

Bloomington District 87 Professional Appraisal System

Form A: Pre-Observation Conversation for School Psychologists

Specialist:

School:

Grade Level(s):

Subject(s):

Observer:

Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Psychological and Education Theory, Resources, and Procedures 1b - Demonstrating Knowledge and Skill of Psychological Instruments and Individual Backgrounds to Develop Interventions 1c - Establishing Appropriate Program Goals 1d - Using Problem-Solving Approach for Assessment and Intervention 1e - Demonstrating Ability to Collect, Analyze, Interpret, and Use Information	4a - Demonstrating Ability to Handle Confidential Materials 4b - Communicating with Parents/Guardians 4c - Participating in a Professional Community 4d - Growing and Developing Professionally 4e - Demonstrating Professionalism	2a - Establishing Respect and Rapport with Students 2b - Establishing a Culture of Communication with Parents and School Staff 2c - Establishing and Utilizing Procedures for Responding to Referrals 2d - Organizing Time Effectively	3a - Using a Consultative Problem-Solving Process 3b - Demonstrating Leadership in Team Meetings 3c - Using Assessment Data to Develop and Implement Services and Interventions 3d - Collaborating with Stakeholders

Questions for Discussion between Specialist and Evaluator:

1. Briefly describe the students with whom you are working. What have you learned about your students this year? (1b)
2. Briefly describe how you prepare and plan for your work with students. (1a, 1b, 1c & 1e)
3. Briefly discuss the process and procedures that are followed when providing services to the students you serve. (1a, 1b, & 1e)
4. The quality of the professional environment where you work with students is important to accomplishing the goals and objectives set for students. How do the procedures and physical space of your work environment help students succeed in accomplishing the goals and objectives that are set for them? How have you changed your procedures and processes based on feedback? (2a & 2d)
5. During the observation I will be collecting evidence about your interactions, directions, procedures, explanations, transitions, and closure with students. What specific information would you like me to collect about your communication with students? (2a & 3a)
6. How do you differentiate to address the needs of students? (1d, 3a, 3c, & 3d)
7. How do you assess whether students are progressing toward meeting the goals and objectives set forth for them? (1d & 3a)
8. Do you collaborate with colleagues? What professional activities have influenced your practice? (3d & 4c)
9. Thinking beyond your professional work environment, how have you continued to communicate and connect with students' families to help build a link between home and school? How has family information influenced your professional practice decisions and interactions with students? (3d & 4b)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

**Bloomington Public School District 87 Professional Appraisal System
Form B: Conference Reflection for Specialists**

Specialist _____ School(s) _____

1. In general, how successful were your interactions with the student(s)? Did the student(s) accomplish what you intended? How do you know?

a. Describe the key components of your interactions or session with the student(s) that helped or hindered your overall student engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc.). (Domain 3: Delivery of Service)

b. What evidence do you have that the targets that were set were met? (Domain 3: Delivery of Service)

2. Comment on your management procedures, student engagement, and your use of physical space. To what extent did these contribute to student(s) accomplishing the desired goals and objectives?

3. Comment on different aspects of your interactions/engagement with students (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

4. If you had an opportunity to have a similar session or interaction with this student or same group of students again, what would you do differently?

5. What did you learn that will help you with your professional practice in the future? What do you hope to be able to share with your colleagues after this session or interaction?

Note: The evaluator retains the right to reschedule the post-conference if the specialist has not engaged in reflection prior to this conference.

Bloomington Public School District 87 Professional Appraisal System

Form C: Informal Observation for School Psychologists

Specialist: _____ Date/Time: _____

Evaluator: _____ Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Psychological and Education Theory, Resources, and Procedures 1b - Demonstrating Knowledge and Skill of Psychological Instruments and Individual Backgrounds to Develop Interventions 1c - Establishing Appropriate Program Goals 1d - Using Problem-Solving Approach for Assessment and Intervention 1e - Demonstrating Ability to Collect, Analyze, Interpret, and Use Information	4a - Demonstrating Ability to Handle Confidential Materials 4b - Communicating with Parents/Guardians 4c - Participating in a Professional Community 4d - Growing and Developing Professionally 4e - Demonstrating Professionalism	2a - Establishing Respect and Rapport with Students 2b - Establishing a Culture of Communication with Parents and School Staff 2c - Establishing and Utilizing Procedures for Responding to Referrals 2d - Organizing Time Effectively	3a - Using a Consultative Problem-Solving Process 3b - Demonstrating Leadership in Team Meetings 3c - Using Assessment Data to Develop and Implement Services and Interventions 3d - Collaborating with Stakeholders

Time	Actions & Statements/Questions by Specialist & Students	Component

Bloomington Public School District 87 Professional Appraisal System

Form D: Final Summative Evaluation for Specialists

Specialist Name:

Location:

School Year:

Evaluator:

Specialist Years of Service in Bloomington:

Observation dates included in the basis of this summative evaluation:
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 2 – The Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)

We have conducted a conversation on the rubrics. The specialist has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.

Specialist Signature: _____

Date: _____

Signature indicates only that the Specialist has read and understands the evaluation.

Evaluator Signature: _____

Date: _____

Bloomington Public School District 87 Professional Appraisal System Form E: Individual Growth Plan Self-Assessment for School Psychologists

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 1: Planning and Preparation</p> <p>1a - Demonstrating Knowledge of Psychological and Educational, Theory, Resources, and Procedures</p> <p>1b - Demonstrating Knowledge and Skill of Psychological Instruments and Individual Backgrounds to Develop Interventions</p> <p>1c - Establishing Appropriate Program Goals</p> <p>1d - Using Problem-Solving Approach for Assessment and Intervention</p> <p>1e - Demonstrating Ability to Collect, Analyze, Interpret, and Use Information</p>	
Next Steps:		
	<p>Domain 2 - The Environment</p> <p>2a - Establishing Respect and Rapport with Students</p> <p>2b - Establishing a Culture of Communication with Parents and School Staff</p> <p>2c - Establishing and Utilizing Procedures for Responding to Referrals</p> <p>2d - Organizing Time Effectively</p>	
Next Steps:		

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 3 - Delivery of Service</p> <p>3a - Using a Consultative Problem-Solving Process</p> <p>3b - Demonstrating Leadership in Team Meetings</p> <p>3c - Using Assessment Data to Develop and Implement Services and Interventions</p> <p>3d - Collaborating with Stakeholders</p>	
Next Steps:		
	<p>Domain 4: Professional Responsibilities</p> <p>4a - Demonstrating Ability to Handle Confidential Materials</p> <p>4b - Communicating with Parents/Guardians</p> <p>4c - Participating in a Professional Community</p> <p>4d - Growing and Developing Professionally</p> <p>4e - Demonstrating Professionalism</p>	
Next Steps:		

Bloomington Public School District 87 Professional Appraisal System Form F: Individual Growth Plan Goal

Directions: Use Form E: Individual Growth Plan Self-Assessment to determine and develop an Individual Growth Plan Goal.

Individual Growth Plan Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> • Is the goal clearly focused on what is to be accomplished? • Why is this important? • Is it based on the <i>Framework for School Psychologists</i> practice?
M	Measurable	<ul style="list-style-type: none"> • Can this goal be measured? • Will I be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> • Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> • How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> • Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) “high interest” Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

My Individual Growth Plan Goal (include when, what, who, and data source):

Bloomington Public School District 87 Professional Appraisal System Form G: Individual Growth Action Plan for School Psychologists

Specialist Name:	Year:	School:
Professional Growth Statement (refer to Form F):		Certified Position:
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
What Framework for School Psychologists Domain(s)/Component(s) are addressed in this IGP?		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Resources (Staff, PD of Materials)	Timelines (Timeframe that Action Steps/Activities will be completed)
Feedback/Revision		

I have reviewed the above Individual Goal Action Plan:

Specialist's Signature: _____

Date: _____

Evaluator: _____

Date: _____

**If Tenured, mark if this is a Collaborative Plan: _____ Yes _____ No If yes, list colleague: _____*

Bloomington Public School District 87 Professional Appraisal System

Form H: Professional Development Plan for Specialists

Name: _____ Supervisor/Evaluator: _____ Date of PDP: _____

PDP Priorities:

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

PDP Initial Signatures:

Evaluator:		Specialist:	
Date:		Date:	

PDP Review Section:

Domain/Component:	Indicators of Progress:
Domain/Component:	Indicators of Progress:

PDP Review Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Specialist completion of Professional Development Plan:

Yes, the PDP was completed No, the PDP was not completed

PDP Completion Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Bloomington Public School District 87 Professional Appraisal System
Form I: Framework for School Psychologists Rubric Domains 1-4

Name: _____ Building: _____
Date of Observation: _____ Evaluator: _____

The Bloomington Public School District Framework for Teaching Rubric is contained on the following pages. *A Framework for School Psychologists At-A-Glance* is provided in the Resource Guides section of this document.

Signature: _____
Course: _____
Class/Period: _____

**Bloomington Public School District 87 Framework for Specialists - Domain 1 for School Psychologists:
Planning and Preparation**

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
1a Demonstrating knowledge of psychological and education theories, resources, and regulatory procedures in the delivery of school psychological services	School Psychologist demonstrates little or no knowledge of psychological and educational theories, and school or community resources, and little or no compliance with regulatory procedures in the delivery of school psychological services.	School Psychologist demonstrates limited knowledge of psychological and educational theories, and school or community resources, and some compliance with regulatory procedures in the delivery of school psychological services.	School Psychologist demonstrates thorough knowledge of psychological and educational theories, school and community resources, and compliance with regulatory procedures in the delivery of school psychological services.	School Psychologist demonstrates extensive knowledge of psychological and educational theories, school and community resources, and consistent compliance with regulatory procedures in the delivery of school psychological services.
1b: Demonstrating knowledge and skill of psychological instruments and the influence of culture, background, and individual learning characteristics when determining assessments and developing interventions	School Psychologist demonstrates little or no knowledge and understanding of the influence of culture and background as well as individual learning characteristics when determining assessments and developing interventions.	School Psychologist demonstrates inconsistent knowledge and understanding of the influence of culture and background as well as individual learning characteristics when determining assessments and developing interventions.	School Psychologist demonstrates strong knowledge and understanding of the influence of culture and background as well as individual learning characteristics when determining assessments and developing interventions.	School Psychologist demonstrates extensive knowledge and understanding of the influence of culture and background as well as individual learning characteristics when determining assessments and developing interventions.
1c: Establishing goals for the school	School Psychologist has little to no defined goals and strategies for the implementation of school-wide practices to promote learning,	School Psychologist has limited goals and strategies for the implementation of school-wide practices to promote learning, provide preventative and	School Psychologist has defined goals and strategies for the implementation of school-wide practices to promote learning, provide preventative and responsive services to	School Psychologist has clearly defined goals and strategies that are highly appropriate to the age and needs of individual students and for specific

<p>psychology program appropriate to the setting and the students served</p>	<p>provide preventative and responsive services to students and include family-school collaboration.</p>	<p>responsive services to students and include family-school collaboration.</p>	<p>students and include family-school collaboration.</p>	<p>situations when implementing school-wide practices to promote learning, provide preventative and responsive services to students and include family-school collaboration.</p>
<p>1d. Using a problem-solving approach framework as a context for assessment and intervention in general and special education settings</p>	<p>School Psychologist demonstrates little or no ability to function as a team member when developing assessments and interventions, mediate conflicts between team members, or provide linkages to appropriate school and community resources.</p>	<p>School Psychologist displays limited skills in functioning as an effective member of a team, mediate conflicts between team members, or provide linkages to appropriate school and community resources.</p>	<p>School Psychologist consistently participates as a team member, accepts and makes recommendations, is open to information presented by other participants affecting the group's decision, and provides linkages to appropriate school and community resources.</p>	<p>School Psychologist functions in a leadership role to support effective practices of other team members, presents recommendations with supporting data, incorporates appropriate information presented by other participants affecting the groups' decision, mediates any conflicts, and provide extensive linkages to appropriate school and community resources.</p>
<p>1e: Demonstrating the ability to collect, analyze, and interpret empirical information as the foundation for effective practices at the individual, group, and/or systems levels</p>	<p>School Psychologist demonstrates no or little ability to collect, analyze, and interpret empirical information in order to develop effective practices at the individual level, group, and/or systems levels.</p>	<p>School Psychologist displays inconsistent skills in collecting, analyzing and interpreting empirical information in order to develop effective practices at the individual level, group, and/or systems levels.</p>	<p>School Psychologist accurately and consistently collects, analyzes, and interprets empirical information in order to develop effective practices at the individual level, group, and/or systems levels.</p>	<p>School Psychologist demonstrates extensive knowledge in the collection, analysis and interpretation of empirical information in order to develop effective practices at the individual level, group, and/or systems levels and models using the data to continuously support school-wide and individual student learning practices.</p>

Domain 1 Planning and Preparation Documentation:

Domain 1 Planning and Preparation Strengths:

Domain 1 Planning and Preparation Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 2 for School Psychologists: *The Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
2a Establishing respect and rapport with students	School Psychologist's interactions with students are negative or inappropriate and ineffective toward student social/emotional/learning needs; students appear uncomfortable during service delivery.	School Psychologist's interactions are a mix of positive and negative and are inconsistent in supporting student social/emotional/learning needs; the School Psychologist's efforts at developing rapport are partially successful.	School Psychologist's interactions with students are positive and respectful and consistently support student social/emotional/learning needs; students appear comfortable during service delivery.	Students seek out the School Psychologist, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the social/emotional/learning supports provided through school psychological services.
2b Establishing a culture of communication with parents and students	School Psychologist's interactions with parents and school staff are negative or inappropriate; parents and school staff appear uncomfortable during interactions with the School Psychologist.	School Psychologist's interactions are a mix of positive and negative; the School Psychologist's efforts at developing rapport are partially successful.	School Psychologist's interactions with parents and school staff are positive and respectful; parents and school staff appear comfortable during interactions with the School Psychologist.	Parents and school staff seek out the School Psychologist, reflecting a high degree of comfort and trust in the relationship, and demonstrate the benefits derived from the social/emotional/learning supports provided through school psychological services.
2c Establishing and utilizing procedures for responding to referrals	School Psychologist has not established procedures for managing referrals.	School Psychologist has established procedure for referrals, but the implementation lacks the procedural guidelines established within the school setting.	Procedures for managing referrals, meetings, and consultations are communicated with all involved stakeholders and are followed within the guidelines established in the school setting and meet the needs identified by the referral.	School Psychologist takes a leadership role in all aspects of referral management and communicates with all involved stakeholders, so that needs have been appropriately addressed and participants understand the outcomes. School Psychologist provides on-going staff development to ensure appropriate implementation of future referrals.
2d Organizing time effectively	School Psychologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	School Psychologist's time-management skills are moderately developed. The School Psychologist meets deadlines for evaluations and meetings, sees some students for therapy based on the set schedule and completes most paperwork in a timely manner.	School Psychologist exercises consistent time-management skills in setting priorities for student therapy, resulting in clear schedules, meeting timelines for evaluating students, and meets all deadlines for paperwork completion and efficiently preparing for student meetings on caseload.	School Psychologist demonstrates excellent time-management skills in addressing priorities established for student therapy through a clearly communicated and cohesive schedule, meeting all timelines for evaluating students and completing paperwork, preparing effectively and efficiently for student meetings on his/her caseload.

Domain 2 Environment Documentation:

Domain 2 Environment Strengths:

Domain 2 Environment Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 3 for School Psychologists: *Delivery of Services*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
3a: Using a consultative problem solving process when working with students (when appropriate), school staff, parents, administrators, and outside agencies	School Psychologist lacks the skills to use a consultative problem solving approach and fails to incorporate information when developing and adjusting educational plans.	School Psychologist attempts to use consultative skills when meeting with relevant stakeholders to develop, review, and incorporate information while creating educational plans.	School Psychologist consistently collaborates with relevant stakeholders and incorporates information from the stakeholders to develop and adjust educational plans.	School Psychologist makes a substantial contribution during the problem solving process by incorporating information beyond the typical resources when developing and adjusting educational plans.
3b: Demonstrating leadership during team meetings	School Psychologist lacks the skills necessary to assume leadership of the evaluation team. The School Psychologist's contribution to organization, mediation, and facilitation of the process is minimal.	School Psychologist employs limited skills in the following areas: facilitation of meetings, mediation skills, organization of materials, and demonstration of a focus on solution-based outcomes.	School Psychologist assumes leadership of the evaluation team, takes initiative in organizing materials for meetings, and mediates conflicts as a solution-focused facilitator.	School Psychologist assumes leadership of the evaluation team, takes initiative in organizing materials for meetings, and mediates conflicts in a drive to reach consensus as a solution-oriented leader.
3c: Using assessment data to develop and implement evidence-based academic, social/emotional, and behavioral services and interventions that are intended to improve student performance	School Psychologist fails to use assessment data or uses data incorrectly to develop and implement interventions for academic and social/emotional services.	School Psychologist displays limited skills in evaluating and analyzing assessment data and provides some strategies when assisting in the development of intervention plans.	School Psychologist displays strong skills in evaluating and analyzing assessment data and has the ability to develop creative and motivational strategies when assisting in the development of intervention plans for students.	School Psychologist effectively utilizes data in the development of comprehensive plans for students, finding ways to creatively meet student needs and incorporates many related elements.

3d: Collaborates with stakeholders to monitor and adjust academic, social/emotional, and behavioral intervention plans and services	School Psychologist fails to collaborate with stakeholders to monitor and adjust intervention plans.	School Psychologist displays limited skills when working with stakeholders to monitor and adjust intervention plans.	School Psychologist works collaboratively with stakeholders to monitor and adjust intervention plans based on outcomes.	School Psychologist works collaboratively with stakeholders to monitor and adjust comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
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Domain 3 Delivery of Services Documentation:

Domain 3 Delivery of Services Strengths:

Domain 3 Delivery of Services Areas of Growth:

Bloomington Public School District 87 Framework for Specialists -Domain 4 for School Psychologists: *Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
4a: Demonstrating the ability to handle confidential materials and records appropriately	School Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	School Psychologist's records are accurate and legible and are stored in a secure location.	School Psychologist's records are accurate and legible, well organized, and stored in a secure location.	School 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.
4b: Communicating with parent/guardian regarding school procedural issues	School Psychologist fails to communicate with parent/guardian or communicates in an insensitive manner. School Psychologist does not secure necessary permission for evaluations, screenings or, interventions.	School Psychologist's communication with parent/guardian is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	School Psychologist communicates with parent/guardian and consistently secures necessary permissions in a manner sensitive to cultural and linguistic traditions.	School Psychologist communicates with parents/guardians and secures necessary permissions in a manner that is highly sensitive to cultural and linguistic traditions. School Psychologist reaches out to parent/guardian to enhance trust.
4c: Participating in a professional community	School Psychologist's relationships with colleagues are negative or self-serving, and School Psychologist avoids being involved in school and district events and projects.	School Psychologist's relationships with colleagues are cordial, and School Psychologist participates in school and district events and projects when specifically requested.	School Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	School Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4d: Growing and developing professionally	School Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	School Psychologist's participation in professional development activities is limited to those that are convenient or are required.	School Psychologist seeks out opportunities for professional development based on an individual assessment of need.	School Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4e: Demonstrating professionalism	School Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	School Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	School Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	School 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.

Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Bloomington Public School District 87 Professional Appraisal System

Form J: Formal Observation for School Psychologists

Specialist: _____ Date/Time: _____

Evaluator: _____ Subject Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Psychological and Education Theory, Resources, and Procedures 1b - Demonstrating Knowledge and Skill of Psychological Instruments and Individual Backgrounds to Develop Interventions 1c - Establishing Appropriate Program Goals 1d - Using Problem-Solving Approach for Assessment and Intervention 1e - Demonstrating Ability to Collect, Analyze, Interpret, and Use Information	4a - Demonstrating Ability to Handle Confidential Materials 4b - Communicating with Parents/Guardians 4c - Participating in a Professional Community 4d - Growing and Developing Professionally 4e - Demonstrating Professionalism	2a - Establishing Respect and Rapport with Students 2b - Establishing a Culture of Communication with Parents and School Staff 2c - Establishing and Utilizing Procedures for Responding to Referrals 2d - Organizing Time Effectively	3a - Using a Consultative Problem-Solving Process 3b - Demonstrating Leadership in Team Meetings 3c - Using Assessment Data to Develop and Implement Services and Interventions 3d - Collaborating with Stakeholders

Time	Actions & Statements/Questions by Specialist & Students	Component