

SCHOOL DISTRICT OF PUTNAM COUNTY

SCHOOL PSYCHOLOGIST

PERFORMANCE APPRAISAL

Name \_\_\_\_\_ Position \_\_\_\_\_

Employee # \_\_\_\_\_ Course Code Number \_\_\_\_\_

School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

1. PLANNING/PREPARATION

Category Definitions

- \*(1) Participate in the district’s Exceptional Student Education planning process.
- \*(2) Collect information from parents and teachers through interviews and consultations as it relates to student learning and adjustment difficulties.
- \*(3) Participate as a member of school educational planning teams to develop assistance plans for at-risk students.

Source Code (check all that apply)

- A. Behavioral Event Interview
- B. Direct Documentation
- C. Indirect Documentation
- D. Training Programs Competency Acquisition
- E. Evaluatee Provided
- F. Confirmed Observation

Category Score

Maximum Score - 7

- Unsatisfactory - 0
- Needs Improvement - 2.5
- Effective - 5
- Highly Effective - 6
- Exemplary - 7

SCHOOL PSYCHOLOGIST (Continued)

**2. CLASSROOM MANAGEMENT**

<b>Category Definitions</b>				
* (4)	Prepare and maintain periodic reports in a timely manner as required.			
* (5)	Manage materials and equipment effectively.			
* (6)	Coordinate and implement school-wide and district-wide psychological services and activities.			
* (7)	Manage time effectively.			
* (8)	Supervise interns as required.			
<b>Source Code</b> (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
<b>Category Score</b>	<b>Maximum Score - 7</b>			
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.5	<input type="checkbox"/> Effective - 5	<input type="checkbox"/> Highly Effective - 6	<input type="checkbox"/> Exemplary - 7

**3. ASSESSMENT/EVALUATION**

<b>Category Definitions</b>				
* (9)	Select, administer, score and interpret individual tests of intelligence, academic achievement, psychological processing, and personality and attitudes for referred students.			
* (10)	Analyze evaluation data and formulate hypotheses and conclusions relating to learning and behavioral issues.			
* (11)	Conduct informal and formal observations of students as part of the evaluation process.			
* (12)	Review student records and analyze information pertinent to student learning and school adjustment needs.			
* (13)	Participate in determining test score eligibility or non-eligibility of individuals for programs and services for disabled students.			
* (14)	Participate in the periodic reevaluation of students with disabilities who are served in exceptional student education programs.			
<b>Source Code</b> (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
<b>Enter Category Score</b>	<b>Maximum Score - 6</b>			
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2	<input type="checkbox"/> Effective - 4	<input type="checkbox"/> Highly Effective - 5	<input type="checkbox"/> Exemplary - 6

SCHOOL PSYCHOLOGIST (Continued)

**4. INTERVENTION/DIRECT SERVICES**

**Category Definitions**

- \*(15) Participate in the development of appropriate interventions and strategies to assist individual students in academic growth and school adjustment.
- \*(16) Utilize knowledge of behavioral principles to develop and assist in the implementation of specific behavioral management plans for individual students, classrooms and schools.
- \*(17) Conduct individual and group counseling with students when appropriate.
- \*(18) Participate in student expulsion hearings.
- \*(19) Serve as expert witness in due process hearings related to students with disabilities.
- \*(20) Review cumulative records of students transferring from other districts and advise schools regarding appropriate placement.
- \*(21) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- \*(22) Initiate referrals to other agencies as needed.
- \*(23) Serve on the crisis intervention team for the district and provide counseling services to assist and support schools in crisis situations.
- \*(24) Monitor the implementation of Individual Education Plans (IEPs).

**Source Code** (check all that apply)

- A. Behavioral Event Interview       B. Direct Documentation       C. Indirect Documentation
- D. Training Programs Competency Acquisition       E. Evaluatee Provided       F. Confirmed Observation

**Enter Category Score**

**Maximum Score - 10**

- Unsatisfactory - 0       Needs Improvement - 3       Effective - 6       Highly Effective - 8       Exemplary - 10

SCHOOL PSYCHOLOGIST (Continued)

**5. TECHNOLOGY**

<b>Category Definitions</b>				
* (25)	Use technology resources effectively.			
* (26)	Use technology to establish an atmosphere of active learning.			
* (27)	Provide students with opportunities to use technology to gather and share information.			
* (28)	Facilitate student access to the use of electronic resources.			
* (29)	Explore and evaluate new technologies and their educational impact.			
* (30)	Use technology to review student assessment data.			
* (31)	Use technology for administrative tasks.			
<b>Source Code</b> (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
<b>Enter Category Score</b>		<b>Maximum Score - 6</b>		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2	<input type="checkbox"/> Effective - 4	<input type="checkbox"/> Highly Effective - 5	<input type="checkbox"/> Exemplary - 6

**6. COLLABORATION**

<b>Category Definitions</b>				
* (32)	Communicate evaluation findings to parents, teachers and others through written reports and oral presentations.			
* (33)	Present evaluation findings in exceptional student education staffings to determine eligibility and placement.			
* (34)	Serve as a member of school-based Student Support Teams (SSTs) and staffing committees.			
* (35)	Provide consultation on an ongoing basis to teachers, parents and other school personnel to resolve students' learning and behavioral problems.			
* (36)	Act as a liaison with public and private agents who work with students, <i>e.g.</i> , doctors and counselors as needed.			
<b>Source Code</b> (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
<b>Enter Category Score</b>		<b>Maximum Score - 5</b>		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 1.5	<input type="checkbox"/> Effective - 3	<input type="checkbox"/> Highly Effective - 4	<input type="checkbox"/> Exemplary - 5

SCHOOL PSYCHOLOGIST (Continued)

**7. STAFF DEVELOPMENT**

Category Definitions				
* (37)	Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.			
* (38)	Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.			
* (39)	Manage within an organizational context a personal professional development program by setting specific goals and time tables.			
* (40)	Demonstrate professional growth and continuous improvement of professional knowledge and skills.			
* (41)	Participate in district sponsored staff development programs.			
* (42)	Participate in data collection of input on administrator's performance assessment program.			
Source Code (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score	Maximum Score - 5			
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 1.5	<input type="checkbox"/> Effective - 3	<input type="checkbox"/> Highly Effective - 4	<input type="checkbox"/> Exemplary - 5

**8. PROFESSIONAL RESPONSIBILITIES**

Category Definitions				
* (43)	Act in a professional and ethical manner and adhere at all times to The Code of Ethics for School Psychologists and the Principles of Professional Conduct of the Education Profession in Florida.			
* (44)	Prepare all required reports in an accurate and timely manner and maintain all appropriate records.			
* (45)	Keep updated on student/school legal issues and follow established procedures.			
* (46)	Mentor new colleagues.			
* (47)	Perform and fulfill professional responsibilities.			
(48)	Perform other tasks consistent with the goals and objectives of this position.			
Source Code (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score	Maximum Score - 4			
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 1	<input type="checkbox"/> Effective - 2	<input type="checkbox"/> Highly Effective - 3	<input type="checkbox"/> Exemplary - 4

SCHOOL PSYCHOLOGIST (Continued)

**9. STUDENT GROWTH AND ACHIEVEMENT**

Category Definitions

- \*(49) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.
- \*(50) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Source Code (check all that apply)

- A. Behavioral Event Interview
- B. Direct Documentation
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- D. Training Programs Competency Acquisition
- E. Evaluatee Provided
- F. Confirmed Observation

Enter Category Score

Maximum Score - 50

- Up to 50 points may be earned for assigned student gains.

Performance of Students (increased learning gains)	Points Earned
Top 25%	50
Top 30%	30
Top 35%	25
Top 40%	20
Top 50%	10

- Unsatisfactory - 10
- Needs Improvement - 20
- Effective - 30
- Highly Effective - 40
- Exemplary - 50

SCHOOL PSYCHOLOGIST (Continued)

**OVERALL RATING**

**Total Score** \_\_\_\_\_

**Unsatisfactory 0 - 33**

**Needs Improvement 34 - 59**

**Effective 60 - 77**

**Highly Effective 78 - 93**

**Exemplary 94 - 100**

Comments of the Evaluatee: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluator: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This evaluation has been discussed with me:  Yes  No

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date