



**Oak Park School District**  
**School Psychologist Evaluation**

## School Psychologist Evaluation Instrument

### Domain I: Databased Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1. The school psychologist collects and uses assessment data to understand students' problems and to select and implement evidence-based instructional, mental health services and measures effectiveness of those services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
2. The school psychologist collects and uses assessment data to understand students' problems and to select and implement evidence-based instructional, mental health services and measures effectiveness of those services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist, as part of an interdisciplinary team, conducts assessments to identify students' eligibility for special education and other educational services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
4. The school psychologist uses valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure responses to interventions, and to revise interventions as necessary.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
5. The school psychologist uses systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
6. The school psychologist uses systematic and valid data collection procedures to evaluate and document the effectiveness of their own services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
7. The school psychologist uses information and technology resources to enhance data collection and decision-making.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>

## **Domain II: Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others

1. The school psychologist use a consultative problem solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
2. The school psychologist effectively communicates information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist functions as a change agent, using his/her skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
4. The school psychologist applies psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>

## **Domain III: Interventions and Instructional Support to Develop Academic Skills:**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

1. The school psychologist works with other school personnel to ensure the attainment of state and local academic benchmarks by all students.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
2. The school psychologist applies current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group and systems level.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist works with other school personnel to develop and evaluate effective interventions for increasing the amount of time students are engaged in learning.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>

4. The school psychologist incorporates all available assessment information in recommending instructional strategies to meet the individual learning needs of children.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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5. The school psychologist uses information and assistive technology resources to enhance students' cognitive and academic skills.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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**Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills:**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

1. The school psychologist integrates behavioral supports and mental health services with academic and learning goals for children.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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2. The school psychologist facilitates design and delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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3. The school psychologist uses systematic decision-making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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4. The school psychologist provides a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, life skills instruction, personal safety in the classroom, social-emotional learning programs, positive behavioral support, and parent education and support. In addition, the school psychologist evaluates the implementation and results for these services at the individual and group level.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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5. The school psychologist develops and implements behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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reinforcement, social skills training, and positive psychology) to student discipline and classroom management.				
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**Domain V: School-Wide Practices to Promote Learning:**

The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

1. The school psychologist, in collaboration with others, incorporates evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions, grading and home school partnerships.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
2. The school psychologist uses his/her knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist promotes the development and maintenance of learning environments that support resilience and academic growth, increases high rates of academic engaged time, and reduce negative influences on learning and behavior.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>

**Domain VI: Preventive and Responsive Services:**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

1. The school psychologist promotes recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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2. The school psychologist participates in school crisis teams and uses data based decision-making methods, problem solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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3. The school psychologist develops, implements, and evaluates prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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**Domain VII: Family–School Collaboration Services:**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

1. The school psychologist uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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2. The school psychologist promotes strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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3. The school psychologist advocates for families and supports parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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4. The school psychologist helps create linkages between schools, families, and community providers, and helps coordinate services when programming for children involves multiple agencies.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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**Domain VIII: Diversity in Development and Learning:**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional

services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

1. The school psychologist applies understanding of the influence of culture, background, and individual learning characteristics (e.g., age, gender, race, etc...) when designing and implementing interventions to achieve learning and behavioral outcomes.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
2. The school psychologist, in collaboration with others, addresses individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
4. The school psychologist utilizes a problem-solving framework for addressing the needs of English language learners.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
5. The school psychologist recognizes in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>

**Domain XIX: Research and Program Evaluation:**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

1. The school psychologist incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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2. The school psychologist, in collaboration with others, collects, analyzes, and interprets program evaluation data in applied settings.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist provides support for classroom teachers in collecting and analyzing progress monitoring data.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
4. The school psychologist applies knowledge of evidence based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
5. The school psychologist shares information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement and healthy lifestyles.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>

**Domain X Ethical, Legal and Professional Practice:**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

1. The school psychologist practices in ways that are consistent with ethical, professional, and legal standards and regulations.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
2. The school psychologist engages in effective, collaborative, and ethical professional relationships.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
3. The school psychologist uses supervision and mentoring for effective practice.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
4. The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>



5. The school psychologist assists administrators, teachers, other school personnel and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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6. The school psychologist engages in continuing education and formulates personal plans for ongoing professional growth.	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>	N/A <input type="checkbox"/>
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**If any areas in the above domains were evaluated and did not meet expectations, indicate how the Supervisor and the School Psychologist will address this to facilitate improvement:**

**Date To Meet and Review Progress \_\_\_\_\_**

Area: \_\_\_\_\_. Collaborative Plan for Improvement

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Area: \_\_\_\_\_. Collaborative Plan for Improvement

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Area: \_\_\_\_\_. Collaborative Plan for Improvement

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**Additional Comments**

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**\*Based on the Model for Comprehensive and Integrated School Psychology Services National Association of School Psychologists 2010.**