

Appendix F: Work Authorized Evaluation of Practice for School Psychologists

WORK AUTHORIZED EVALUATION OF PRACTICE FOR SCHOOL PSYCHOLOGISTS

(Completed by Supervising School Psychologist)

Name of Work Authorized School Psychologist: _____

Name and Position of Supervisor: _____

School(s) Served by the Work Authorized School Psychologist (Indicate Grades worked with in each building: _____

Date of Evaluation: _____

The Work Authorized School Psychologist is responsible for providing this form to their primary supervisor to complete and sign two times per year, ideally at the conclusion of the first and second semesters. All completed forms must be submitted to the KASP Work Authorized Committee twice per year during the course of the work authorized experience.

Indicate which of the following evaluation activities were conducted:

- Observed assessment/testing sessions
- Reviewed psychoeducational/psychological reports
- Discussed individual cases
- Observed therapy/counseling sessions
- Observed involvement in Evaluation and/or IEP meetings
- Other (describe)_____

A. Please rate the school psychologist in the areas listed below by placing a checkmark in the column of the rating that most closely describes the school psychologist’s performance. Comment on the school psychologist’s strengths and challenges in each area.

P = Proficient NP = Nearing Proficiency N = Novice N/O-No Opportunity to Observe

1. Data-Based Decision Making and Accountability	P	NP	N	N/O
1.1) Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying the strengths and needs, in understanding problems, and in measuring progress and accomplishments.				
1.2) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.				

1.3) Demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group, and systems levels.				
1.4) Demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group, and systems interventions that compare/contrast the desired goal(s) from the actual outcome(s).				
1.5) Demonstrates an emerging knowledge base of problem-solving (decision making) processes that are related to educational research and systems-level and/or building-level concerns.				
1.6) Utilizes data to evaluate the outcomes of services.				
Comments about skills related to Data-Based Decision Making and Accountability:				
2. Consultation and Collaboration	P	NP	N	N/O
2.1) Demonstrates knowledge of behavioral, mental health, collaborative, and/or consultation models and methods.				
2.2) Collaborates effectively with others in planning and decision-making processes at the individual, group, and systems level.				
2.3) Communicates and collaborates effectively with school personnel.				
2.4) Communicates and collaborates effectively with families.				
2.5) Communicates and collaborates effectively with students.				
2.6) Communicates and collaborates effectively with community professionals.				
2.7) Collaborates effectively with others throughout the problem-solving and assessment process.				
2.8) Collaborates with others at a universal systems level to develop prevention and intervention programs that help to create healthy learning environments.				
Comments about skills related to Consultation and Collaboration:				

3. Interventions and Instructional Support to Develop Academic Skills	P	NP	N	N/O
3.1) Demonstrates knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.				
3.2) Demonstrates knowledge of skills in developing effective instructional strategies/interventions to promote learning of students at the individual, group, or systems levels.				
3.3) Demonstrates skills in appropriately administering and interpreting assessment data.				
3.4) Demonstrates skills in linking assessment data to the development of instructional interventions.				
3.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs.				
3.6) Utilizes intervention data to guide instructional decisions.				
3.7) Assesses treatment integrity of intervention implementation.				
3.8) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of intelligence.				
3.9) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of academic achievement.				
3.10) Demonstrates ability to conduct curriculum-based, progress monitoring or other authentic methods of assessments of academic skills.				
Comments about skills related to Interventions and Instructional Support to Develop Academic Skills:				
4. Interventions and Mental Health Services to Develop Social and Life Skills	P	NP	N	N/O
4.1) Demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.				
4.2) Properly administers, analyzes, and interprets assessment strategies to measure behavioral, affective, adaptive, and social domains.				
4.3) Demonstrates skills in linking assessment data to the development of behavioral interventions, including functional behavioral change programs and other evidence-based interventions.				

4.4) Utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.				
4.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate behavioral, affective, adaptive, and social goals/intervention strategies that are evidence-based and intended to promote learning in students with diverse strengths and needs.				
4.6) Appropriately evaluates outcomes of interventions and assesses treatment integrity of intervention implementation.				
4.7) Utilizes intervention and progress monitoring data to guide instructional decisions.				
4.8) Demonstrates skills in providing direct interventions, (i.e., individual counseling, group counseling, applied behavior analysis, social problem-solving skills.)				
4.9) Demonstrates skills in providing indirect intervention, (i.e., collaborative consultation with teachers/support staff/parents.)				
Comments about skills related to Interventions and Mental Health Services to Develop Social and Life Skills:				
5. School-Wide Practices to Promote Learning	P	NP	N	N/O
5.1) Demonstrates knowledge of general education, special education, and other educational and related services.				
5.2) Demonstrates an understanding of schools and other settings as systems.				
5.3) Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.				
5.4) Applies principles of systems theory to promote learning, prevent problems, and create effective learning environments.				
5.5) Participates in the development, implementation, and/or evaluation of programs that promote safe schools.				
5.6) Reviews roles and responsibilities of school personnel.				
5.7) Reviews district/school policies and procedures, (e.g., prevention, crisis intervention, suicide intervention, discipline, etc.)				

5.8) Reviews the school curricula.				
5.9) Demonstrates knowledge of technological resources for students.				
5.10) Demonstrates knowledge of adaptive technology for students with disabilities.				
5.11) Observes building-level intervention assistance team and reviews its procedures.				
Comments about skills related to School-Wide Practices to Promote Learning:				
6. Preventive and Responsive Services	P	NP	N	N/O
6.1) Demonstrates knowledge of human development and psychopathology and associated biological, cultural, and social influences on human beings. Is aware of current theory and research in these areas.				
6.2) Works collaboratively with others at the systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.				
6.3) Demonstrates knowledge regarding crisis policies and procedures regarding collaboration with school personnel, parents, and community in the aftermath of a crisis.				
6.4) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, and social problem-solving skills.				
6.5) Demonstrate skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.				
Comments about skills related to Preventative and Responsive Services:				

7. Family–School Collaboration Services	P	NP	N	N/O
7.1) Demonstrates knowledge of family systems, including family strengths and influences on students’ development, learning, and behavior.				
7.2) Demonstrates knowledge of methods and strategies to involve families in education and service delivery.				
7.3) Establishes and maintains collaborative relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families.				
7.4) Demonstrates skills to facilitate home-school communication and collaboration.				
7.5) Collaborates effectively with families, teachers, school personnel, and others throughout the assessment process and during interventions.				
7.6) Demonstrates knowledge of school-based and community services and resources for children with diverse needs and helps to create links between school, families, and community resources.				
Comments about skills related to Family-School Collaboration Services:				
8. Diversity in Development and Learning	P	NP	N	N/O
8.1) Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.				
8.2) Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.				
8.3) Demonstrates an awareness of school-based and community services for students with diverse needs.				
8.4) Demonstrates an understanding and appreciation of human diversity, including knowledge of the importance of differences in families, cultural backgrounds, and individual learning characteristics of students.				

8.5) Demonstrates an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic biases to ensure equal outcomes.				
Comments about skills related to Family-School Collaboration Services:				
9. Research and Program Evaluation	P	NP	N	N/O
9.1) Demonstrates knowledge of and is able to translate evidence-based research, statistics, and evaluation methods into practice.				
9.2) Understands research design and statistics to plan and conduct investigations and program evaluations for improvement of services.				
9.3) Selects and implements evidence-based assessment and intervention strategies.				
9.4) Demonstrates ability to retrieve information from various websites and databases.				
9.5) Demonstrates knowledge of research and program evaluation.				
Comments about skills related to Research and Program Evaluation:				
10. Legal, Ethical, and Professional Practice	P	NP	N	N/O
10.1) Understands and adheres to professional, ethical and legal standards in school psychology and education.				
10.2) Has knowledge of the history and foundations of school psychology, education, special education, health care, and related fields and uses this understanding in working with children, parents, and school personnel.				
10.3) Demonstrates reliable, responsible, and dependable behaviors.				
10.4) Interacts with others in a professional manner.				
10.5) Presents information in writing and orally in a clear and professional manner.				

10.6) Responds appropriately to feedback from others and is flexible and open to suggestions.				
10.7) Appropriately prepares and utilizes supervision, including making effective use of feedback.				
10.8) Demonstrates a commitment to continued professional development and learning, self-improvement, and evaluation.				
Comments about Legal, Ethical, and Professional Practice:				

PROFESSIONAL WORK CHARACTERISTICS	P	NP	N	N/O
a. Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.				
b. Demonstrates effective oral communication skills – speaks orally in an organized and clear manner.				
c. Demonstrates effective written communication skills – writes in an organized, clear manner.				
d. Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.				
e. Demonstrates attending/listening skills – attends to important communications and listens effectively.				
f. Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.				
g. Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.				
h. Demonstrates time management and organization – organizes work and manages time effectively.				
Overall Performance Rating of the School Psychologist (Circle Rating)	P	NP	N	

Clearly describe strengths and challenges. Attach additional documentation as needed.

Overall Strengths:

Overall Challenges:

Goals: Given your rating of the school psychologist's current skills, list the three most important goals which should be established for his/her continued professional training in the order of their importance.

1.

2.

3.

Signature of Work Authorized School Psychologist: _____ Date: _____

Signature of Supervisor: _____ Date: _____