

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**SCHOOL PSYCHOLOGIST EVALUATION PROCESS**

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**SCHOOL PSYCHOLOGIST EVALUATION PROCESS**

**FALL:**

|  |  |
| --- | --- |
| **School psychologist** | **Evaluator** |
| 1. Meet with Evaluator to review **Annual** **Professional Growth Plan** and **January Formative School Psychologist Evaluation Form** | 1. Meet with School psychologist to review **Annual** **Professional Growth Plan** and **January Formative School Psychologist Evaluation Form** |
| 1. Meet with Evaluator to discuss and complete **January Formative School Psychologist Evaluation Form** by early January. If Ineffective in any category, collaboratively create **School Psychologist Improvement Plan.** | 1. Meet with School psychologist to discuss and complete **January Formative School Psychologist Evaluation Form** by early January. If Ineffective in any category, collaboratively create **Improvement Plan.** Provide school psychologist with signed copy of the form(s). |
|  | 1. Submit a signed copy **January Formative School Psychologist Evaluation Form (**and if created, **School Psychologist Improvement Plan)** to the Psychologist by January 15 and keep a copy for your records. |

**WINTER/SPRING:**

|  |  |
| --- | --- |
| **School Psychologist** | **Evaluator** |
| 1. Meet with Evaluator to discuss and complete **May** **Summative School Psychologist Evaluation Form** and Professional Growth Plan for following year by May 30. Collaboratively discuss **Annual Professional Growth Plan** for upcoming school year, or if final rating of Ineffective, collaborative create **Improvement Plan**. | 1. Meet with School Psychologist to discuss and complete **May** **Summative School Psychologist Evaluation Form** and **Annual Professional Growth Plan** by May 30. Collaboratively discuss **Annual Professional Growth Plan** for upcoming school year, or if final rating of Ineffective, collaborative create **Improvement Plan**. Provide school psychologist with signed copy of the form(s). |
|  | 1. Submit a signed copy of the final **May** **Summative School Psychologist Evaluation (**and,if created**, Improvement Plan)** to Human Resources by May 30. |

**EVALUATOR SHOULD INCLUDE BUILDING ADMINISTRATOR AND SUPERVISOR (Pupil Services Dept.)**

**PLEASE NOTE: The same evaluation cycle can be used with School Psychologists as with teachers- Accomplished final rating in previous year: every 2 years cycle, Skilled final rating previous year: every other year cycle**



SHAKER HEIGHTS CITY SCHOOL DISTRICT

**ANNUAL PROFESSIONAL GROWTH PLAN- SCHOOL PSYCHOLOGISTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School Psychologist Name |  | School Year |  | | |
| Evaluator Name |  | Date Created |  | Date(s) Reviewed |  |

**Self-Directed**  **Collaborative**

* As a result of the evaluation process, school psychologist and evaluators should focus on accelerating and continuing School Psychologist growth.
* Please review the School Psychologist Standards included in the Appendix as they relate to creating professional goals.
* Professional goals should be individualized to the needs of the school psychologist and specifically relate to his/her areas of refinement/growth as identified in the school psychologists’ evaluation.
* The evaluator and school psychologist should have collaborative and ongoing discussions related to activities aligned to the goals.
* This plan may also be used as a guide for creating professional development goals aligned with licensure renewal.

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| **Professional Goals**  **These are addressed by the evaluator as appropriate for this school psychologist**  Consider creating goals that meet **SMART** criteria  **S**- Specific (What do I want to measure?)  **M** – Measurable (How am I going to measure it?)  **A** – Attainable (Is this a reasonable goal?)  **R** – Results-oriented (What will my goal look like when I’ve reached it?)  **T** – Time-Bound (When will I reach my goal?) | **Evidence Indicators**  **What will show your progress toward the goal?**  **What will show your achievement of the goal?**  ***Include tentative deadlines*** |
| **Goal 1:**  *Goal Statement:* |  |
| **Goal 2:**  *Goal Statement:* |  |

**School Psychologist’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**   **Evaluator’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

Signatures above verify acknowledgement of receipt of final documented plan by both parties.

*Both parties should keep a copy of this document as a point of reference throughout the year. A final copy should be submitted to the Human Resources Office by May 30.*

*A copy of this document should be shared with the Building Principal.*

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

# January FORMATIVE SCHOOL PSYCHOLOGIST EVALUATION FORM

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| --- | --- | --- | --- |
| School Psychologist Name |  | School Year |  |
| Evaluator Name |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **January Formative Rating** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  |  |  |  |  |
| ***Area(s)***  ***of Strength*** |  | | | |
| ***Recommendation(s)***  ***for Growth*** |  | | | |

If **Ineffective** in any category, a **Improvement Plan** (in Appendix) will be collaboratively created by the school psychologist and evaluator.

**Check here if Improvement Plan has been created.** A copy of this plan will be submitted by the evaluator with the **January Formative Evaluation Form** by winter break.

*If evaluator is a peer, the building administrator should be notified that an Improvement Plan has been created.*

**School Psychologist’s Signature Date**

**Evaluator’s Signature Date**

Signatures above verify acknowledgement of receipt of January Formative Evaluation by both parties. The evaluator and psychologist should both keep a copy of this form.

*This form is for informational purposes and is not included in the personnel file*

*While I have signed this, I also intend to submit a supplement by* . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date School Psychologist’s Initials

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

**MAY SUMMATIVE SCHOOL PSYCHOLOGIST EVALUATION FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| School Psychologist Name |  | School Year |  |
| Evaluator Name |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards:**  *Includes information from observations, conferences,*  *walk throughs, and other evidence* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 1:**  **PLANNING AND PREPARATION** |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 2:**  **THE ENVIRONMENT** |  |  |  |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 3:**  **DELIVERY OF SERVICE** |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards:**  *Includes information from observations, conferences,*  *walk throughs, and other evidence* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 4:**  **PROFESSIONAL RESPONSIBLITIES** |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Final Summative Rating** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  |  |  |  |

If final summative rating is Ineffective, an **Improvement Plan** (in Appendix) will be collaboratively created by the school psychologist and evaluator.

**Check here if Improvement Plan has been created.** A copy of the Improvement Plan will be submitted by the evaluator with the **May Summative Evaluation Form**.

**School Psychologist’s Signature Date**

**Evaluator’s Signature Date**

**Building Administrator’s Signature Date**

*While I have signed this, I also intend to submit a supplement by* . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date School Psychologist’s Initials

*Evaluator should send a completed copy of this form including signatures to Human Resources Office May 30 with a final copy of the Annual Professional Growth Plan.*

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**APPENDIX**

**SCHOOL PSYCHOLOGIST STANDARDS**

This list is from the Professional Conduct Manual for School Psychology, NASP, OSPA.

**Guideline 1 - School psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery. School psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.**

* School psychologists define problems in ways that (a) identify desired goals (e.g., academic/behavioral), (b) are measurable, (c) are agreed upon by those involved, and (d) are linked appropriately to assessment strategies.
* School psychologists select assessment method(s) that are validated for the problem area under consideration including formal and informal assessment procedures, as appropriate, and include data collected from all settings and persons necessary and appropriate to complete the problem-solving process.
* School psychologists develop and implement effective interventions that are based upon the data collected and related directly to the desired outcomes of those interventions.
* School Psychologists use appropriate assessment information to evaluate interventions to determine their effectiveness, their need for modification, or their need for redevelopment. Effectiveness is determined by the relationship between the actual outcome of the intervention and the desired goal articulated in the problem solving process.
* School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

**Guideline 2 - School psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. School psychologist must understand the degree to which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.**

* School psychologists use decision-making skills and are proficient in systems consultation to facilitate communication and collaboration with students and school personnel, community professionals, agencies, and families/schools.
* School psychologists participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, school psychologists facilitate organization development and change.
* School psychologists must be able to present and disseminate information to diverse communities, such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts, in an organized and meaningful manner.
* School psychologists facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution and negotiation skills.
* School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, local, state, and federal levels.

**Guideline 3 - School psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.**

* School psychologists apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.
* School psychologists incorporate assessment information to the development of instructional strategies to meet the individual learning needs of children.
* School psychologists use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
* School psychologists assist in facilitating and implementing a variety of research-based instructional methods (e.g., cooperative learning class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
* School psychologists assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.
* School psychologists promote the principles of student-centered learning to help students develop (when appropriate) their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
* School psychologists are informed about advances in curriculum and instruction and share this knowledge with educators, parents, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.

**Guideline 4 - School psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.**

* School Psychologists use decision-making models (e.g., functional behavioral assessment) that consider the antecedents, consequences, functions and potential causes of behavioral problems experiences by students with disabilities, which may impair learning or socialization
* School psychologists identify factors that facilitate the development of optimal learning environments. Optimal learning environments are characterized as settings where all members of the school or agency community treat one another with respect and dignity. Optimal learning environments are characterized as settings where students’ basic needs are assured so that learning can occur and health and mental health are systematically evaluated.
* School psychologists facilitate the development and implementation of strategies that result in instructional environments which foster learning and high rates of academic engaged time and reduce the presence of factors that promote alienation and impact learning and behavioral progress.
* School psychologists demonstrate appropriate knowledge of treatment acceptability and treatment integrity by including these principles in the development, implementation, and evaluation of interventions.
* School psychologists apply the principle of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings - school, home, and community.
* School psychologists develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of alternative, appropriate approaches (e.g., positive reinforcement, social skills training, academic interventions) to student discipline, ecological and behavioral approaches to classroom management, and awareness of classroom climate.
* School psychologists assist parents and other adult caregivers in the development, implementation, and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of their child.
* School psychologists incorporate appropriate strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. These programs include program to program, early childhood to school, school to school, and school to work transitions.
* School psychologists evaluate interventions (learning/behavioral) for individuals and groups. These include the skills necessary both to evaluate the extent to which the intervention contributed to the outcome and to identify what constitutes a “successful” outcome.

**Guideline 5 - School psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.**

* School psychologists develop academic and behavioral interventions. They recognize that interventions most likely to succeed are those which are adapted to the individual needs and characteristics of the student(s) for whom they are being designed.
* School psychologists recognize (in themselves and others and in the techniques and instruments that they use for assessment and intervention) the subtle racial, class, gender, and cultural biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. School psychologists work to reduce and eliminate these biases where they occur.
* School psychologists promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
* School psychologists incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

**Guideline 6 - School psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.**

* School psychologists use their knowledge of development, learning, family, and school systems to assist schools and communities to develop policies and practices related to discipline, decision-making, instructional support, staff training, school improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
* School psychologists use their knowledge of organizational development and systems theory to assist in creating climates that result in mutual respect and caring for all individuals in the system, an atmosphere of decision-making and collaboration, and a commitment to quality services.
* School psychologists regularly participate in the development of policies and procedures that advocate for effective programs and services.
* School psychologists are actively involved in the development of systems change plans (such as school improvements plans) that directly impact the programs and services available to children, youth, and their families and that directly impact the ways in which school psychologists deliver their services.
* School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.
* School psychologists are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
* School psychologists are aware of funding mechanisms that are available to school and communities that support health and mental health services.
* School psychologists participate in the development of funding strategies to assure that needed services are available to students and their families.

**Guideline 7 - School psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.**

* School psychologists shall apply knowledge of child development, psychopathology, diversity, social stressors, change, and systems to the identification and recognition of behaviors that are precursors to school dropouts or the development of mental health disorders such as conduct disorders or internalizing disorders.
* School psychologists shall provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization.
* School psychologists shall develop, implement, and evaluate prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems.
* School psychologists shall collaborate with school personnel, parents, students, and the community to provide competent mental health support during and after crises (for example, suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment).
* School psychologists promote wellness by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (C) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

**Guideline 8 - School psychologists have knowledge of family influences that affect students’ wellness, learning and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.**

* School psychologists design and implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.
* School psychologists help parents feel comfortable participating in school functions or activities. These might include providing support for them when participating on special education and I.E.P. teams, encouraging parental involvement in school-wide committees such as school improvement teams, and facilitating home-school communication when problems arise and includes assisting parents in accessing community-based services for their family.
* School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
* School psychologists help create linkages between schools, families, and community agencies and help coordinate services when programming for children involves multiple agencies.
* School psychologists are knowledgeable about the local system of care and related community services available to support students and their families.
* School psychologists work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.
* School psychologists are active participants in public policy by serving on committees, participating in work groups and task forces, and in responding to proposed legislation and rules.

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**SCHOOL PSYCHOLOGIST RUBRIC**

| **DOMAIN 1: PLANNING AND PREPARATION** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| --- | --- | --- | --- | --- |
| **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 uses a limited number of  psychological instruments to evaluate  students. | Psychologist uses 5–8 psychological  instruments to evaluate students and  determine accurate diagnoses. | Psychologist uses a wide range of  psychological instruments to evaluate  students and knows the proper  situations in which each should be used. |
| **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 goals for the psychology program**  **appropriate to the setting and the students served** | Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students. | Psychologist’s goals for the treatment  program are rudimentary and are  partially suitable to the situation and  the age of the students. | Psychologist’s goals for the treatment  program are clear and appropriate to  the situation in the school and to the  age of the students. | Psychologist’s goals for the treatment  program are highly appropriate to the  situation in the school and to the age 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  external to the district. | 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. |

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| **DOMAIN 2:**  **THE ENVIRONMENT** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **2a:**  **Establishing rapport**  **with students** | Psychologist’s interactions with  students are negative or  inappropriate; students appear  uncomfortable in the testing center. | 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 in the  testing center. | Students seek out the psychologist,  reflecting a high degree of comfort and  trust in the relationship. |
| **2b:**  **Establishing a culture for positive mental health throughout the school** | Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers. | Psychologist’s attempts to promote a  culture throughout the school for  positive mental health in the school  among students and teachers are  partially successful. | Psychologist promotes a culture  throughout the school for positive  mental health in the school among  students and teachers. | The culture in the school for positive  mental health among students and  teachers, while guided by the  psychologist, is maintained by both  teachers and students. |
| **2c:**  **Establishing and**  **maintaining clear**  **procedures for referrals** | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go  about it. | Psychologist has established  procedures for referrals, but the  details are not always clear. | Procedures for referrals and for  meetings and consultations with  parents and administrators are clear  to everyone. | Procedures for all aspects of referral  and testing protocols are clear to  everyone and have been developed in  consultation with teachers and  administrators. |
| **2e:**  **Organizing physical space for testing of students and storage of materials** | The testing center is disorganized and poorly suited to student evaluations. Materials are not stored  in a secure location and are difficult to find when needed. | Materials in the testing center are  stored securely, but the center is not  completely well organized, and  materials are difficult to find when  needed. | The testing center is well organized;  materials are stored in a secure  location and are available when  needed. | The testing center is highly organized  and is inviting to students. Materials are  stored in a secure location and are  convenient when needed. |

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| **DOMAIN 3:**  **DELIVERY OF SERVICE** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **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, contributing own insights  and tailoring evaluations to the  questions raised in the referral. |
| **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:**  **Chairing evaluation team** | Psychologist declines to assume leadership of the evaluation team. | Psychologist assumes leadership of  the evaluation team when directed to  do so. | Psychologist assumes leadership of  the evaluation team as a standard  expectation. | Psychologist assumes leadership of the  evaluation team and takes initiative in  assembling materials for meetings. |
| **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. | Psychologist maintains ongoing contact  with physicians and community mental  health service providers and initiates  contacts when needed. |
| **3f:**  **Demonstrating flexibility**  **and responsiveness** | Psychologist adheres to the plan or program, in spite of evidence of its inadequacy. | Psychologist makes modest changes  in the intervention when  confronted with evidence of the need  for change. | Psychologist makes revisions in the  intervention when it is needed. | Psychologist is continually seeking ways  to improve the intevention and  makes changes as needed in response  to student, parent, or teacher input. |

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| **DOMAIN 4:**  **PROFESSIONAL RESPONSIBLITIES** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **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’s reflection is highly  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. |
| **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 accurate**  **records** | Psychologist’s records are in  disarray; they may be missing,  illegible, or stored in an insecure location. | Psychologist’s records are accurate  and legible and are stored in a secure  location. | Psychologist’s records are accurate  and legible, well organized, and  stored in a secure location. | Psychologist’s records 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 in school and district events and projects. | Psychologist’s relationships with  colleagues are cordial, and  psychologist participates in school  and district events and projects when  specifically requested. | Psychologist participates actively in  school and district events and  projects and maintains positive and  productive relationships with  colleagues. | Psychologist makes a substantial  contribution to school and district events  and 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. |

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

# SCHOOL PSYCHOLOGIST IMPROVEMENT PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| School Psychologist Name |  | School Year/Building |  |
| Evaluator Name |  | Date of Conference |  |

Written improvement plans are to be developed in circumstances when an educator makes below expected academic growth with his/her students AND/OR receives an overall Ineffective rating or an Ineffective rating on any of the components on the January Formative School Psychologist Evaluation. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

|  |  |  |  |
| --- | --- | --- | --- |
| **Psychologist Area(s)**  **Needing Improvement**  From School Psychologist Evaluation Rubric/Evaluation Forms | **Improvement Statement**  List specific areas for improvement | **Specific Plan of Action**   * Describe in detail specific plans of action that must be taken by the school psychologist to improve his/her performance. * Indicate the sources of evidence that will be used to document the completion of the improvement plan. | **Assistance &**  **Professional Development**  Examples include:   * Mentoring * Observing other colleagues * PD 360 * Attend workshops |
|  |  |  |  |
|  |  |  |  |

**School psychologist’s Signature: Date:**

**Evaluator’s Signature: Date:**

*The evaluator’s signature above verifies that the proper procedures in the local contract have been followed.*

*A copy of this plan should be submitted to the Human Resources Office with the* ***January*** *or* ***May*** *Evaluation Forms as applicable.*

*If the evaluator is a peer, the building administrator should be notified.*

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

# SCHOOL PSYCHOLOGIST IMPROVEMENT PLAN- EVALUATION

|  |  |  |  |
| --- | --- | --- | --- |
| School Psychologist Name |  | School Year/Building |  |
| Evaluator Name |  | Date of Conference |  |

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following actions have been taken:

Improvement is demonstrated and performance standards are met to a satisfactory level of performance.

The Improvement Plan should continue for time specified:

Non-renewal is recommended.

|  |
| --- |
| **Improvement Plan Evaluation Comments**: Provide justification for recommendation indicated above and attach evidence to support recommended course of action. |
|  |

*I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

**School psychologist’s Signature: Date:**

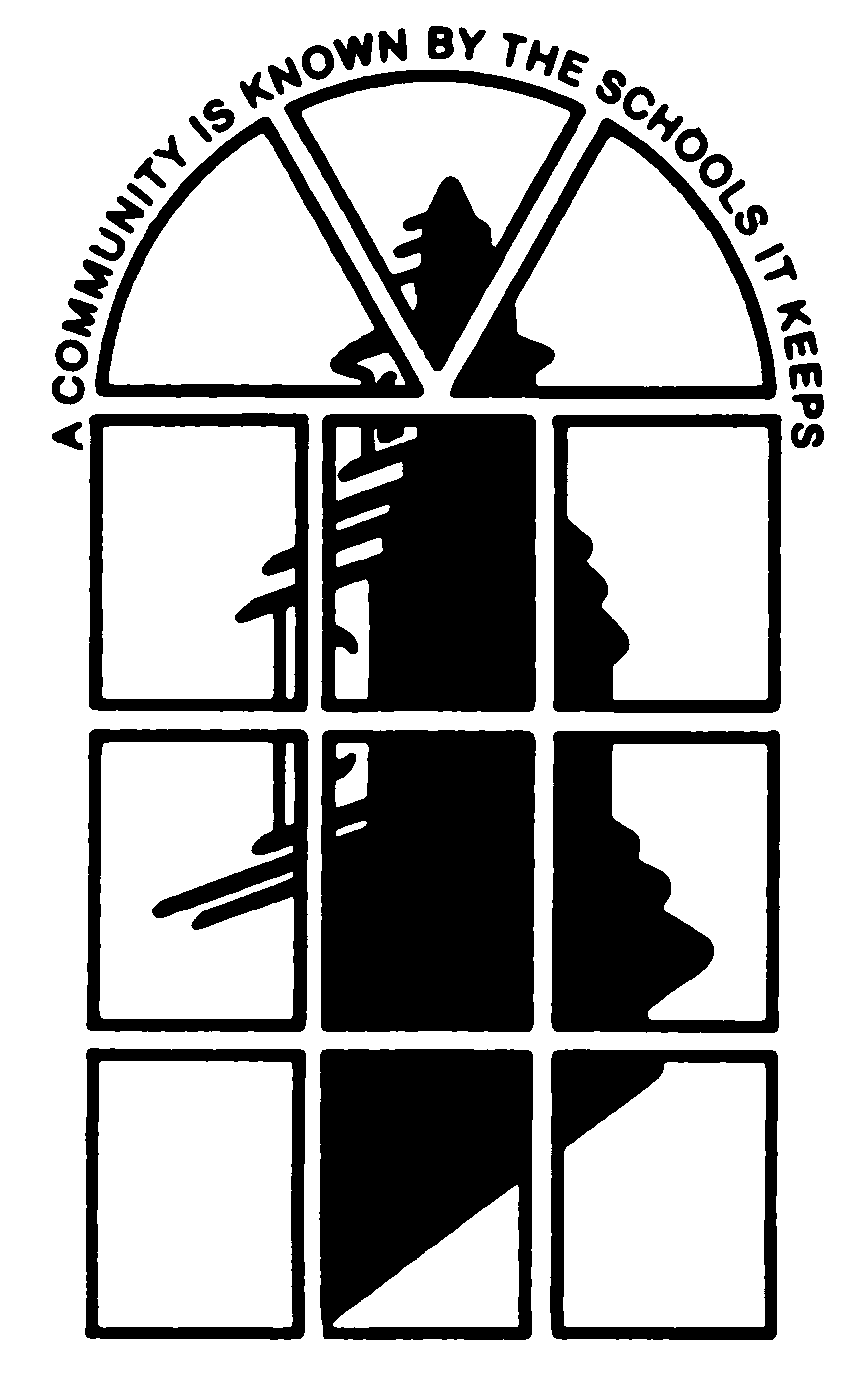
**Evaluator’s Signature: Date:**

*The evaluator’s signature above verifies that the proper procedures in the local contract have been followed.*

*Evaluator should send a completed copy of this form including signatures to Human Resources Office by May 30 with the May Summative Evaluation Form.*

*If the evaluator is a peer, the building administrator should be notified.*

*Additional details being finalized.*

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

**PEER EVALUATION INTENT FORM-SCHOOL PSYCHOLOGISTS**

**Name: Name of the School Psychologist I Wish to Peer Evaluate:**

**DIRECTIONS**: Please carefully review the information below and print this form to complete by hand**. Please submit to your building administrator by**

**June 6, 2014.**

**I understand that I must:**

* be on a continuing contract (tenured)
* complete the entire evaluation cycle of the person I evaluate.
* follow the Shaker Heights City Schools school psychologist evaluation process.
* attend meetings to discuss the process with the Peer Evaluation Program Coordinators.
* inform the building administrator if an Improvement Plan is created for the school psychologist.

**I understand that:**

* all peer evaluators must be approved by the building administrator in the building of the person being peer evaluated.
* I will conduct the observations and walkthroughs during school time during my non-instructional time (times not requiring class coverage).
* the evaluation I complete will be the person’s official evaluation for the year (if formal evaluation year).
* all formal evaluation documents will be submitted to the person’s personnel file.
* the peer evaluation coordinators will review all documents submitted to the Human Resources Office.
* I will be paid at the end of the school year for my work outside of the contract time (includes conferences, meetings, etc.).
* my pay will be based on whether it is the an informal or formal evaluation year for the School Psychologist I am evaluating.

**Please identify 2-3 reasons why you wish to peer evaluate.**

**Please identify why you wish to peer evaluate the colleague you have identified above.**

**PEER EVALUATOR SIGNATURE:  DATE:**

Please print and complete & sign this form and submit to your building administrator by **June 6, 2014.**

**BUILDING ADMINISTRATOR SIGNATURE: DATE:**

Peer evaluators will be notified by the building administrator if they have been approved or denied by **July 15, 2014.**

*The original copy of this final form should be sent to the Human Resources Office by* ***July 30, 2014.***