|  |  |
| --- | --- |
| **Name:**  | **Employment Status:** |
| **Assignment Location(s):**  | **Date of Initial Conference:**  |
| **Date of Observation(s):**  | **Date of Progress Conference:**  |
| **Evaluator:**  | **Date of Final Conference:**  |

ABC School District

Where Kids Learn Good.

**School Psychologist Job Performance Evaluation**

**Protocol:**

* At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
* Collaboratively the administrator and the school psychologist checks-off 3 domains to self-evaluate.
* At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)

**1. Unsatisfactory**- Skill not evidenced

**2. Needs Improvement**- Skills minimally evidenced

**3. Effective**- Skill evidenced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains Applicable to Assignment** | **Domain evaluated** | **Domain** | **1** | **2** | **3** |
|  |  | **1. Data-based Decision Making and Accountability:** | 1 | 2 | 3 |
|  |  | Makes use a problem-solving framework as the basis for all professional activities. |  |  |  |
|  |  | Collects and use assessment data to understand students’ needs/challenges. |  |  |  |
|  |  | Conducts comprehensive and legally defensible assessments to identify students’ eligibility for special education and other educational services. |  |  |  |
|  |  | Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.   |  |  |  |
| Evidence: |
|  |  | **2. Consultation and Collaboration** | 1 | 2 | 3 |
|  |  | Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services. |  |  |  |
|  |  | Consults and collaborates at the individual, family, group, and systems levels. |  |  |  |
|  |  | Applying psychological and educational principles and by using their skills in communication, collaboration, and consultation to promote necessary change |  |  |  |
| Evidence:  |
|  |  | **3. Interventions and Instructional Support to Develop Academic Skills** | 1 | 2 | 3 |
|  |  | Uses all available assessment information and empirical research on learning and cognitive development to promote student success. |  |  |  |
|  |  | Collaborates with other educators, parents and the community to promote student success. |  |  |  |
| Evidence: |
|  |  | **4. Interventions and Mental Health Services to Develop Social and Life Skills** | 1 | 2 | 3 |
|  |  | Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children. |  |  |  |
|  |  | Facilitates in the development and implementation of curriculum and programs at individual, group, classroom and school-wide levels for student behaviors. |  |  |  |
|  |  | Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. |  |  |  |
| Evidence:  |
|  |  | **5. School-Wide Practices to Promote Learning** | 1 | 2 | 3 |
|  |  | Works collaboratively with school staff to enhance and support school wide practices that promote student achievement. |  |  |  |
|  |  | Promotes the development and maintenance of supportive learning environments. |  |  |  |
| Evidence: |
|  |  | **6. Preventive and Responsive Services** | 1 | 2 | 3 |
|  |  | Promotes recognition of risk and protective factors. |  |  |  |
|  |  | Participates in school crisis teams. |  |  |  |
|  |  | Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems. |  |  |  |
|  |  | Develop, promote, and evaluate wellness & resilience programs. |  |  |  |
| Evidence: |
|  |  | **7. Family–School Collaboration Services** | 1 | 2 | 3 |
|  |  | Use evidence-based strategies to design, implement, and evaluate effective policies and practices. |  |  |  |
|  |  | Promote strategies for safe, nurturing, and dependable parenting and home interventions. |  |  |  |
|  |  | Help create linkages between schools, families, and community providers, help coordinate services when programming. |  |  |  |
| Evidence: |
|  |  | **8. Diversity in Development and Learning** | 1 | 2 | 3 |
|  |  | Applies understanding of the influence of culture, background, and individual learning characteristics. |  |  |  |
|  |  | Utilizes a problem solving framework for addressing the needs of students with diverse characteristics. |  |  |  |
|  |  | Promote fairness and social justice and provide culturally competent and effective practices. |  |  |  |
| Evidence: |
|  |  | **9. Research and Program Evaluation:** | 1 | 2 | 3 |
|  |  | Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery. |  |  |  |
|  |  | Incorporates techniques for data collection, analyses, and accountability in evaluation of services |  |  |  |
| Evidence:  |
|  |  | **10. Legal, Ethical, and Professional Practice** | 1 | 2 | 3 |
|  |  | Practices in ways and engage in collaborative relationships that are consistent with ethical, professional, and legal standards and regulations. |  |  |  |
|  |  | Assists school personnel and parents in understanding and adhering to legislation and regulations. |  |  |  |
|  |  | Engages in lifelong learning and professional development. |  |  |  |
|  |  | Utilizes information sources and technology and responsible record keeping. |  |  |  |

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Suggestions to enhance professional development:

Recommendation for Continued Employment:

|  |  |
| --- | --- |
|  | Continuation Recommended- Meets or Exceeds Standards |
|   |  |
|  | Continuation with Improvement(s) Recommended |
|  |  |
|  | Continuation with Improvement(s) Required |
|  |  |
|  | Not Recommended for Continuation |

Evaluator’s Printed Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.