

Psychologist Evaluation

Name: Jennifer Reilly

Evaluator: Self-Evaluation

School: WRHS

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Grade: 9

Shared: NO

Curriculum, Planning, and Assessment

Standard I: Curriculum, Planning and Assessment

The teacher promotes the learning and growth of all students through designing coherent instruction and authentic and meaningful student assessments, analyzing, student performance and growth, and continuously refining learning objectives.

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Goals: 504s, IEPs, Psychological reports, behavioral support plans

Assessments: Psychological reports

Progress Monitoring/Communication: RTI, phone, letter, e-mail records, progress reports

Formative Indicators

Goals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Intervention goals are clearly defined, measurable, highly appropriate, and have been developed following consultations with the student, parent, and colleagues.	Intervention goals are clear, measurable, and appropriate and have been developed following some consultations.	Intervention goals are rudimentary and immeasurable, and only partially suitable to the school setting and age of the student.	Intervention goals are unclear, not appropriate or nonexistent.

Assessments

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses a wide range of psychological instruments to evaluate students and knows the proper situation in which each should be used and can provide rationale to the use of instruments to the Team.	Uses a wide range of psychological instruments to evaluate students and knows the proper situation in which each should be used.	Uses appropriate psychological instruments to evaluate students and determine possible eligibility.	Demonstrates limited knowledge and skill in using psychological instruments to evaluate students.

Summative Indicators

Treatment Plans

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Designs treatment plans with benchmarks that are aligned with counseling goals, monitors student progress and effectively communicates with relevant treatment providers.	Designs treatment plans with benchmarks that are aligned with counseling goals, monitors student progress and communicates with relevant treatment providers.	Designs treatment plans with benchmarks that do not align with counseling goals.	Designs treatment plans without benchmarks and counseling goals.

Progress Monitoring and Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Refines interventions in response to student progress and consistently communicates with teachers and parents regarding interventions.	Refines interventions in response to student progress and communicates with teachers regularly and reports status of interventions to parents via progress reports.	Refines interventions only when confronted with the need for change and monitors student progress occasionally.	Leaves existing intervention plan as is and does not monitor student progress and does not communicate with teachers or parents regarding student progress, unless asked to do so.

Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns as well as how students learn.	Demonstrates knowledge of child and adolescent development, psychopathology and how students learn.	Demonstrates limited knowledge of child and adolescent development, psychopathology, and how students learn.	Demonstrates little or no knowledge of child and adolescent development, psychopathology and how students learn.

Analysis

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Uses multiple sources of data - for example IEPs, teacher observations, academic history - to formulate IEP goals, treatment plans, and effectively discusses the plan with relevant treatment providers.	Uses multiple sources of data - for example IEPs, teacher observations, academic history - to formulate IEP goals, treatment plans, and discusses the plan with relevant treatment providers.	Uses minimal sources of data to formulate IEP goals and treatment plans.	Makes decisions based on opinion without evidence-based information to formulate IEP goals and treatment plans.

Sharing Conclusions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes a schedule to share conclusions and insights about student progress and applies feedback from them about practices that will support student learning with all appropriate colleagues.	Regularly shares conclusions and insights about student progress and applies feedback from them about practices that will support student learning with all appropriate colleagues.	Occasionally shares conclusions and insights about student progress and applies feedback from them about practices that will support student learning with all appropriate colleagues.	Does not share conclusions and insights about student progress with all appropriate colleagues.

Teaching All Students/Instruction

Standard II: Teaching All Students/Instruction

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, and creates a safe and effective classroom environment.

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Resources: Counseling referrals, agency referrals, school activities & clubs

Close the Gap: IEP recommendations & accommodations, psychological reports, 504???

Expectations: emails, parent communication, scheduling request sheets, request for reconsideration sheets

Formative Indicators

Resources

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates extensive knowledge of resources for students available through the school or district and in the community to address behavioral, academic, social, and emotional needs. Consistently communicates such information to parents and staff.	Demonstrates extensive knowledge of resources for students available through the school or district and in the community to address behavioral, academic, social, and emotional needs. Consistently communicates such information to parents and staff.	Demonstrates limited knowledge of resources for students available through the school, district, or community to address behavioral, academic, social, and emotional needs.	Demonstrates little or no knowledge of resources for students available through the school, district, or community to address behavioral, academic, social, and emotional needs.

Summative Indicators

Close the Gap

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Applies evidence-based strategies to overcome academic proficiency gaps and support social/emotional growth.	Applies some evidence-based strategies to overcome academic proficiency gaps.	Attempts unsuccessfully to apply some evidence-based strategies to overcome academic proficiency gaps.	Does not attempt to apply evidence-based strategies to overcome academic proficiency gaps.

Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is highly skilled at developing rapport and establishing supportive relationships with a wide variety of students; establishes and maintains appropriate boundaries.	Is skilled at developing rapport and establishing supportive relationships with a wide variety of students; establishes and maintains appropriate boundaries.	Demonstrates limited ability in developing rapport and establishing supportive relationships with students and has difficulty establishing and maintaining appropriate boundaries.	Does not demonstrate the ability to develop rapport and establish supportive relationships with students or does not establish or maintain appropriate boundaries.

Clarity

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Communicates clearly with the target audience and consistently provides appropriate answers to parent and staff questions.	Provides clear explanations to ensure the understanding of the target audience.	Sometimes presents material that uses language and explanations that may be confusing or unclear to the target audience.	Often presents material in a confusing way, using language that is unclear, inconsistent, or incorrect to the target audience.

Learning Environment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Creates an environment of fairness and mutual respect and fosters this relationship between students.	Creates an environment of fairness and mutual respect.	Attempts but is sometimes unsuccessful in creating an environment of fairness and mutual respect.	Is unsuccessful in creating an environment of fairness and mutual respect.

Routines/ Protocols

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with staff and administrators.	Procedures for referrals and for meeting and consultations with parents and administrators are clear to everyone.	Has established procedures for referrals, but the details are not always clear.	No procedures for referrals have been established; when staff wants to refer a student for special services, they are not sure how to go about it.

High Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Establishes high expectations and provides ample opportunities for all students' academic growth and pursues cases where students do not initially take advantage of the opportunities.	Establishes high expectations and provides ample opportunities for most students' academic growth.	Has inconsistent expectations and/or provides limited opportunities for student growth.	Fails to demonstrate that all students can learn.

Compliance

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Possesses knowledge of special education laws, timelines, and procedures is extensive and consistently communicates this knowledge to the Team.	Demonstrates thorough knowledge of special education laws, timelines, and procedures.	Demonstrates limited knowledge of special education laws, timelines, and procedures.	Demonstrates little or no knowledge of special education laws, timelines, or procedures.

Family and Community Engagement

Standard III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members and organizations.

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Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Outreach/Communication: emails, phone logs, newsletters, websites, parent meeting logs, progress reports, surveys

Formative/Summative Indicators

Outreach / Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Communicates respectfully with parents and maintains contact using alternative modes of communication when at first unsuccessful in making contact.	Communicates respectfully with parents and maintains contact throughout the year using multiple modes of communication.	Tries to communicate respectfully with parents and makes contact using limited modes of communication.	Is disrespectful to parents or makes little or no contact with parents.

Responsiveness

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Always responds promptly and effectively to parent concerns.	Usually responds promptly to parent concerns.	Inconsistently responds promptly or effectively to parent concerns.	Does not respond to parent concerns or is unprofessional in dealing with the concerns.

Professional Culture

Standard IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

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Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Reflection: reflective notes in plan books or on assignments, samples of lesson improvements, examples of products from collaboration (conversations may be sufficient if outcomes can be articulated)

Growth: professional development opportunities, professional readings, professional affiliations, graduate programs or classes, workshops, teacher mentors, focus groups

Summative Indicators

Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Continually consults with colleagues and is an up-to-date resource in their field of expertise.	Seeks out effective ideas from colleagues, workshops, and other sources and makes an attempt to implement the ideas.	Can occasionally be persuaded to try out new practices.	Is not open to ideas for improving practices.

Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Actively seeks out opportunities to collaborate with colleagues and other professionals to improve their practices.	Collaborates regularly with colleagues to, share ideas, and review student progress.	Meets occasionally with colleagues to share ideas.	Rarely interacts with colleagues to share ideas.

Respectful Relationships

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently fosters a positive, mutually respectful school environment and regularly demonstrates fairness to others.	Usually fosters a positive, mutually respectful school environment and demonstrates fairness to others.	Inconsistently fosters a positive, mutually respectful school environment or demonstrates a lack of fairness toward others.	Does not promote a positive, mutually respectful school environment or demonstrate fairness toward others.

Evaluator Signature

- no signature -

Educator Response

Educator may indicate response to content of this form.

Educator Signature

Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

- no signature -