and inconsistently maintains established procedures. Psychologist is minimally responsive to teacher requests for assistance.	Psychologist actively participates in establishing and maintaining referral procedures and guides stakeholders through implementation.	Psychologist monitors the effectiveness of the referral procedures. The psychologist takes a leadership role in training staff on the utilization of the referral process and suggests revisions as necessary to ensure that the process remains appropriate for the students and school environment.

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 2: ENVIRONMENT**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2d Establishing standards of conduct across settings</b>	No standards of conduct have been established and the psychologist disregards or fails to address negative student behavior.	Standards of conduct appear to have been established, yet the psychologist's attempts to monitor and correct negative student behavior is only partially successful.	Standards of conduct have been clearly established. The psychologist monitors student behavior against those standards providing appropriate therapeutic supports and facilitating respectful behavior.	Standards of conduct have been clearly established. The psychologist has built the behavioral foundation with the students so that they are able to monitor and self-correct their behaviors.
<b>2e Organizing physical space</b>	The physical space is disorganized and poorly suited for working with students. Materials are not stored in a secure location, and are difficult to find when needed.	The physical space is moderately organized. Some attempt is made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location, but are not always readily available.	The physical space is organized. Attempts are made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location and are available when needed.	The physical space is arranged and organized to accommodate a variety of activities with children. If an alternative space is more suitable for an activity, the psychologist has arranged for the site in advance. Materials are stored in a secure location and are readily available.

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 3: DELIVERY OF SERVICE**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a</b> <b>Responding to referrals and evaluating student needs</b>	Psychologist fails to respond to a referral request or to initiate the evaluative process defined in the referral.	Psychologist responds to a referral request with only minimal follow-up. The psychologist initiates the evaluative process defined in the referral, but is inconsistent in the completion of the process.	Psychologist responds to a referral request in a timely manner with appropriate follow-up. The psychologist initiates the evaluative process defined in the referral, and is consistent in the completion of the process.	Psychologist takes a leadership role in monitoring student performance with grade level teams, and guides the implementation of referral requests as necessary. Upon receipt of the referral, the psychologist efficiently initiates and completes the evaluative process defined in the referral.
<b>3b</b> <b>Evaluating student needs in compliance with state and federal guidelines, inclusive of RtI systems that are educationally relevant and diagnostically sound</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established timelines and procedures.	Psychologist attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures.	Psychologist administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered with full compliance.	Psychologist selects from a broad repertoire those assessments that are most appropriate and educationally relevant to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and/or procedures.
<b>3c</b> <b>Actively participating on the educational/ evaluation teams</b>	Psychologist does not actively participate with student educational and/or evaluation teams.	Psychologist participates with student educational and/or evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student's IEP.	Psychologist actively participates on the educational/evaluation team, connecting the assessment data to the needs for service and prepares detailed IEPs based upon the derived diagnostic data.	Psychologist actively participates on the educational/evaluation team. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student's performance to that of same-aged non-disabled peers.

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 3: DELIVERY OF SERVICE**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3d</b> <b>Planning interventions to maximize students' academic and/or behavioral successes</b>	Psychologist fails to plan interventions suitable for students or the planned intervention is mismatched with the findings of the assessment data.	Psychologist has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs.	Psychologist's planned interventions for students are designed with integrity and aligned to remediate identified academic and/or behavioral needs.	Psychologist takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed.
<b>3e</b> <b>Maintaining professional relationships with community service providers to support student performance across settings</b>	Psychologist does not maintain contact with professional colleagues and community service providers in the provision of educational services.	Psychologist maintains occasional contact with professional colleagues and community service providers in the provision of educational services.	Psychologist maintains ongoing contact with professional colleagues and community service providers in the provision of educational services across settings.	Psychologist initiates ongoing contact in order to network with professional colleagues and community service providers. Psychologist identifies when additional resources are necessary and procures those resources in collaboration with the educational team in the provision of educational services across settings.
<b>3f</b> <b>Demonstrating flexibility and responsiveness</b>	Psychologist adheres to his or her service plan, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the service plan when confronted with evidence of the need for change.	Psychologist makes revisions in the service plan as necessary based upon data and the educational setting.	Psychologist is continually seeking ways to improve the service plan, and makes changes as needed in response to input of stakeholders.

**DISTRICT 30 PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS-DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**FORM 6: EVIDENCE COLLECTION**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>4a Reflecting on practice</b>	Psychologist resists reflection on practice. Reflections are inaccurate or self-serving. Psychologist is unable to identify any evidence-based practice to support interventions.	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 demonstrates a vague understanding of evidence-based practice and how it relates to interventions.	Psychologist's reflection provides an accurate and objective description of practice, citing specific evidence. Psychologist makes some specific suggestions based on evidence as to how the interventions might be improved.	Psychologist's reflection is accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices.
<b>4b Maintaining accurate and effective data management system</b>	Psychologist's system for managing data is either nonexistent or inappropriate; it cannot be used to monitor student progress or to adjust service delivery.	Psychologist's system for managing data is rudimentary or insufficient for monitoring student progress and is only occasionally used to make adjustments to service delivery.	Psychologist's system for managing data is effective for monitoring student progress and is used on an on-going basis to make adjustments to service delivery.	Psychologist's system for managing data is effective and organized for monitoring student progress across settings and is used as a foundational component in the implementation of service delivery and is shared with all relevant stakeholders.
<b>4c Communicating with parents, staff and administrators</b>	Psychologist is unavailable to stakeholders for questions, planning or for sharing of assessment data.	Psychologist is available to stakeholders only when requested for questions, planning or sharing of assessment data. The information provided may be insufficient or delivered in an insensitive manner.	Psychologist initiates contact with stakeholders to provide information to plan, answer questions and share assessment data. The communication supports on-going collaboration in the provision of educational programming.	Psychologist seeks out stakeholders to provide information to plan, answer questions and share assessment data. Psychologist solicits stakeholder's perspectives on individual students or needs within an educational setting and documents consultation/collaboration in progress notes and data management system.

**PROFESSIONAL PRACTICES OF SCHOOL PSYCHOLOGISTS**  
**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

<b>LEVELS OF PERFORMANCE</b>				
<b>COMPONENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>4d Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and/or projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and/or projects when specifically requested.	Psychologist participates actively in school and district events and/or projects, while also maintaining positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and/or projects and assumes a leadership role with colleagues.
<b>4e Growing and developing professionally</b>	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 assessment of professional need and/or needs identified within the school setting.	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f Showing professionalism</b>	Psychologist is not trustworthy or dependable in his/her interactions with colleagues, students, and the public. The psychologist fails to comply with school and district policies and practices. The psychologist violates practices of confidentiality as defined by state and federal law.	Psychologist is trustworthy and dependable in his/her interactions with colleagues, students, and the public. The psychologist minimally complies with school and district policies and practices. The psychologist provides moderate advocacy for students, and does not violate practices of confidentiality as defined by state and federal law.	Psychologist displays high standards of honesty, integrity, and confidentiality in all documentation and interactions with stakeholders. The psychologist advocates for students when needed. The psychologist complies fully and voluntarily with school and district policies, and maintains confidentiality as required by state and federal law.	Psychologist demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound therapeutically meaningful interactions with all stakeholders. The psychologist consistently advocates for students and takes a leadership role with colleagues