

St. Charles School District

Psych Examiner Growth Guide and Evaluation Documents



2017-2018

AUGUST, 2017

MISSION

The City of St. Charles School District will **REACH, TEACH, and EMPOWER** all students by providing a challenging, diverse, and innovative education.

VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

VALUE STATEMENT

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st century
 - Developing caring, productive and responsible citizens
 - Strong engagement of family and community
 - A safe, secure and nurturing school environment

 - Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, innovation and creativity

 - High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

 - Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data driven
 - Considerate of all points of view
 - Fiscally responsible
-

Psych Examiner Evaluation Protocol

Introduction: The following document aligns to the Mission, Vision, Values and Goals of the St. Charles School District.

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The Missouri model has been revised for use by the St. Charles School District. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Psych Examiner Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following steps:

Step 1: Identification of the indicators to be assessed

Rationale: Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the psychological examiner. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the psychological examiner in the classroom.

Description: The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning. The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning psychological examiners and the beginning of the year for first year psychological examiners. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the School and District Improvement Plans (SIP-school level / CSIP-district level)
3. A minimum of two indicators per psychological examiner per year that are:
 - Based on student needs
 - Represents priorities of the school/district leadership for that psychological examiner
 - Based on a potential growth opportunity for the psychological examiner and are determined in collaboration between the psychological examiner(s) and administrator
4. The indicators address metrics on both practice and impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

Step 2: Determine baseline score for the identified indicators for each Psych Examiner

Rationale: In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an assessment of status as well as growth on an indicator.

Description: The rating scale provides a numerical placement on each identified indicator. The baseline score for returning psychological examiners working on the same indicator will use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator. If a focus area is identified, a baseline score will be identified. The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The baseline indicator score is determined by doing the following:

1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator
2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score

Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale: The primary purpose of the Pysch Examiner Evaluation Protocol is to promote growth. Therefore, the acquisition and application of learning and skills is essential for turning opportunities for growth into realized growth.

Description: The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing learning and skills to achieve the expectation of growth. The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of learning, the practice of skills and timelines. The plan of study includes the following:

1. Corresponds to the examples of evidence provided in the appropriate growth guide
2. Is written in a Plan/Do/Reflect /Act format
3. Includes specific strategies for application of learning
4. Utilizes as appropriate building and district human and material resources

Step 4: Regularly assess progress on the growth plan

Rationale: In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

Description: Determine progress made on skill acquisition and application using a variety of formal and informal strategies. Feedback on the growth opportunities from the identified indicator is critical. It ensures that learning takes place, but more importantly, that learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

1. Follow up observations/assessments will occur according to the schedule provided in this document
2. All follow-up assessments should include formal and/or informal feedback
3. Formal follow-up session(s) may also be completed by the administrator.

Step 5: Use the baseline to determine overall performance

Rationale: Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

Description: An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments. Overall performance takes into account the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators.

NOTE: STATUS RATINGS

- **Beginning:** evidence indicates insufficient or absence of any mastery of assessed indicators relative to psychological examiner experience
- **Developing:** evidence indicates rudimentary levels of mastery of assessed indicators relative to psychological examiner experience
- **Proficient:** evidences indicates sufficient mastery of assessed indicators relative to psychological examiner experience
- **Distinguished:** evidence indicates exemplary levels of mastery of assessed indicators relative to psychological examinations

Step 6: Monitor the impact of improved effective practice on student performance

Rationale: The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

Description: The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a psychological examiner’s improved practice satisfies the primary purpose of the evaluation process. Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning psychological examiners)
5. Continue to acquire knowledge and improve skills

St. Charles School District - Evaluation Process and Timeline

Minimum Required Observations/Assessments/Evaluations

	Minimum Annual Observations
Probationary Certified Staff	4 (two by 12/31; two by 3/1)
Tenured Certified Staff	3 (one by 12/31; two by 4/15)

- **Observations & PGP Goals**

- **Observations are:**

- Unscheduled
- Duration of 10 or more minutes
- Psychological examiners may request a pre-scheduled observation by
 - Sending an email request
 - Providing available dates/times
 - Submitting email at least one week prior to first available date
 - Answering the prompt, "What do you want me to observe?"

- **PGP meetings** with written feedback on PGP goals & Baseline Scores

- Spring for existing psychological examiners (input into Talent Ed after TBD)*
- Fall for new psychological examiners
 - PGP steps 1-2 completed by September 23
 - Baseline scores completed by October 3
- Identified goals and relevant classroom indicators will be observed

- **Certified staff observations are**

- Completed by March 1 annually for probationary psychological examiners (P1-P5)
- Completed prior to April 15 annually for tenured psychological examiners (T1-T3)
- Part of the evaluation process

- **Certified staff evaluations are**

- Completed by annually by March 7 for probationary psychological examiner
- Completed by on a three-year cycle by May 1 for tenured psychological examiner
- Psychological examiner must complete steps 3 & 4 of the PGP with related data and submit to administrator (including data) prior to the summative evaluation, by Feb 13 -probationary; April 3 -tenured

- **Observations/assessments**

- Observations/assessments are followed by written feedback
- Observations/assessments may include:
 - Unscheduled classroom observations with
 - Duration of 10 or more minutes **or**
 - School level meeting/conference observation
 - Student/parent feedback review
 - School/district function observation
 - Review of unplanned data
 - Review of psychological examiner provided information, data, artifacts

Probationary Psych Examiners

During the annual evaluation cycle, probationary Psych Examiners need to keep an on-going collection of data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the psychological examiner growth guide. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for psychological examiner performance.

The Psych Examiner will complete the Professional Growth plan which includes action research and a self-reflection. Each year's PGP will be used to assist in the development of a Professional Growth Plan (PGP). This plan should include specific quality indicators that will be the focus of the year. The PGP should be written in alignment with building and district goals. The PGP will be submitted by the psychological examiner to the principal prior to the principal completing the summative evaluation.

During the annual evaluation cycle the administrator will conduct four observation(s)/assessment(s). The initial observation (spring each year for existing psychological examiners and by fall for psychological examiners new to the district, except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of psychological examiner provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Psych Examiner Observation Feedback Form, or the Psych Examiner Supplemental Feedback Form, and/or added to the evaluation file of the psychological examiner. All data included or additions to the evaluation rubric should be discussed with the psychological examiner prior to placing the data in the employee file. Observations may be increased as determined by the psychological examiner or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, psychological examiner and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the psychological examiner to discuss the Summative Evaluation on or before March 7.

The probationary psychological examiner and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on psychological examiner growth and student achievement. A probationary psychological examiner evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the psychological examiner to ensure that the psychological examiner has adequate time to improve. The psychological examiner and the administrator will meet to discuss the psychological examiner's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Probationary Psych Examiners

The Psych Examiner Will:

Develop a Professional Growth Plan (PGP)

Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals

Compile data relevant to PGP Goals

Provide reflection regarding professional growth and student achievement within PGP process

Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and psychological examiner

The Administrator Will:

Provide professional development support related to PGP goals

Collect/review data related to performance standards/indicators

Conduct annually four observations

Provide ongoing feedback regarding psychological examiner performance

Complete annual summative evaluation

The Psych Examiner and Administrator Will:

Conference to discuss and develop a Professional Growth Plan

Provide/review feedback following observations

Conference to discuss Summative Evaluation by March 7

The above number of observations is a minimum standard and may be increased at the request of the psychological examiner or as determined by the administration.

Tenured Psych Examiner

During the three year evaluation cycle, the tenured Psych Examiners will need to keep an on-going data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for psychological examiner performance.

During the three year evaluation cycle the administrator will conduct annually three observations/assessments. The initial observation (spring for existing psychological examiners and fall for psychological examiners new to the district except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of psychological examiner provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form. All data included or additions to the evaluation rubric should be discussed with the psychological examiner prior to placing the data in the employee file. Observations may be increased as determined by the psychological examiner or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, psychological examiner and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the psychological examiner to discuss the Summative Evaluation on or before May 1 of the evaluation year.

The tenured year Psych Examiner and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on psychological examiner growth and student achievement. The administrator and psychological examiner should engage in a professional growth conference annually to discuss the psychological examiner's options for the professional growth process between March and May.

A tenured psychological examiner evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the psychological examiner to ensure that the psychological examiner has adequate time to improve. The psychological examiner and the administrator will meet to discuss the psychological examiner's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Tenured Pscyh Examiner

The Psych Examiner Will:

- Develop a Professional Growth Plan (PGP)**
- Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals**
- Compile data relevant to PGP Goals**
- Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and psychological examiner**

The Administrator Will:

- Provide professional development support related to PGP goals**
- Conduct annually three observations**
- Collect data related to performance standards/indicators**
- Provide ongoing feedback regarding psychological examiner performance**
- Complete and Discuss Summative Evaluation by May 1 at the end of the three year evaluation cycle.**

The Psych Examiner and Administrator Will:

- Conference to discuss and develop the Professional Growth Plan**
- Provide/review feedback following observations**
- Conference to discuss summative evaluation by May 1**

The number of observations is a minimum standard and may be increased at the request of the psychological examiner or as determined by the administration. .
Tenured psychological examiners may receive summative evaluations more frequently as determined by the administration.

Evaluation Timeline

	Non-Tenured					Tenured		
Year	1	2	3	4	5	1	2	3
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Observations	4	4	4	4	4	3	3	3
PGP Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Data Collection	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Administrator/Psych Examiner Meet	A meeting to develop and discuss PGP will be held between March and May for existing Psych examiners, and by October 1 for new Psych Examiners.					A meeting to develop and discuss PGP should be held between March and May.		
Data Collection	Psych Examiner and administrator collect data throughout the year. Psych Examiner should have annual data relative to professional growth and student achievement. Administrator should share collected data with the Psych Examiner.					Psych Examiner and administrator collect data throughout the year. Psych Examiner should have annual data relative to professional growth and student achievement. Administrator should share collected data with the Psych Examiner.		
Summative Evaluation Conference	Psych Examiner and administrator will meet by March 7 to review collected data and the PGP and to complete the summative evaluation.					Psych Examiner and administrator will meet by May 1 to review the PGP or, if at the end of the three-year cycle to review collected data and to complete the summative evaluation.		

Summative Evaluation

All Psych Examiners will receive a Summative Evaluation during the evaluation cycle (annually for probationary psychological examiners / three year cycle for tenured psychological examiners. Psychological examiners who come to the district with prior experience will be moved to the P2 level for observation and evaluation. Work with the HR department to determine this status. The Summative Evaluation summarizes the administrators rating of performance for each standard/indicator. The Summative Evaluation is communicated through the Psych Examiner Growth Guide.

Non tenured and tenured Psych Examiners both have the opportunity to dispute the information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administration is final. Written comments can be provided by either party (psychological examiner or administrator) and included with the report. Written comments by either party must be shared within five working days of the conference and attached to the original copy of the Summative Evaluation. The Psych Examiner, the administrator, and the Human Resources Office will retain copies of the report.

Professional Growth Plan

Name _____

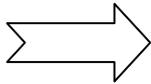
School Year _____

Identify Indicator (Standard Number and Name): _____

(Quality Indicator Number and Name): _____

Briefly describe why this **Growth Standard** was chosen.

(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):



BASELINE SCORE

1. PLAN: State the professional learning goal or objective. Include an aspect of student growth.

“To accomplish the identified professional growth target, I will implement differentiated strategies as measured by . . .”

2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps)

*Think of this as an improvement theory that identifies the expected outcomes i.e., **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

Administrator’s Signature: _____

Date: _____

Psych Examiner’s Signature: _____

Date: _____

3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.)

Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?

4. ACT: Have positive results been attained?

How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?

Administrator's Signature

Date

Psych Examiner's Signature

Date

Baseline Score _____ Final Score _____ Growth Score _____

Reflect on what you have learned through research and to begin planning for future growth

using the standards listed below:

- Compliance
- Assessment Administration, Scoring and Interpretation
- Effective Communication
- Professionalism
- Professional Collaboration
- Professional Responsibilities

Has the professional growth target been met? ____ Will you continue this goal? ____

If the answer is “no” what will you work on next? _____

Psych Examiner Observation Feedback

PGP Goal #1 _____

PGP Goal #2 _____

Psych Examiner's Name: _____ Subject/Grade: _____ Date: _____

Psych Examiner Reflection Requested (Yes/No) _____ Schedule Follow Up Meeting (Yes/No) _____

Students were:

Psych Examiner was:

What took place during the meeting:

Narrative Comments (optional)

Standards/Indicators being addressed:

Indicate Proficiency 1-7	1. Compliance (Demonstrates knowledge of DESE’s standards and Indicators as it applies to the diagnostic process.)	
	1.1	Knowledge of disabilities and federal and state guidelines
	2. Assessment Administration, Scoring and Interpretation (Determines, administers, and evaluates assessments based upon student needs and state and federal guidelines)	
	2.1	Administration of assessments
	3. Effective Communication (Models effective verbal, nonverbal, and media communication techniques with students, colleagues, and parents to foster active inquiry, collaboration and supportive interaction)	
	3.1	Verbal and nonverbal communication
	3.2	Sensitivity to culture, gender, intellectual and physical differences
	4. Professionalism (Reflective practitioner who continually assesses the effects of choices and actions on others. Actively seeks out opportunities to grow professionally.)	
	4.1	Self-assessment and improvement
	4.2	Professional learning
	5. Professional Collaboration (Has effective working relationships with students, parents, colleagues, and community members.)	
	5.1	Collegial activities
	6. Professional Responsibilities (Complies with building and district policies and procedures)	
	6.1	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures

Points to Ponder (optional):

Psych Examiner’s Signature: _____ Date: _____

Comments:

Evaluator’s Signature: _____ Date: _____

Comments:

Supplemental Feedback Form

Artifact Data

Unplanned Data

Psych Examiner: _____

School: _____

Grade/Subject: _____

Date: _____

Administrator/Supervisor: _____

Standard/Quality Indicator: _____

Data: _____

Standard/Quality Indicator: _____

Data: _____

Psych Examiner's Comments: _____

Administrator's/Supervisor's Comments: _____

Psych Examiner's Signature _____ Date _____

Administrator's Signature _____ Date _____

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to psychological examiner and administrator/supervisor.

St. Charles School District

Psych Examiner Summative Evaluation

Psych Examiner Name _____ School Year _____

____ Probationary ____ Years in St. Charles School District Subject/Grade Level _____

____ Tenured ____ Total Experience School _____

Evaluator _____

PGP Goal #1 _____

PGP Goal #2 _____

Psych Examiner Standard / District Expectation

1) Compliance - Demonstrates knowledge of DESE's standards and Indicators as it applies to the diagnostic process.	
1.1	Knowledge of disabilities and federal and state guidelines
Standard 1 comments:	
2) Assessment Administration, Scoring and Interpretation - Determines, administers, and evaluates assessments based upon student needs and state and federal guidelines	
2.1	Administration of assessments
Standard 2 comments:	
3) Effective Communication - Models effective verbal, nonverbal, and media communication techniques with students, colleagues, and parents to foster active inquiry, collaboration and supportive interaction	
3.1	Verbal and nonverbal communication
3.2	Sensitivity to culture, gender, intellectual and physical differences
Standard 3 comments:	

4) Professionalism - Is a reflective practitioner who continually assesses the effects of choices and actions on others. Actively seeks out opportunities to grow professionally.	
4.1	Self-assessment and improvement
4.2	Professional learning
Standard 4 comments:	
5) Professional Collaboration - Has effective working relationships with students, parents, colleagues, and community members.	
5.1	Collegial activities
Standard 5 comments:	
6) Professional Responsibilities - Complies with building and district policies and procedures	
6.1	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures
Standard 6 comments:	

**Probationary Psych Examiner Evaluations due by March 7.*

**Tenured Psych Examiner Evaluations due by May 1.*

*If indicator is not met or showing appropriate growth, administrator will institute a Professional Improvement Plan. Professional Improvement Plan can be implemented at any time during the school year.

Psych Examiner Signature: _____

Date: _____

Comments:

Administrator Signature: _____

Date: _____

Comments:

St. Charles School District

Psych Examiner Professional Growth Plan

Summative

Indicator	Goal/Results (Focus and strategies for indicator)	Baseline Score	End Score	Growth Score

St. Charles School District

Psych Examiner Yearly Growth Rating Summative

Minimally Effective 1	Somewhat Effective 2	Proficient 3	Distinguished 4
Working on a PIP	Performance Concerns Noted	No Performance Concerns Noted	Noted as Distinguished in 1/3 of observed areas and all other areas Proficient

Rating for _____ School Year is

Overall Comments:

Recommend for Re-Employment

- Develop a new or revised growth plan based on new indicators or a continuation of the same ones
- Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

Do Not Recommend for Re-Employment

**Psych Examiner's
Signature**

Date

Evaluator's Signature

Date

Administrator Comments:

Psych Examiner Comments:

Psychological examiner Growth Guide 1.1

Standard 1: Compliance

The psychological examiner demonstrates knowledge of DESE’s Standards and Indicators as it applies to the diagnostic process.

Quality Indicator 1: Knowledge of disabilities and federal and state guidelines

Beginning		Developing		Proficient		Distinguished	
The psychological examiner... Demonstrates an adequate knowledge of disabilities and state and federal guidelines with assistance		The psychological examiner also... Demonstrates a comprehensive knowledge of disabilities and state and federal guidelines independently to determine areas of eligibility.		The psychological examiner also... Accurately and consistently uses assessment data to help team determine areas of eligibility and provide resources for student growth.		The psychological examiner also... Takes an active leadership role with colleagues and administrators at the school and district level to provide training and guidance on special education processes	
Professional Frames							
Evidence of Commitment N/A		Evidence of Commitment N/A		Evidence of Commitment N/A		Evidence of Commitment N/A	
Evidence of Practice With guidance, determines eligibility for special education and related services using DESE Standards and Indicators. With guidance, demonstrates adequate skills in interpreting individual test results. With support, is able to write adequate reports that substantiate the eligibility decisions.		Evidence of Practice Determines eligibility for special education and related services using DESE Standards and Indicators. Demonstrates adequate skills in interpreting individual test results. Engages team members during eligibility determinations and seeks consensus from the team with regard to eligibility decisions. Writes adequate reports that substantiate the eligibility decisions.		Evidence of Practice Consistently determines eligibility using DESE Standards and Indicators. Demonstrates consistent ability to interpret and integrate test results with information from all pertinent sources. Includes all team members in the decision making process. Writes well-written reports that include comprehensive, relevant information about student background, skills and performance to substantiate eligibility decisions.		Evidence of Practice Demonstrates exceptional skill in interpretation and integration of all assessment results in determining eligibility for special education and related services. Writes well-written reports that include comprehensive, relevant information about student background, skills and performance to substantiate eligibility decisions. Demonstrates leadership within the team and serves as a resource to other psychological examiners with regards to assessment interpretation and report writing.	
Evidence of Impact N/A		Evidence of Impact N/A		Evidence of Impact N/A		Evidence of Impact N/A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 2.1

Standard 2: Assessment Administration, Scoring and Interpretation

The psychological examiner determines, administers, and evaluates assessments based upon student needs and state and federal guidelines.

Quality Indicator 1: Administration of assessments.

Beginning		Developing		Proficient		Distinguished	
The psychological examiner... Appropriately administers a limited number of assessments with guidance.		The psychological examiner also... Independently administers a limited number of assessments appropriately.		The psychological examiner also... Consistently administers a variety of assessments independently and appropriately.		The psychological examiner also... Provides leadership and training on a variety of assessments and acts as a resource to colleagues.	
Professional Frames							
Evidence of Commitment Follows evaluation plan developed by the IEP team.		Evidence of Commitment Helps develop evaluation plans for student assessment		Evidence of Commitment Leads the development of evaluation plans		Evidence of Commitment Mentors and/or trains others in the special education evaluation process	
Evidence of Practice Administers assessments in the evaluation plan with guidance or assistance.		Evidence of Practice Administers assessments in the evaluation plan independently		Evidence of Practice Identifies and implements changes to evaluation plans when necessary		Evidence of Practice Guides others in identifying and implementing changes to evaluation plans when necessary	
Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 3.1

Standard 3: Effective Communication

The psychological examiner models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction.

Quality Indicator 1: Verbal and nonverbal communication

Beginning The psychological examiner... Uses correct, effective verbal and non-verbal communication skills.		Developing The psychological examiner also... Consistently uses correct, effective verbal and non-verbal communication skills.		Proficient The psychological examiner also... Consistently fosters correct, effective verbal and nonverbal communication including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		Distinguished The psychological examiner also... Facilitates correct, effective verbal and nonverbal communication in their school and throughout the community.	
Professional Frames							
Evidence of Commitment Verbal, written, and electronic, communication is basically effective and correct		Evidence of Commitment Verbal, written, and electronic communication is effective and correct		Evidence of Commitment Verbal, written, and electronic communication is effective and correct for all students		Evidence of Commitment Verbal, written, and electronic school and district-wide communication is correct and effective	
Evidence of Practice Demonstrates a basic level of effective verbal and non-verbal communication		Evidence of Practice Verbal and non-verbal communication is grammatically correct.		Evidence of Practice Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc. Eye contact, voice inflection, body language, gestures, and written communication reflect warmth, caring, and respect.		Evidence of Practice Contributes to the overall effective and correct communication coming from the school to the larger community	
Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 3.2

Standard 3: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Beginning		Developing		Proficient		Distinguished	
The psychological examiner... Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability and its impact on student ability.		The psychological examiner also... Demonstrates and promotes sensitivity regarding culture, gender, intellectual, and physical ability and its impact on student ability.		The psychological examiner also... Communicates respect and sensitivity regarding culture, gender, intellectual, and physical ability.		The psychological examiner also... Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
Professional Frames							
Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to students' needs		Evidence of Practice Demonstrates and promotes empathy and sensitivity to differences regarding culture, gender, intellectual, and physical ability when responding to students' needs		Evidence of Practice Articulates in a sensitive and respectful manner the differences regarding culture, gender, intellectual and physical abilities and the impact on student ability.		Evidence of Practice Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community	
Evidence of Impact N/A		Evidence of Impact N/A		Evidence of Impact N/A		Evidence of Impact N/A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 4.1

Standard 4: Professionalism

The psychological examiner is a reflective practitioner who continually assesses the effects of choices and actions on others. The psychological examiner actively seeks out opportunities to grow professionally.

Quality Indicator 1: Self-assessment and improvement

Beginning		Developing		Proficient		Distinguished	
The psychological examiner... Documents a variety of self-assessment and problem-solving strategies for reflecting on practice, professional growth and learning, and the complex interactions between them.		The psychological examiner also... Consistently engages in reflective practice and consistently applies this to his/her professional growth.		The psychological examiner also... Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for professional growth, within the department and district.		The psychological examiner also... Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Professional Frames							
Evidence of Commitment Professional Growth Plan documents self-assessment and reflection strategies		Evidence of Commitment Professional Growth Plan documents ongoing self-assessment and reflection strategies		Evidence of Commitment Documents reflections on his/her professional growth and results that impact future Professional Growth Plans		Evidence of Commitment Can provide direction and mentoring on maintaining effective Professional Growth Plans	
Evidence of Practice Engages in self-assessment and problem solving on improving overall professional skills		Evidence of Practice Observations and conferences indicate attention to reflective practice and professional improvement		Evidence of Practice Uses reflections to direct future professional goals and monitors the progress and evaluates results		Evidence of Practice Evidence of leadership in school-wide and/or district-wide teams and in working with colleagues to become a reflective practitioner	
Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 4.2

Standard 4: Professionalism

The psychological examiner is a reflective practitioner who continually assesses the effects of choices and actions on others. The psychological examiner actively seeks out opportunities to grow professionally.

Quality Indicator 2: Professional learning

Beginning The psychological examiner... Utilizes resources available for professional learning.		Developing The psychological examiner also... Seeks out professional growth activities and applies knowledge gained from a variety of sources.		Proficient The psychological examiner also... Shares expertise related to professional learning with colleagues		Distinguished The psychological examiner also... Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.	
Professional Frames							
Evidence of Commitment A Professional Growth Plan has been developed that documents focus and priority areas		Evidence of Commitment Professional Growth Plan documents applied knowledge and strategies		Evidence of Commitment Professional Growth Plan documents strategies to share expertise and strategies		Evidence of Commitment Demonstrates how Professional Growth Plans are documentations of improvement, growth and applied learning	
Evidence of Practice Uses colleagues as a source of information and becomes aware of available professional learning resources		Evidence of Practice Practices are impacted by professional learning		Evidence of Practice Practices are impacted by professional learning and outcomes are shared with colleagues		Evidence of Practice Works on a review team or participates in the professional development committee to impact overall learning	
Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 5.1

Standard 5: Professional Collaboration

The psychological examiner has effective working relationships with students, parents, colleagues and community members.

Quality Indicator 1: Collegial activities

Beginning		Developing		Proficient		Distinguished	
The psychological examiner... Works regularly with other colleagues on all standards to build an understanding of their position, roles and responsibilities.		The psychological examiner also... Participates in building a shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in staff development, and works with colleagues to strengthen relationships in the school and community.		The psychological examiner also... Participates in training and relationship building efforts in the school, department and community, and informally mentors others.		The psychological examiner also... Is capable of providing leadership in building a shared mission, vision, values and goals and is able to act as a trainer/mentor to assist with relationship building efforts in the school, department and community for the benefit of students.	
Professional Frames							
Evidence of Commitment N/A		Evidence of Commitment N/A		Evidence of Commitment N/A		Evidence of Commitment N/A	
Evidence of Practice Meets regularly with colleagues to support school, department and district goals		Evidence of Practice Contributes to support of progress on the mission, vision, and goals, and works with colleagues to strengthen relationships with students, families and other staff Participates in required professional development		Evidence of Practice Serves as a school and/or district leader to support school, department and district initiatives Shares information gathered from professional development with colleagues		Evidence of Practice Mentors staff and serves as a resource to colleagues on issues related to mission, vision and goals and assists with assessing the progress or revising the mission, vision and goals Systematically applies knowledge and documents impact of new practices; actively shares knowledge with others	
Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A	
1	2	3	4	5	6	7	8

Psychological examiner Growth Guide 6.1

Standard 6: Professional Responsibilities

The psychological examiner complies with building and district policies and procedures.

Quality Indicator 1: Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures.

Beginning 10N1) See evidence of practice		Developing		Proficient 10P1) The psychological examiner ... Maintains accurate records in a timely manner, exemplifies good attendance, adheres to policy, and maintains confidentiality/privacy.		Distinguished 10S1) The psychological examiner also... Assists/mentors other staff members in maintaining records and adherence to policies and procures.	
Professional Frames							
Evidence of Commitment N/A				Evidence of Commitment N/A		Evidence of Commitment N/A	
Evidence of Practice The psychological examiner's records are kept in a manner that may not maximize feedback, communication, and/or compliance. The psychological examiner is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The psychological examiner schedules time off in accordance with Board policy. The psychological examiner's practice requires support in understanding school/district policies and procedures. The psychological examiner honors the confidential nature of student information.				Evidence of Practice Records are maintained and updated in a timely manner. The psychological examiner is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The psychological examiner schedules time off in accordance with Board policy. The psychological examiner consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations. The psychological examiner honors the confidential nature of student information.		Evidence of Practice The psychological examiner serves as a mentor to others regarding record keeping, and adherence to policies and procedures.	
1	2	3	4	5	6	7	8

Standards and Indicators in Professional Frames

Compliance	
1.1	Knowledge of disabilities and federal and state guidelines
Assessment Administration, Scoring and Interpretation	
2.1	Administration of assessments
Effective Communication	
3.1	Verbal and nonverbal communication
3.2	Sensitivity to culture, gender, intellectual and physical differences
Professionalism	
4.1	Self-assessment and improvement
4.2	Professional learning
Professional Collaboration	
5.1	Induction and collegial activities
Professional Responsibilities	
6.1	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures