Oakfield-Alabama Central School
Walk-Through Observation Record
Psychologist

Psychologist	Observer	Date of Observation	Subject Area

1a	1c	2a	2c	2d	3a	3b	3c	3d	3e	4a	4c	4f	Total

1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
Additional Evaluator Comments:			

1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.
Additional Evaluator Comments:			

2a: Establishing Rapport with Students

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
Additional Evaluator Comments:			

2c: Establishing and Maintaining Clear Procedures for Referrals

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
Additional Evaluator Comments:			

2d: Establishing Standards of Conduct in the Testing Center

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Additional Evaluator Comments:			

3a: Responding to Referrals; Consulting with Teachers and Administrators

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Additional Evaluator Comments:			

3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
Additional Evaluator Comments:			

3c: Chairing Evaluation Team

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist declines to assume leadership of the evaluation team..	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
Additional Evaluator Comments:			

3d: Planning Interventions to Maximize Students' Likelihood of Success

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Additional Evaluator Comments:			

3e: Maintaining Contact with Physicians and Community Mental Health Service Providers

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
Additional Evaluator Comments:			

4a: Reflecting on Practice

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestion as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
Additional Evaluator Comments:			

4c: Maintaining Accurate Records

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist's records are in disarray; they may be missing, illegible or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Additional Evaluator Comments:			

4f: Showing Professionalism

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Additional Evaluator Comments:			

Psychologist: Please return one signed copy to your evaluator. Keep one copy for your records.

Teacher Signature	Date	Administrator Signature	Date