**Form C2: School Psychologist Informal Observation Form (1)**

Teacher: Click here to enter text. Evaluator: Click here to enter text.

School/Position/Subject: Click here to enter text. Date of Observed Practice: Click here to enter a date.

Date Form C2 Provided to Employee: Click here to enter a date.

**Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):**

Click here to enter text.

***General Observations***

|  |  |
| --- | --- |
| **Specialists Actions:** *Specialist spent most of the time….* | **Stakeholders Behaviors:** *Stakeholders spent most of the time…* |
| Click here to enter text. | Click here to enter text. |

**Observations of the Environment**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **2A. Respect and Rapport**  Respectful interactions with all stakeholders  Effort made towards repairing relationships and building rapport  Establishes visibility in the school and is approachable to all | Click here to enter text. |
| **2B. Positive Culture for Learning**  Actively works to enhance the culture and climate of the school  Participates in school-wide committees, leadership teams, or problem-solving teams  Is involved in the planning and implementation of Tier 1 social/emotional and behavioral interventions | Click here to enter text. |
| **2C. Establishing and Maintaining Clear Procedures for Referrals and Using Time Effectively**  Materials are readily available and secured.  Copyright laws pertaining to assessments are respected  Timelines are met by the school psychologist | Click here to enter text. |
| **2D. Establishing Standards of Conduct**  Collaborates with school personnel regarding student behavior  Helps defuse students in crisis.  Employs techniques designed to effectively manage student behavior | Click here to enter text. |
| **2E. Organizing Physical Space**  Student test materials are placed out of sight from others  Psychologist can easily access test materials during testing | Click here to enter text. |

***Note:*** *Unchecked boxes mean only that a trait was* ***not observed*** *during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.*

**Form C2: School Psychologist Informal Observation Form (2)**

**Observations of the Delivery of Services**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **3A. Communicating with Students**  Boundaries between school psychologist and student are clear and developmentally appropriate  Students are included in discussions about their education and needs  Expectations or explanations of activities are clearly communicated to students | Click here to enter text. |
| **3B. Interpreting Data to Facilitate Effective Instructional Decision-Making**  Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns  Consistently uses tools and processes to effectively collect data  Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making | Click here to enter text. |
| **3C. Promoting the Use of Evidence-Based Interventions & Supports**  Regularly participates in meetings in which appropriate interventions are developed for students  Recommends appropriate interventions based on student data | Click here to enter text. |
| **3D. Administering and Scoring Assessments**  Knowledgeable about available assessments and uses the appropriate instruments based upon student characteristics  Follows standardized administration procedures | Click here to enter text. |
| **3E. Flexibility and Responsiveness**  Knowledge of students’ needs and interests drive recommendations  Has different approaches within their repertoire to address the diverse needs of students  During unexpected situations, the school psychologist responds flexibly with usage of their time and adjustment of priorities | Click here to enter text. |
| **3F. Writing Comprehensive School Psychological Reports**  Reports rely on the use of “laymen’s” terms to ease comprehension for parents and staff  Evaluation results inform and guide interventions, eligibility, supports | Click here to enter text. |

***Note:*** *Unchecked boxes mean only that a trait was* ***not observed*** *during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.*

***Evaluator or employee may request a post-conference to further address information observed.***