

UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

Yearly Summary Performance Evaluation

New York State Criteria for Evaluation of Psychologists

CONTENT KNOWLEDGE

The school psychologist shall demonstrate a thorough knowledge of best practice in school psychology and how they affect student outcomes.

PROFICIENT

- Demonstrates clear foundation of knowledge regarding the effective practice of school psychology.
- Sought out by colleagues within the pupil personnel department to share content knowledge.
- Asked to present at faculty or other staff meetings on school psychology-related topics.
- Participates in in-service training and community-based conferences in order to extend knowledge base.
- Reads the school psychology literature in order to stay current with the new developments in the field.

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PREPARATION (CSE CHAIRING AND ADMINISTRATION, DEVELOPMENT/DELIVERY OF IN-SERVICE TRAINING, PARTICIPATION IN CHILD STUDY TEAM, PARTICIPATION IN CSE, PLACEMENT OF NEW ENTRANTS, SUPERVISION OF INTERNS, MANAGEMENT OF A PARTICULARLY CHALLENGING WORKLOAD)

The school psychologist shall demonstrate appropriate preparation when facilitating the development/delivery of in-service training, participating in child study team and CSE, placing new entrants, supervising interns, and managing a caseload independently and efficiently.

PROFICIENT

- During CSE meetings, makes teachers and parents feel welcome, comfortable and safe. Creates an atmosphere of mutual teamwork on behalf of the student.
- Actively participates in Child Study Team meetings.
- Actively participates in Committee on Special Education meetings.
- When planning CSE meetings, consults with teachers and parents in advance of the meeting, so that contentiousness and surprises are minimized.
- Coordinates placement of new entrants by reviewing all records from parents and previous district, negotiating and determining most appropriate placement.
- Assists in scheduling of CSE meetings with careful regard to effective use of time, contractual concerns (e.g. avoiding teacher preps) and parental availability.
- Continuously seeks ways to improve the CSE process and implements those improvements.
- Develops and delivers effective in-service training programs for U-E faculty and/or staff.
- Provides meaningful and effective supervision to intern (s).
- Manages a particularly challenging workload while maintaining professionalism. Streamlines processes wherever possible without sacrificing student needs.

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**CLASSROOM MANAGEMENT (FUNCTIONAL BEHAVIORAL ASSESSMENT AND
BEHAVIOR INTERVENTION PLANNING)**

The school psychologist shall demonstrate knowledge in effective classroom management strategies through the use of functional behavioral assessments and the development of behavior intervention plans to assist teachers with student behavior.

PROFICIENT

- In response to CST, CSE, teacher or parent requests, participates in the collaborative effort to create documents such as Functional Behavior Assessments and Behavior Intervention Plans.
- Assesses the effectiveness of behavioral assessments and responses, and makes appropriate modifications to support student success.
- Takes the lead to train CST and CSE members in FBA/BIP purpose and procedure.

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STUDENT DEVELOPMENT (CRISIS INTERVENTION; IMPACT ON STUDENTS IN THE BUILDING)

The school psychologist shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the application of developmentally appropriate instructional and crisis intervention strategies that benefit all students.

PROFICIENT

- Is available and willing to actively participate to resolve student crises within the building.
- Continuously pursues additional expertise in crisis intervention and response.
- Serves on building-wide committee to create building-wide crisis response plan.
- Is available and willing to actively participate in communicating with parents following a student crisis in the building.
- Builds mutual respect and trust.
- Continuously pursues additional expertise on effective practice with diverse populations.
- Recognizes and reacts effectively to students' needs.
- Demonstrates open and honest interactions with students.
- Is accessible and approachable.
- Role models positive relationships with others.

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COLLABORATION

The school psychologist shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning and social-emotional needs of students.

PROFICIENT

- Shares information, materials and expertise with colleagues willingly.
- Takes initiative in assuming leadership among staff.
- Communicates in a timely manner with colleagues and parents.
- Regularly models and/or facilitates resolution of problems.
- Actively seeks opportunities to make contributions to the school beyond special education-related duties.
- Takes initiative to fill existing needs.
- Is willing to make presentations to school board, committees, at conferences.
- Is viewed as a critical resource within the building.

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STUDENT ASSESSMENT (TESTING, INTERPRETATION AND REPORT-WRITING)

The school psychologist shall demonstrate that he or she implements appropriate assessment techniques based on the learning standards designed to measure student progress in learning and identify student level of functioning.

PROFICIENT

- Is proficient in administration and scoring of a wide variety of IQ tests, achievement tests and behavior checklists.
- Alerts pupil personnel team to new test instruments for their consideration, presents advantages and drawbacks, provides information for ordering, assists in ordering process.
- Participates in NYS alternate assessment training and shares with district staff.
- Administers and communicates the results of tests in a timely manner.
- Writes reports in a style and language that is easily understood by school personnel and parents, and contains constructive, practical and useful suggestions for addressing the identified concerns, for both school personnel and parents.

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REFLECTIVE AND RESPONSIVE PRACTICE

The school psychologist shall demonstrate that practice is reviewed, effectively assessed and appropriately adjusted on a continuing basis.

PROFICIENT

- Works together with colleagues, parents and outside professionals to continuously search for ways to improve skills and to increase effectiveness.
- Reflects on the needs of students, both individually and collaboratively.
- Seeks out and examines processes from outside of the district in order to optimize procedural effectiveness within the district.
- Continuously examines effectiveness and accuracy of test instruments, CST processes, CSE processes and intervention approaches, and makes appropriate and timely modifications.
- Continuously self-evaluates performance in all other criteria.
- Willingly accepts and attempts change.
- Actively listens and takes seriously the concerns of others.

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INSTRUCTIONAL DELIVERY (CONSULTATION TO TEACHERS, PARENTS, STUDENTS AND OTHER PROFESSIONALS) WHICH WILL RESULT IN MORE ACTIVE STUDENT INVOLVEMENT

The school psychologist shall demonstrate knowledge in effective instructional delivery by consultation with teachers, parents, students and other professionals, which will result in meeting student needs.

PROFICIENT

- Interprets evaluation results to teachers, principals and parents.
- Is actively sought out by colleagues due to perceived expertise and responsiveness.
- Creates new building-level or district-wide programs for supporting students.
- Conducts observations of students in order to collaboratively plan interventions and/or behavior management plans.
- Creates new building-level or district-wide programs designed to enhance parents' knowledge.
- Works directly with parents to help them address their student's emotional and/or behavioral concerns.
- Actively participates in parent-teacher conferences as appropriate.
- Works directly with teachers to help them address academic, emotional and/or behavioral concerns.
- Collaboratively plans and monitors appropriate academic interventions to avoid CSE referrals.
- Makes appropriate referrals to outside professionals.
- Provides supportive counseling to students.
- Consults with pupil personnel specialists and allied professionals both within and outside the school district on cases and problems of mutual concern.