

Ravena-Coeymans-Selkirk Central Schools

Annual Performance Review for School Psychologist

Name: _____ Date: _____

Position: _____ Building: _____

Administrator: _____

APR for school year: _____ - _____

Probationary only	
Certification (specify area)	
<input type="checkbox"/>	transitional or initial
<input type="checkbox"/>	provisional
<input type="checkbox"/>	professional
<input type="checkbox"/>	permanent
Date Hired	Anticipated Tenure Date
<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>

ASSIGNMENT (INCLUDE GRADE-LEVEL AND/OR SUBJECT)

SPECIAL ASSIGNMENT(S) AND/OR RESPONSIBILITIES

Tenured				
List the date, time, and subject for which this staff member has been observed.				
	Pre	Observation	Post	Subject
1.	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 200px; height: 20px;" type="text"/>
Probationary				
	Pre	Observation	Post	Subject
2.	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 200px; height: 20px;" type="text"/>
3.	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 200px; height: 20px;" type="text"/>

Evaluator, do you recommend that this staff member continue in the RCS School District?

Yes
 Provisionally, based on completion of the proposed activities and improvement in the areas documented below
 No

PURPOSE OF ANNUAL PERFORMANCE REVIEW

The purpose of this annual performance review is to help improve performance or potential for performance by assessing strengths and identifying areas for improvement and growth.

GENERAL DIRECTIONS

This review, when completed, is to be discussed at a conference with the staff member and evaluator. A copy of the proposed review should be provided no later than two days prior to the conference. Further, a maximum of five days should be given to the staff member, following the conference, to respond in writing if so desired.

A personal copy of this review, in its completed state, is to be provided to the staff member when it becomes part of the staff member’s personnel file. All correspondence related to this review should be included with the original document when it is filed.

Form A: School Psychologist Criteria and Effectiveness

The following checklist will be completed based on information yielded through observation(s) and Pre and Post Conference discussion between the administrator and the education professional. If the observation is of a professional meeting (eg. IST, CSE), no lesson plan is necessary.

For each of the areas described below, the evaluator is to place a check mark in the appropriate space that best describes the staff member’s performance.

Key: 4 = Highly Effective; 3 = Effective; 2 = Developing; 1 = Ineffective	4	3	2	1	Comments and evidence are mandatory for a rating of 1 and 2, optional for a 3 and 4.
1. Assessment and Interpretation 1.1 Conducts risk assessments 1.2 Conducts appropriate screenings for IST 1.3 Conducts Functional Behavioral Assessments 1.4 Conducts initial eligibility and triennial evaluations for CSE 1.5 Participates in CSE meetings in interpretation of results and assisting in planning and developing interventions/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Direct Intervention for Students 2.1 Participates in de-escalation of students 2.2 Counsels students on educational and personal adjustment issues 2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected 2.4 Teaches students how to develop effective learning strategies and personal and social skills 2.5 Provides positive behavioral supports to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>3. Consultation and Training</p> <p>3.1 <i>Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students</i></p> <p>3.2 <i>Consults with teachers, other school staff, and parents about behavioral interventions (Behavioral Intervention Plans)</i></p> <p>3.3 <i>Discusses results of evaluations with parents through meetings and/or phone calls</i></p> <p>3.4 <i>Helps coordinate between the school system and other relevant agencies to facilitate services for students and families</i></p> <p>3.5 <i>Provides information, and/or education, in the application of learning theory, strategies, child development, and other psychological principles to school personnel and parents</i></p> <p>3.6 <i>Plans and implements in-service or trainings for staff and/or parents when applicable</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. Program Development</p> <p>4.1 <i>Conducts or assists in conducting formal and informal needs assessment to determine school program characteristics and needs</i></p> <p>4.2 <i>Works with others to develop classroom and individual student programs and strategies to maximize learning for students</i></p> <p>4.3 <i>Assists in planning for the evaluation of school-wide, classroom, and individual student programs</i></p> <p>4.4 <i>Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations</i></p> <p>4.5 <i>Assists in the systemic analysis of behavioral and academic information</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>5. Professional Practice and Development</p> <p>5.1 <i>Observes federal, state, and local policies and regulations in the delivery of school psychological services</i></p> <p>5.2 <i>Demonstrates awareness of current Best Practices in the field of school</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>psychology</i>					
5.3 <i>Works to ensure students' rights and welfare in the school and community</i>					
5.4 <i>Engages in continuing professional development by assessing one's own needs and seeking ways to address needs</i>					
6. Communication and Relationship Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.1 <i>Effectively communicates knowledge and ideas orally to individuals and groups</i>					
6.2 <i>Effectively communicates knowledge and ideas in writing</i>					
6.3 <i>Maintains effective interpersonal relationships and communication in the professional setting</i>					
6.4 <i>Communicates results of evaluations to families in a meaningful and culturally-responsive manner</i>					
6.5 <i>Effectively communicates current legal processes, school programs and supports in a meaningful and culturally-responsive manner to families</i>					

Key

- 4 Highly Effective** means well advanced in the profession showing through evidence of improved professional practice; utilizes ongoing professional development and reflection.
- 3 Effective** means more advanced in a profession; it implies a competence derived from training and practice.
- 2 Developing** means having requisite or adequate ability or qualities of knowledge or skill.
- 1 Ineffective** means lacking in necessary knowledge and/or required demonstration of skill.

Overall Score (check one): 4 3 2 1

HEDI Rating (check one): Highly Effective Effective Developing Ineffective

Comments by evaluator:

Comments by staff member:

Probationary Only

Identified area(s) in need of improvement:

Suggestions for improvement:

Date	Proposed Activity	Documentation of Progress/Improvement

Administrator Signature

Date

Staff Member Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content

Form B: Evidence Binder – School Psychologist

One to three examples of evidence per element may be provided in the evidence binder.

Staff Member:

Date:

Evaluator:

Element	Evaluator Evidence/Notes	HEDI Scoring				STAFF MEMBER Comments/Responses
		Highly Effective	Effective	Developing	Ineffective	
		4	3	2	1	
1. Assessment and Interpretation <i>1.1 Conducts risk assessments</i> <i>1.2 Conducts appropriate screenings for IST</i> <i>1.3 Conducts Functional Behavioral Assessments</i> <i>1.4 Conducts initial eligibility and triennial evaluations for CSE</i> <i>1.5 Participates in CSE meetings in interpretation of results and assisting in planning and developing interventions/programs</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Direct Intervention for Students <i>2.1 Participates in de-escalation of students</i> <i>2.2 Counsels students on educational and personal adjustment issues</i> <i>2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>2.4 <i>Teaches students how to develop effective learning strategies and personal and social skills</i></p> <p>2.5 <i>Provides positive behavioral supports to students</i></p>						
<p>3. Consultation and Training</p> <p>3.1 <i>Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students</i></p> <p>3.2 <i>Consults with teachers, other school staff, and parents about behavioral interventions (Behavioral Intervention Plans)</i></p> <p>3.3 <i>Discusses results of evaluations with parents through meetings and/or phone calls</i></p> <p>3.4 <i>Helps coordinate between the school system and other relevant agencies to facilitate services for students and families</i></p> <p>3.5 <i>Provides information, and/or education, in the application of learning theory, strategies, child development, and other psychological principles to school personnel and parents</i></p> <p>3.6 <i>Plans and implements in-service or trainings for staff and/or parents when applicable</i></p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>4. Program Development</p> <p>4.1 <i>Conducts and/or assists in conducting formal and informal needs assessment to determine school program characteristics and needs</i></p> <p>4.2 <i>Works with others to develop school-wide, classroom, and individual student programs and program strategies to maximize learning for students</i></p> <p>4.3 <i>Assists in planning for the evaluation of school-wide, classroom, and individual student programs</i></p> <p>4.4 <i>Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations</i></p> <p>4.5 <i>Assists the district in systemic analysis of behavioral and academic information</i></p>		□	□	□	□	
<p>5. Professional Practice and Development</p> <p>5.1 <i>Observes federal, state, and local policies and regulations in the delivery of school psychological services</i></p> <p>5.2 <i>Demonstrates awareness of current Best Practices in the field of school psychology</i></p> <p>5.3 <i>Works to ensure students' rights and welfare in the school and community</i></p> <p>5.4 <i>Engages in continuing professional</i></p>		□	□	□	□	

<p><i>development by assessing one's own needs and seeking ways to address needs</i></p>						
<p>6. Communication and Relationships Skills</p> <p><i>6.1 Effectively communicates knowledge and ideas orally to individuals and groups</i></p> <p><i>6.2 Effectively communicates knowledge and ideas in writing</i></p> <p><i>6.3 Maintains effective interpersonal relationships and communication in the professional setting</i></p> <p><i>6.4 Communicates results of evaluations to families in a meaningful and culturally-responsive manner</i></p> <p><i>6.5 Effectively communicates current legal processes, school programs and supports in a meaningful and culturally-responsive manner</i></p>		□	□	□	□	

Key

- 4 **Highly Effective** means well advanced in the profession showing through evidence of improved professional practice; utilizes ongoing professional development and reflection.
- 3 **Effective** means more advanced in a profession; it implies a competence derived from training and practice.
- 2 **Developing** means having requisite or adequate ability or qualities of knowledge or skill.
- 1 **Ineffective** means lacking in necessary knowledge and/or required demonstration of skill.

Overall Score (circle one): 4 3 2 1

HEDI Rating (circle one): Highly Effective Effective Developing Ineffective

Additional comments by evaluator (if needed):

Additional comments by staff member (if needed):

End of Year Self Reflection – School Psychologist
Each response should not exceed 250 words.

What progress monitoring strategies did I find helpful? What strategies need improvement?

How were you able to support instruction in the classroom?

What resources, strategies/skills, or support are necessary for me to continue to make professional growth?

Staff member, in this space, please identify your professional development goal for the coming year (probationary goals should be developed in collaboration with the evaluator).

Administrator Signature

Date

Staff Member Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, not necessarily agreement with, its content