

# Psychologists and Social Workers (P/SW)

## DOMAIN ONE Psychologists and Social Workers (P/SW)

PLANNING AND PREPARATION	Excellent	Proficient	Basic	Unsatisfactory
<b>Knowledge of the Discipline</b>	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.	P/SW displays solid knowledge of the discipline including the characteristics of the learner and legal regulations and remains current in that knowledge.	P/SW displays basic knowledge of the discipline including the characteristics of the learner and legal regulations and makes efforts to remain current in that knowledge..	P/SW displays limited knowledge of the discipline including the characteristics of the learner and legal regulation and makes errors that negatively impact student learning.
<b>Goals</b>	P/SW takes initiative in developing clear short- and long-range goals in response to building referrals.	P/SW develops short- and long-range goals in response to building referrals.	P/SW generally participates in developing short- and long-range goals in response to building referrals.	P/SW does not participate or participates ineffectively in developing short0 and long-range goals in response to building referrals.
<b>Intervention Planning</b>	P/SW consistently plans individual, school-wide, or district interventions that are highly relevant to meeting all students' needs.	P/SW plans individual or school-wide interventions that are relevant to most students' needs.	P/SW generally plans interventions that are relevant to meeting students' needs.	P/SW does not plan interventions and/or plans interventions that are not relevant to meeting students' needs.
<b>Intervention Assessment</b>	P/SW consistently monitors progress of interventions, adjusts interventions as needed, and provides feedback in a timely fashion.	P/SW routinely monitors progress of interventions, adjusts interventions as needed and provides feedback.	P/SW selectively monitors progress of interventions, adjusts interventions as needed and provides feedback.	P/SW fails to monitor progress of interventions or make adjustments to the interventions and fails to provide feedback.
<b>Resources</b>	P/SW is fully aware of district and community resources and actively seeks out and adapts materials to enhance student performance.	P/SW is aware of district and community resources and adapts materials to support student performance.	P/SW is aware of district resources and adapts materials to support student performance.	P/SW is unaware or has limited knowledge of district and community resources. P/SW fails to adequately adapt materials to support some students' performance.

## DOMAIN TWO

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

# Psychologists and Social Workers (P/SW)

## DOMAIN THREE

PROFESSIONAL COMPETENCE AND MEETING ENVIRONMENT	Distinguished	Proficient	Basic	Unsatisfactory
<b>Behavior Management</b>	Psychologist/Social Worker establishes, communicates and maintains well-defined, developmentally appropriate student behavioral expectations. Response to misbehavior is proactive, consistent, calm, and effective, or student behavior is generally appropriate. 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 and communicates age-appropriate student behavioral expectations.  Response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally effective.  Psychologist/social worker assists in the development of individual behavior plans using specific strategies and resources to address ongoing behavioral difficulties.	Psychologist/Social Worker establishes expectations for most situations.  Response to misbehavior is appropriate and generally appropriate.  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.
<b>Meeting Climate</b>	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 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 takes the lead in resolving conflicts among team members.	Psychologist/Social Worker meeting climate is comfortable and encourages open communication and participation from all team members.  Psychologist/Social Worker promotes an atmosphere of respect and confidentiality during IEP /student support meetings.  Psychologist/Social Worker resolves conflicts among team members.	Psychologist/Social Worker promotes a meeting climate that is comfortable and encourages open communication and participation from most team members.  Psychologist/Social Worker demonstrates respect and confidentiality during IEP meetings.  Psychologist/Social worker helps resolve conflicts among team members.	Psychologist/Social worker does not promote a meeting climate that is welcoming or supportive.  Psychologist/Social Worker fails to maintain confidentiality during IEP meetings.  Psychologist/Social worker does not help resolve or causes conflicts among team members.
<b>Productive Use of Time and Resources</b>	Psychologist/ Social Worker has established efficient routines and manages tasks effectively, demonstrating flexibility in the varied routine of her/his day.	Psychologist/Social Worker has established routines and manages tasks, demonstrating flexibility in the varied routine of his/her 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 FOUR

PROFESSIONAL EXPECTATIONS	Distinguished	Proficient	Basic	Unsatisfactory
<b>Relationship to Staff, Students and Parents</b>	Support and collaboration characterize relationships with others. P/SW takes initiative and assumes leadership.	Support and cooperation characterize relationships with others.	P/SW maintains cordial relationships with others to fulfill the duties that the school or district requires.	P/SW's relationship with others is negative or self-serving thus failing to fulfill the duties the school or district requires.
<b>Communication/ Public Relations</b>	P/SW provides frequent and appropriate information about students. Students participate in communicating with their families.  P/SW responds to student or parent concerns with great sensitivity and confidentiality.  P/SW works collaboratively with all team members to schedule meetings and provide notice in a timely matter.	P/SW provides frequent and appropriate information about students.  P/SW is available as needed to respond to student or parent concerns.  Confidentiality is respected.  P/SW cooperates with team members in scheduling meetings, and provides timely notice of meetings.	P/SW provides some information about students.  P/SW responds to student or parent concerns.  Confidentiality is respected.  P/SW sends conference notices to all appropriate team members within an appropriate timeframe.	P/SW provides little information about and students.  P/SW does not respond or responds insensitively or inappropriately to student or parent concerns.  Confidentiality is not respected.  P/SW fails to provide notice for meetings to all team members within an appropriate time frame.
<b>Professional Growth</b>	P/SW seeks out opportunities for professional development to enhance skills.  P/SW initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, making presentations, conducting research, writing grants.	P/SW seeks opportunity for professional development to enhance skills.  P/SW participates actively in school activities or district projects.	P/SW participates in professional activities to enhance skills when they are convenient.  P/SW finds limited ways to contribute to school activities or district projects.	P/SW engages in very limited or no professional activities to enhance skills.  P/SW makes no effort to contribute to school activities or district projects.
<b>Professional Responsibilities</b>	P/SW demonstrates the highest professional judgment and contributes to developing school and district policies.	P/SW demonstrates the highest professional judgment and follows school and district policies.	P/SW uses appropriate professional judgment and follows school and district policies.	P/SW acts unprofessionally or does not follow school and district policies resulting in some students being ill served.