

Domain I: School Psychologists' Performance Appraisal System

1. Determine areas in need of assessment

Note: Instruments selected address the areas of concern section of the referral or Response to Intervention form. For example, if behavioral or adaptive/self-help concerns are identified on the referral, then a standardized behavior and or adaptive rating scale from parent and teacher must be present in the files. In the case of a re-evaluation, the school psychologist/school psychologist intern should address the classification the student holds. If there is a change in classification, there must be documentation in a psychological report, student log, dated correspondence from a parent, teacher, physician or outside agency, or team meeting notes that indicates the areas of concern and justifies the testing in a different area and subsequent change in classification.

Notes:

Hide Rubric

Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files address all areas of concern on the referral	One of the three files address all areas of concern on the referral	Two or three files address all areas of concern on the referral and/or re-evaluation data review	Two or three files address all areas of concern on the referral and/or re-evaluation data review AND include documentation and assessments that address eligibility as required by the USOE for classification. When concerns in related areas are noted, the school psychologist collaborates with other team members regarding further assessment in those areas. There is no feedback suggesting lack of collaboration.

2. Selects appropriate assessment procedures

Note: Instruments in all three files are selected with regard to age, timeframes for completion of tests by teachers, areas of assessment, population, standardization group and examinee characteristics (e.g., language skills, cultural background, physical disabilities).

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND address all areas of assessment required by the USOE for classification. When there are clinically significant findings in some areas (e.g. depression, anxiety, etc.), further assessment is completed.

3. Administers and scores assessment instruments using standard procedures

Note: The school psychologist/school psychologist intern appropriately administers and scores assessment instruments in all three files in accordance with standard procedures outlined in manuals. Any deviation from standardized administration procedures and rationale for doing so should be noted on the protocol and the psychological report. Example: Chronological age is correct, basal and ceiling levels are established as per standard procedures, examinee's responses are recorded as per standard procedures, examinee's responses are probed/queried with notations made on the protocol as per standard procedure.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND address all areas of assessment required by the USOE for classification. Additional index scores are obtained in explaining assessment

results (e.g. GAI Index on WISC-V)

4. Interprets, summarizes and reports assessment information in appropriate written form

Note: Files contain complete reports which include: reason for referral, developmental history, summary and recommendations, current service pattern, and current classification. Reports contain relevant information, are clearly organized, are useful for target audience(s) and are completed in a timely manner (within 30 working days).

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND include relevant background information, suggested accommodations based on significant test results, validity scales of checklists when appropriate, and thorough interpretation of all tests that were administered, including testing done by special education staff.

5. Uses assessment results to develop goals that meet the students' needs

IEPs meet student needs in the following ways: goals address areas found in PLAAFP'S, goals on the IEP are clearly linked to assessment results, goals are measureable and individualized, there are two short-term objectives/benchmarks per student who takes the Dynamic Learning Maps (DLM) assessments, goals on the IEP address major student problems, specific objective criteria with accuracy over time for each IEP goal.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
None of the three files meet the criteria	One of the three files meets the criteria	Two or three files meet the criteria	Two or three files meet the criteria AND goals clearly address assessment results and major student problems, and include a goal that addresses replacement behaviors.

Domain II: Counseling/Responsive Services

6. Provides individual and/or group counseling to students

Note: An ongoing log must be shown for the current school year. The log must include the names of students served and the dates served. This may also include students served in guidance-related classroom activities. Full time school psychologists/school psychologist interns should serve at least 40 different students. Less than full-time should serve the following: .9 FTE 36 .8 FTE 32 .7 FTE 28 .6 FTE 24 .5 FTE 20 .4 FTE 16 .3 FTE 13 .2 FTE 9 .1 FTE 5

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not present a log of serving students	Presents a log of serving an average of less than 40 students per week	Presents a log of serving an average of 40 students per week	Provides a log of serving an average of more than 40 students per week

7. Provides intake assessments, family counseling, parent education classes, or other duties as assigned through the Jordan Family Education Center (JFEC)

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if the school psychologist/school psychologist intern presents a Jordan Family Education Center Service (JFEC) Documentation Form indicating completion of JFEC assignments since the last evaluation.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has	This rating is not applicable for	The school psychologist met	This rating is not applicable for

The evidence could consist of the following: handouts, a list of materials shared, a copy of materials shared, an administrative note indicating the inservice provided, evaluation forms collected from an inservice, communication from parents about materials shared with them. Materials or inservice must be provided to a parent, educator, or team member related to mental health and educational issues during a consultation, collaboration or inservice. It must have been distributed during the current academic year.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not present evidence of an inservice and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or inservice.	Presents evidence of one inservice and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or inservice.	Presents evidence of two-three inservices and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or inservice.	Presents evidence of four or more inservices and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or inservice.

13. Assists in the implementation of classroom management and instructional strategies designed to provide appropriate educational opportunities for students

The log should include dates of discussions (must have been held within the current academic year), name of school team member(s) consulted with, statement of the problem, recommendations for solutions, data collection indicating results of the management or instructional strategies, and adjustments made to intervention or strategy.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not present a log indicating collaboration with another staff member in implementing classroom management and/or instructional strategies	Presents a log indicating collaboration with another staff member in implementing classroom management and/or instructional strategies	Presents a log indicating collaboration with two-three staff members in implementing classroom management and/or instructional strategies	Presents a log indicating collaboration with four or more staff members in implementing classroom management and/or instructional strategies and adjustments made to intervention or strategy when needed

14. Collaborates with educators and support personnel in scheduling students for services

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if there are no written administrative records showing the school psychologist failed to cooperate with school personnel to develop the schedule for services within the past academic year.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has not met this requirement.	This rating is not applicable for this indicator.	The school psychologist met this requirement.	This rating is not applicable for this indicator.

15. Clearly explains results of student evaluations to IEP team

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Prior to marking this indicator, the evaluator must complete an observation of an IEP and complete the Evaluation Explanation Checklist. Effective is marked if all the items on the checklist are marked yes. Not Effective is marked if any item on the checklist is marked no.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
The school psychologist has not met this requirement.	This rating is not applicable for this indicator.	The school psychologist met this requirement.	This rating is not applicable for this indicator.

Domain IV: Time Management

16. Provides the principal with a schedule of daily routine and related activities

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if the schedule includes time periods and planned events to account for all contract time in a typical work week. The schedule must be for the current academic year. If the school psychologist/school psychologist intern serves more than one school, the schedule must show what the school psychologist/school psychologist intern does at each school. School psychologist updates the schedule as needed.

Notes:

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Not Effective

The school psychologist has not met this requirement.

Minimally Effective

This rating is not applicable for this indicator.

Effective

The school psychologist met this requirement.

Highly Effective

This rating is not applicable for this indicator.

17. Assigns priority rankings to job assignments

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if the school psychologist shows a plan which has been developed collaboratively with a school administrator assigning priority to three-five school psychologist related tasks based on school needs. The plan must have been developed within the first month of the current academic year or be a revision of that plan. (If the school psychologist/school psychologist intern is assigned to two schools, plans for both schools must be shown.) The plan might include priority for that school year that was given to the school psychologist/school psychologist intern such as providing crisis intervention, group work with students, testing and working with school-wide behavior management plan, etc.

Notes:

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Not Effective

The school psychologist has not met this requirement.

Minimally Effective

This rating is not applicable for this indicator.

Effective

The school psychologist met this requirement.

Highly Effective

This rating is not applicable for this indicator.

18. Allocates time to tasks appropriately

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if the school psychologist/school psychologist intern shows a log of how working time was spent during a period of at least five consecutive working days. The log must show that the time spent on tasks supports the priority rankings show for indicator 17. More than 50% of the school psychologist's/school psychologist intern's time should have been spent on the priority items. This log must be from the current academic year.

Notes:

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Not Effective

The school psychologist has not met this requirement.

Minimally Effective

This rating is not applicable for this indicator.

Effective

The school psychologist met this requirement.

Highly Effective

This rating is not applicable for this indicator.

19. Tracks work in progress

Note: This indicator is either scored as Effective or Not Effective, dependent upon the school psychologist having met the described requirements or not. Effective is marked if the school psychologist/school psychologist intern shows an example of a systematic method for tracking progress and completing assessments and a systematic method of tracking counseling services.

Notes:

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Not Effective

The school psychologist has not met this requirement.

Minimally Effective

This rating is not applicable for this indicator.

Effective

The school psychologist met this requirement.

Highly Effective

This rating is not applicable for this indicator.

Domain V: Planning

20. Presents rules and consequences

Note: Rules and consequences for student behavior should be established and time should be devoted to explaining those rules and consequences. Effective rules delineate both positive and negative behaviors.

Notes:

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Not Effective

Does not present one of the following: rules, how rules were presented to students,

Minimally Effective

Presents all of the following: rules, how rules were presented to students, consequences for

Effective

Presents all the requirements of minimally effective PLUS

Highly Effective

Presents all the requirements of effective AND presents student

consequences for following and for breaking rules, and student acknowledgement of rules	following and for breaking rules, and student acknowledgement of rules	presents differentiated management plan for at least one student	behavior data on an individual student or counseling group
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21. Develops counseling goals and objectives for identified students

Note: The criteria includes: an IEP that includes a goal for behavior change or a goal and short-term objectives for students taking the Dynamic Learning Maps OR a treatment plan for a student that includes a goal for a behavior change. This must be for a student the school psychologist/school psychologist intern is working with for the current academic year.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not present an IEP or a treatment plan that meets the criteria	Presents an IEP or a treatment plan that meets the criteria	Presents two-three IEPs or treatment plans that meet the criteria	Presents four or more IEPs or treatment plans that meet the criteria

22. Uses varied activities to help students attain identified objectives

Note: The activities may all be for one goal/objective, or may correspond to different goals/objectives.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not present goals or objectives for a group or student and/or three different types of activities to help a student obtain a goal	Presents goals or objectives for a group or a student and one-two activity to help the student or group obtain the goal or objective	Presents goals or objectives for a group or a student and three activities to help the student or group obtain the goal or objective	Presents goals or objectives for a group or a student and four or more activities to help the student or group obtain the goal or objective

Domain VI: Professional Growth and Responsibilities

23. Reflection and Continuous Growth

The professional development activity must have been completed within one calendar year of when the evaluation is conducted. Evidence of a professional development activity may include: a record of a conference or convention attended, a degree earned, a professionally-related book read or research on a particular topic, a presentation at a school psychologist inservice/conference, and enrollment record for a university class, a record for completion of a district inservice class, a document of committee participation leadership service in a professional organization. Evidence of the use of the new strategy may include: a system change in service delivery with pre/post results, a technology program implemented, a therapy approach, a group or individual behavior monitoring technique, a class developed/taught at the JFEC, a new assessment instrument in use.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not show participation in a professional learning activity in the past year or demonstration of the use of new strategy	Shows participation in a professional learning activity in the past year and demonstration of the use of new strategy	All the requirements of minimally effective PLUS shows evidence of data collection showing the evidence of new strategy	All the requirements of effective AND shows evidence of collaboration with colleagues to apply and evaluate new strategy

24. Communication

The school psychologist/school psychologist intern presents evidence of communication to parent/guardian about academics or behaviors such as: a copy of psychoeducational report, a copy of a card, certificate, or letter sent home for a student, or multiple student log entries of telephone calls/emails that designate the student behavior and who was contacted. The school psychologist/school psychologist intern presents evidence of collaboration such as: jointly-created plan between school psychologist and regular education personnel to meet student needs, a series of emails corresponding with a parent to address an individual student's needs, or a copy of a behavioral contract for one student that has been signed by the parent. The school psychologist/school psychologist intern shows evidence of collaboration with district or community.

Notes:

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Not Effective	Minimally Effective	Effective	Highly Effective
Does not show communication with parent/guardian regarding	Shows communication with parent regarding positive	All the requirements of minimally effective PLUS shows collaboration with families or colleagues focusing on student	All the requirements of effective AND shows collaboration with

positive performance or possible problem

performance and possible problem

academics or behavior, to include district personnel or community resources
responding to stakeholder feedback survey.