**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.***