SWOSU School Psychology Evaluation

Rating scale: N/O = Not Observed | 1 = Emerging | 2 = Developing | 3 = Proficient

Item	Competency / Indicator	N/O	1	2	3
Domain 1: Data-Based Decision-Making					
1	Clearly and accurately defines student referral concerns before conducting an evaluation. (Articulates evaluation question in discussion with supervisor; designs evaluation that addresses evaluation question; evaluation is comprehensive and targets needed areas)	0	0	4	8
2	Administers and scores standardized tests. (Competently administers and scores standardized tests; if errors are made, documents and makes appropriate adjustments; competently engages with students during testing)	0	0	3	9
3	Uses a variety of assessment and data collection methods to progress monitor and evaluate academic interventions. (Is aware of various progress monitoring instruments; understands important issues regarding the validity of progress monitoring; interprets data on effectiveness of academic interventions)	1	0	3	8
4	Selects and uses appropriate assessment methods to identify behavioral difficulties and select behavioral interventions. (Is aware of various methods for assessing behavior; understands/develops appropriate progress monitoring tools; targets tools for specific behaviors)	0	1	3	8
5	Integrates assessment data into well-developed recommendations that are linked to assessment results. (In verbal recommendations, or in psychoeducational reports, offers recommendations tailored to specific needs identified in the evaluation; clear links between the need and the specific recommendation)	0	0	5	7
6	Interprets assessment data in a professional written format that integrates data from multiple methods and multiple sources. (When discussing skills or behaviors in reports, data from various methods are discussed; summaries/recommendation sections demonstrate skillful integration of data; reports show how multiple data sources were used to draw significant conclusions)	0	0	4	8
7	Effectively communicates assessment results to consumers of psychoeducational reports (parents, teachers, etc.). (Reports are written in a parent-friendly and teacher-friendly manner; in meetings, translates findings so they are understandable for parents and teachers; uses parent-friendly language when discussing results)	0	0	3	9

Domain 2: Consultation and Collaboration					
8	Includes students in decision-making when selecting, implementing, and evaluating services. (Develops effective rapport with students; engages students in their evaluation/educational program; considers student perspectives)	0	0	5	7
9	Collaborates with parents/caregivers in selecting, implementing, and evaluating services. (Develops effective rapport with parents/caregivers; engages parents/caregivers throughout the evaluation and/or provision of services; considers parent/caregiver perspectives; develops effective collaborative relationship with parents/caregivers)	0	0	3	9

Item	Competency / Indicator	N/O	1	2	3
10	Collaborates with teachers and support staff in selecting, implementing, and evaluating services. (Develops effective rapport with teachers and support staff; engages teachers throughout the evaluation and/or provision of services; considers teacher perspectives; develops effective collaborative relationship with teachers)	0	1	2	9
11	Collaborates with administrators in selecting, implementing, and evaluating services. (Develops effective collaborative relationship with principals and other administrators; anticipates issues and concerns relevant to effective services; engages with administrators on systems-level as well as individual services issues)	0	0	3	9
12	Demonstrates skill in leading team meetings. (Communicates effectively; manages time and team discussion; addresses needed issues as they arise; effectively engages all relevant parties at meetings)	0	1	2	9

Domain 3: Academic Interventions and Instructional Supports

13	Interprets curriculum-based measures. (Knows strengths and weaknesses of CBM; uses CBM data to augment other evaluation data)	0	0	4	8
14	Uses data to recommend a variety of evidence-based interventions for academics. (Recommendations are clearly linked to data; interprets data appropriately; integrates data to identify targets for intervention)	0	0	4	8
15	Demonstrates skill in setting developmentally appropriate goals for academic interventions. (Translates evaluation data so it is useful for other team members; knows academic expectations for grade-level)	1	0	5	6
16	Evaluates instructional strategies in the classroom and can provide instructional support for teachers. (Observes and identifies instructional factors in classroom; considers instructional factors in evaluations and consultation; collaborates with teachers through instructional consultation)	0	0	3	9
17	Monitors interventions for fidelity. (Helps identify and/or develop strategies for assessing fidelity; considers fidelity in evaluation and consultation; addresses issues of fidelity in various situations)	0	0	5	7

Domain 4: Mental and Behavioral Health Services and Interventions

18	Uses data collection techniques to conduct systematic observations. (Operationally defines behavior; competent in narrative as well as systematic behavior observation techniques)	0	0	4	8
19	Develops social and behavioral interventions based on observations and other behavioral data. (Intervention recommendations clearly link to behavioral data; interventions are appropriate for identified behavioral needs)	1	0	4	7
20	Understands the community referral process for mental and behavioral health services in the community. (Has knowledge of community services; collaborates with community services as needed)	0	0	2	10
21	Develops group or individual counseling plans. (Provides group and/or individual counseling services; develops solution-focused counseling plans)	3	0	5	4

Item	Competency / Indicator	N/O	1	2	3
22	Follows up with students, parents, teachers, administrators and community stakeholders in supporting students with mental health needs. (Engages students, families and school staff to support mental health; makes appropriate referrals for mental and behavioral health services)	1	0	6	5

Domain 5: School-Wide Practices to Promote Learning

23	Utilizes knowledge of the school's multi-tiered supports in school-based service delivery. (Shares knowledge of MTSS principles with school teams; collaborates in developing more effective MTSS)	0	0	2	10
24	Problem solves with school teams regarding school-wide practices that enhance or impede student learning. (Identifies system needs in discussion with supervisor and other school personnel; identifies possible systems-level barriers for individual students)	0	0	3	9
25	Uses strength-based approaches in school-wide intervention planning. (Identifies strengths of students, families, and communities when planning interventions; focuses on strengths in evaluations and recommendations for intervention)	0	0	4	8
26	Models and facilitates practices for a positive school climate. (Engages with staff in discussions of school climate; supports teachers and administrators; offers best practices for improving school climate)	1	0	3	8
27	Develops and/or delivers training activities for staff and parents/caregivers. (Shares knowledge with school staff; delivers effective professional development; collaborates with parents/caregivers when providing services)	1	0	4	7

Domain 6: Services to Promote Safe and Supportive Schools

28	Identifies typical or atypical features of child & adolescent development to facilitate case problem solving. (Demonstrates knowledge of child/adolescent development in discussions with supervisor, staff, and caregivers; develops evaluations that address developmental issues)	0	0	4	8
29	Identifies risk factors associated with student safety and contributes to team discussions related to intervention. (Able to contribute to threat assessment situations; conducts suicide risk assessments; competent in intervention planning for safety concerns)	0	0	4	8
30	Identifies and/or recommends additional prevention and risk reduction programs to assist school teams. (Contributes to planning for prevention and risk reduction; anticipates needs for at-risk students)	0	0	6	6
31	Responds to crisis situations in the school setting. (Provides support for behavior and mental health concerns; able to serve on/contribute to crisis response teams)	3	0	4	5
32	Identifies the appropriate tier for student needs for academic and behavioral and social-emotional support. (Fluent in MTSS principles; contributes to student support/student intervention teams in intervention planning; knowledgeable to Tier 2 supports)	0	0	4	8

Domain 7: Family, School and Community Collaboration

Item	Competency / Indicator	N/O	1	2	3
33	Understands how family characteristics and practices and their influence on development and behavior affect the student experience. (Takes family characteristics into account in evaluation, intervention, and consultation; evaluations reflect consideration of family factors)	0	0	4	8
34	Promoting home-school collaboration permeates school-based service delivery. (Initiates and develops rapport with families and caregivers; attempts to enhance home-school collaboration)	0	0	2	10
35	Engages parents in interactions relative to students' intervention needs and education process. (Develops positive rapport with parents/caregivers; engages parents/caregivers throughout service delivery)	0	0	4	8
36	Displays a supportive attitude towards families of all kinds. (Seeks to address the unique needs of diverse families; advocates for diverse families if barriers exist in school or district; welcomes diverse families)	0	0	2	10
37	Effectively communicates how diversity may (or may not) influence their course of action in cases. (Reflects on diversity concerns in supervision; addresses diversity concerns in team and professional consultation)	0	0	3	9

Domain 8: Equitable Practices for Diverse Students

38	Identifies and incorporates both within- and between-group differences when working with diverse student populations. (Notes relevant diversity-related issues in evaluations; takes differences into account in intervention and consultation)	1	0	3	8
39	Demonstrates awareness of the subtle racial, class, gender, cultural, and other biases and personal beliefs one may bring to their work and the impact these may have on their professional decisions, interactions, and activities. (Engages in self-reflection on development of culturally responsive practice; considers impact of possible bias and personal beliefs; actively seeks out additional information to enhance service to diverse students)	0	0	4	8
40	Uses a strengths-based approach to address all aspects of service delivery when working with English learners. (Highlights strengths in evaluation reports; helps identify strengths in intervention and consultation)	0	0	5	7
41	Applies understanding of the influence of culture, background, and individual learner characteristics when providing intervention. (Seeks out research on culturally-responsive intervention; considers how diversity may impact intervention design; addresses diversity issues as they arise)	0	0	4	8
42	Uses inclusive language and provides culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities. (Uses inclusive language in verbal and written communications; is culturally responsive in all domains of service)	0	0	4	8

Domain 9: Research and Evidence-Based Practice

43	Interprets peer-reviewed journal articles. (Seeks out peer-reviewed research for professional challenges; draws appropriate conclusions from the research literature; recognizes strengths and limitations of current research on various topics)	1	0	5	6

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44	Uses research to guide practical applications in the schools. (Consults professional literature/best practices for problem-solving; references professional literature when providing consultation)	1	0	4	7
45	Uses a problem-solving model for data-based decision-making. (Analyzes problems, gathers data, and evaluates effectiveness)	0	0	4	8
46	Assists school staff in understanding whether a program is working for students. (Develops data-gathering processes; consults on intervention fidelity and progress monitoring)	0	0	4	8
47	Utilizes single-subject design to determine the impact of a program for individuals in the schools. (Constructs graphs to analyze progress monitoring data; incorporates best practices in single-subject design for evaluating intervention effectiveness)	2	0	4	6

Domain 10: Legal, Ethical and Professional Practice

48	Provides services consistent with local, state, and federal rules and regulations (e.g., WAC; ESSA; FERPA).	0	0	3	9
49	Applies knowledge of WAC special education eligibility categories (or the applicable state regulations) when making educational decisions.	0	0	3	9
50	Provides service consistent with NASP Principles for Professional Ethics.	0	0	2	10
51	Demonstrates professional behavior through language.	0	0	2	10
52	Demonstrates professional behavior through dress.	0	0	3	9
53	Accepts constructive criticism from supervision in a professional manner.	0	0	3	9
54	Incorporates constructive criticism into professional practice.	0	0	2	10
55	Demonstrates flexibility and adaptability in professional practice.	0	0	2	10
56	Demonstrates dependability in meeting deadlines and responding to stakeholders.	0	0	4	8
57	Demonstrates appropriate time management.	0	0	4	8
58	Demonstrates a friendly demeanor and gets along with students, colleagues, and family members.	0	0	3	9
59	Engages in self-evaluation and self-improvement.	0	0	3	9
60	Demonstrates professional independence commensurate with experience.	0	0	4	8
61	Demonstrates enthusiasm and initiative.	0	0	3	9
62	Demonstrates self-control and uses effective interpersonal communication strategies (e.g., perspective taking; active listening; de-escalation) during crises.	0	0	4	8

Comments

Professional and ethical behaviors are outstanding. Very knowledgeable of federal, state, and district policies and procedures and adheres to them diligently. Puts students first and is a valuable member of the team

Item	Competency / Indicator	N/O	1	2	3
	Does well with collaborating with others including teachers, administrators, parents, and especially students. Very compassionate about the job.				
	Good organizational skills.				
	Very good with assessment and analyzing data. Builds great relationships with school teams. Works with teachers and administrators and utilizes problem-solving strategies very well. Good with managing caseload and staying organized. Communicates well during team meetings.				
	Very knowledgeable about many of the aspects required in school psychology. Skilled with assessment and analyzing data. Tuned into mental health needs that students may have. Really good at suggesting interventions, accommodations, and strategies to use with students.				
	Demonstrates a high level of awareness and professionalism while completing various aspects of the school psychologist role. Considers the unique traits of students and families as well as staff members in fulfilling daily duties. Communicates well and seeks guidance when unsure of a situation and follows through in completion of tasks.				
	Demonstrates proficient skills in determining appropriate assessment instruments and procedures to address the referral question. Considers all aspects of the identified areas of concern when developing an assessment plan for students of varying ability levels as well as diverse cultural backgrounds. Some guidance is needed at times in the selection of specific individual assessment tools. Works collaboratively with school staff as well as families in gathering data to address referral questions. When unsure or presented with unique and rarely occurring circumstances, seeks guidance for addressing the situations.				
	Demonstrates a high level of professionalism. Efficient in meeting required deadlines when completing evaluations and holding necessary meetings with staff and parents. Uses available information to guide practice as well as in the completion of required tasks related to professional role. Demonstrates care and empathy when explaining evaluation results for families in terminology they comprehend. Mindful of the sensitive nature of written records and sharing confidential information only with those with a need to have the information to provide a necessary service for students.				
	Experience as a teacher has helped in understanding student and parent needs. Independent and meets timelines. Does outside research when needing a better understanding of how to address a problem.				
	Flexible and easily adapts to a variety of situations. Very thorough in evaluations, excellent working with parents and teachers to interpret test results, makes creative and realistic suggestions based on data, has handled very difficult situations with professionalism (e.g., suspected abuse cases or risk assessments), and always willing to take suggestions and collaborate if in doubt.				
	Works well with staff, parents, and admin. Able to explain evaluation results in a way that leaves parents with a better understanding of their child.				
	Assessment methods, data-based decision making.				
	Very student-focused in approach to evaluating educational strengths and needs.				