

**McLean County Unit District No. 5
Certified School Psychologist/Social Worker Evaluation Form**

Faculty Member _____

Homebase _____

Post Conference Date _____

Evaluator's Name _____

Domain 1: Planning and Preparation

The psychologist/social worker sets goals, plans resources to be used, and assesses student progress based upon knowledge of content, students, resources and the curriculum. Planning and assessment focus upon implementation of district and professional organization guidelines through meaningful experiences utilizing available resources.

Knowledge/Goals

- | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|-----------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays appropriate knowledge of learning and behavioral theories. |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays knowledge of typical student development, progress, and exceptional patterns. |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develops short and long-range goals in response to building referrals that are based on knowledge of the district curriculum, learner diversity, and learning theory. |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates adequate knowledge of information about Illinois and federal legislation/regulations, Illinois Learning Standards, and eligibility requirements. |

Planning/Assessment

- | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|-----------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Works with administration and other groups to assess students' social/emotional and academic needs for the school and district. |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Helps to develop plans to address social/emotional and academic needs that are clear, meaningful and are aligned with state and district guidelines. |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Gathers and interprets information from a variety of sources to assist in planning interventions and/or to address student needs. |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Monitors and assesses individual student progress. |
| 5. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides timely feedback to team members. |

Resources

- | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|-----------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses a variety of resources to enhance student support services. |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses materials and techniques appropriate for the varied abilities, learning styles, and background of students. |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Integrates technology as appropriate. |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Modifies accommodations to meet student needs. |

Domain 1: Planning and Preparation – Cumulative Rating - (Base rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN ONE

PLANNING AND PREPARATION	Excellent	Satisfactory	Unsatisfactory
Knowledge of the Discipline	Psychologist/Social Worker displays extensive knowledge of the discipline including learning and behavior theory, the characteristics of the learner, and legal regulations and remains current in that knowledge.	Psychologist/Social Worker displays basic knowledge of the discipline including the characteristics of the learner and legal regulations and makes efforts to remain current in that knowledge.	Psychologist/Social Worker displays limited knowledge of the discipline including the characteristics of the learner and legal regulations and makes errors that negatively impact student learning.
Goals	Psychologist/Social Worker takes initiative in developing short- and long-range goals in response to building referrals.	Psychologist/Social Worker participates in developing short- and long-range goals in response to building referrals.	Psychologist/Social Worker does not participate or participates ineffectively in developing short- and long-range goals in response to building referrals.
Intervention Planning	Psychologist/Social Worker consistently plans individual, school-wide, or district interventions that are highly relevant to meeting students' needs	Psychologist/Social Worker generally plans interventions that are relevant to meeting students' needs.	Psychologist/Social Worker does not plan interventions and/or plans interventions that are not relevant to meeting students' needs.
Intervention Assessment	Psychologist/Social Worker consistently monitors progress of interventions, adjusts interventions as needed, and provides feedback in a timely fashion.	Psychologist/Social Worker regularly monitors progress of interventions, adjusts interventions as needed, and provides feedback.	Psychologist/Social Worker fails to monitor progress of interventions or make adjustments to the interventions and fails to provide feedback.
Resources	Psychologist/Social Worker is fully aware of district and community resources and actively seeks out and adapts materials to enhance student performance.	Psychologist/Social Worker is aware of district resources and has basic knowledge of community resources. Psychologist/Social Worker adapts materials to support student performance.	Psychologist/Social Worker is unaware or has limited knowledge of district and community resources. Psychologist/Social Worker fails to adequately adapt materials to support some students' performance.

Faculty Member _____

Domain 2: Direct Service

The psychologist/ social worker collects data for evaluations using a variety of instruments, techniques and resources to investigate student strengths and weaknesses. Evaluations are purposely planned to explore and accommodate student differences. The psychologist/social worker provides consultation to staff and parents and counseling services to students as needed.

Evaluation Skills

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appropriately completes components of the Full and Individual Evaluation in identified areas as determined by the Referral and Consent Team. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Selects screening and evaluation instruments/procedures that are appropriate for a student's needs; making accommodations as needed. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appropriately administers and accurately scores a variety of non-discriminatory formal and informal evaluation assessments. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Accurately analyzes and integrates evaluative data. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presents evaluative data in a manner that is easily understood. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides guidance, direction and recommendations to the IEP team. |

Consultation/Support

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consults effectively with school staff in planning, developing materials, and implementing specific academic/behavioral interventions/strategies for individual students. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consults effectively with school staff to evaluate intervention outcomes and modify strategies as needed. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Consults effectively with parents in planning and implementing specific academic/behavioral changes for individual students. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explains and clarifies appropriate special education services, including LRE data-based decision-making and differentiated instruction to parents and staff. |

Counseling Skills

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appropriately uses a variety of counseling tools and techniques with students and families to enhance success in the learning environment. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides individual, group, classroom and family counseling, as appropriate. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides crisis intervention counseling and other services to the school community as needed. |

Domain 2: Evaluator Competence – Cumulative Rating - (Based on rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN TWO

PROFESSIONAL EXPECTATIONS	Excellent	Satisfactory	Unsatisfactory
Evaluation Skills	Psychologist/Social Worker consistently selects appropriate instruments, administers them accurately, and completes all assigned components of evaluations, including the eligibility meeting, in a timely fashion.	Psychologist/Social Worker generally selects appropriate instruments, administers them accurately, and completes all assigned components of evaluations, including the eligibility meeting.	Psychologist/Social Worker frequently selects inappropriate instruments, does not complete all assigned components of evaluations, and/or does not conduct the eligibility meeting in a timely fashion.
	Psychologist/Social Worker objectively analyzes evaluative data and proactively collaborates with team members prior to meetings on a consistent basis.	Psychologist/Social Worker objectively analyzes evaluative data and provides guidance, direction and recommendations on an as needed basis.	Psychologist/Social Worker subjectively analyzes and/or misinterprets evaluative data and does not collaborate with team members.
Consultation/Support	Psychologist/ Social Worker consults consistently and effectively with appropriate team members regarding student needs throughout the building.	Psychologist/ Social Worker effectively consults with appropriate team members regarding needs of students with IEPs.	Psychologist/ Social Worker does not consult or ineffectively consults with appropriate team members regarding needs of students.
	Psychologist/Social Worker is extremely knowledgeable of the continuum of special education services and can articulate the factors that contribute to LRE placements to all team members.	Psychologist/Social Worker is aware of the continuum of special education services and uses that information to help make LRE decisions.	Psychologist/Social Worker is unaware of the continuum of special education services and/or does not use that information to help make appropriate LRE decisions.
Counseling Skills	Psychologist/ Social Worker counsels students with a variety of needs within the whole building and seeks out opportunities to assist when there are crises in the district.	Psychologist/ Social Worker counsels students who have an identified need on their IEP and is willing to assist with crises in their assigned buildings.	Psychologist/ Social Worker fails to effectively counsel students even upon request of the team and does not respond to crises without prompting.

Domain 3: Professional Competence and Meeting Environments

The psychologist/social worker uses an understanding of individual development and group dynamics to provide behavioral support services and manage IEP meetings effectively. Individual responsibilities are managed efficiently and effectively.

Behavior Management

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages students to demonstrate appropriate behavior. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicates developmentally appropriate behavioral expectations. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Monitors and effectively addresses student behavior in a professional manner. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assists in developing individualized behavior plans for those students who demonstrate persistent behavioral difficulties. |

Meeting Climate

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assists in the management of meetings by observing time issues, involving team members, and clarifying outcomes. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fosters a welcoming, supportive and confidential climate during meetings. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes rapport, respects team members, and recognizes individual opinions. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Promotes high expectations for learning and achievement taking into consideration the student's least restrictive environment. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assists team in resolving conflicts (LRE, eligibility, amount of service, etc.). |

Productive Use of Time and Resources

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Manages assigned responsibilities and duties efficiently. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Prioritizes tasks effectively. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates flexibility in meeting the academic and social/emotional needs of students. |

Domain 3: Intervention and Direct Service – Cumulative Rating - (Based on rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN THREE

PROFESSIONAL EXPECTATIONS	Excellent	Satisfactory	Unsatisfactory
Behavior Management	Psychologist/Social Worker establishes, communicates and maintains well-defined, developmentally appropriate student behavioral expectations. Response to misbehavior is proactive, consistent, calm, and effective. Understanding and sensitivity to individual needs are evident in the psychologist/social worker's utilization of specific strategies and resources when assisting in the development of individualized behavior plans for students who demonstrate behavioral difficulties.	Psychologist/Social Worker establishes expectations for most situations. Response to misbehavior is appropriate and generally effective. Strategies and resources are utilized when assisting in the development of individualized behavior plans for students who demonstrate persistent behavioral difficulties.	Psychologist/Social Worker demonstrates a lack of behavioral expectations. Response to misbehavior is generally inconsistent, inappropriate, and ineffective. The psychologist/social worker does not utilize strategies and resources or assist in the development of individualized behavior plans.
Meeting Climate	Psychologist/Social Worker facilitates a meeting climate that is welcoming, supportive and productive and promotes high levels of team members' engagement.	Psychologist/Social Worker promotes a meeting climate is comfortable and encourages open communication and participation from most team members.	Psychologist/Social worker does not promote a meeting climate that is welcoming or supportive.
	Psychologist/Social Worker promotes high expectations for learning by considering student's strengths and LRE. He/She encourages an atmosphere of mutual caring and respect and confidentiality is evident during IEP meetings.	Psychologist/Social Worker promotes an atmosphere of respect and confidentiality during IEP meetings.	Psychologist/Social Worker fails to maintain confidentiality during IEP meetings.
	Psychologist/Social worker takes the lead in resolving conflicts among team members.	Psychologist/Social worker helps resolve conflicts among team members.	Psychologist/Social worker does not help resolve or causes conflicts among team members.
Productive Use of Time and Resources	Psychologist/ Social Worker has established efficient routines and manages tasks effectively, demonstrating flexibility in the varied routine of her/his day.	Psychologist/ Social Worker manages tasks sufficiently to accomplish goals and is usually flexible in adapting to the varied demands of her/his day.	Psychologist/ Social Worker appears to have no set routine, managing tasks in a haphazard manner and/or may be inflexible.

Domain 4: Professional Expectations

The psychologist/social worker understands the role of communication in education and develops and maintains collaborative relationships with colleagues, parents/guardians and the community to support student progress. The psychologist/social worker is expected to maintain standards of professional conduct, grow professionally, and meet policy requirements.

Relationship and Communication with Staff, Students and Parents

	<u>E</u>	<u>S</u>	<u>U</u>	<u>NA</u>	
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works cooperatively with other school staff.
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Displays a professional attitude and demeanor in working with staff, students, and parents.
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enhances home-school relationships; works to gain the respect and cooperation of students and parents.
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contacts parents via oral and written communications regarding academic progress, evaluation results, social/emotional issues, and behavior.
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides timely notice of meetings to all team members.
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates professional judgment relating to confidentiality when communicating with staff, students, and parents.

Professional Growth and Responsibilities

	<u>E</u>	<u>S</u>	<u>U</u>	<u>NA</u>	
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in professional growth/staff development opportunities.
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks professional expertise of administrators, mentors, colleagues and professional literature to improve performance.
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates and provides leadership in school activities and district projects.
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adheres to department/district policies and professional standards.
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes reports and records in a consistently accurate and timely fashion.
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates professional judgment relating to discipline, confidentiality, and use of language.

Domain 4: Professional Expectations – Cumulative Rating - (Base rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weakness or Suggestions for Improvement

Evaluator

Date

Certified Staff Member

Date

DOMAIN FOUR

PROFESSIONAL EXPECTATIONS	Excellent	Satisfactory	Unsatisfactory
Relationship to Students, Staff and Parents	Psychologist/Social Worker takes initiative and assumes leadership. Support and collaboration characterize relationships with others.	Psychologist/Social Worker maintains cordial and cooperative relationships with others to fulfill the duties that the school or district requires.	Psychologist's/Social Worker's relationship with others is negative or self-serving thus failing to fulfill the duties the school or district requires.
Communication/Public Relations	Psychologist/ Social Worker provides frequent and appropriate information about academic progress, evaluation results, social emotional issues and behavior in a confidential manner. He/She consistently works collaboratively with all appropriate team members to schedule meetings in a timely manner.	Psychologist/ Social Worker provides information about students on a regular basis and provides needed response to student or parent concerns. He/She regularly sends conference notices to all appropriate team members within an appropriate timeframe.	Psychologist/Social Worker provides minimal information about students and does not respond or responds insensitively or inappropriately to student or parent concerns. Confidentiality is not respected. He/She consistently fails to provide notice for meetings to all team members within an appropriate timeframe.
Professional Growth	Psychologist/ Social Worker seeks opportunity for professional development thus enhancing skills.	Psychologist/Social Worker participates in professional activities to enhance skills.	Psychologist/ Social Worker engages in very limited or no professional activities to enhance skills.
Professional Responsibilities	Psychologist/Social Worker demonstrates the highest professional judgment and follows department/district policies	Psychologist/Social Worker adheres to appropriate professional standards and follows policies.	Psychologist/Social Worker acts unprofessionally or does not follow policy which results in some students being ill served.