 Huron Intermediate School District

#  School Psychologist Self-Evaluation (Form U)

 Based on multiple administrator observations. School Psychologist Evaluation Framework (Form V) provides an explanation of evaluation criteria.

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| **Staff Member’s Name** | **Title** |
| **Evaluator’s Name** | **Title** | **School Year** |
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| *Instructions: Effectiveness shall be rated as shown below for each indicator:*  4 = Highly Effective 3 = Effective 2 = Minimally Effective 1 = Ineffective N/O = Not Observed |

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| **Domain 1. Planning and Preparation R*ating***  |
| ***1a. Knowledge & Skill of Psych. Instruments*** |  |
| Knowledge of psychological instruments to evaluate students; Knowledge of proper situation in which each instrument should be used |
| ***1b. Demonstrating Knowledge of Students*** |  |
| Knowledge of child and adolescent development; Knowledge of the learning process; Students’ skills, knowledge, and language proficiency; Knowledge of students’ interests and cultural heritage; Knowledge of students’ special needs |
| ***1c. Establishing Goals*** |  |
| Setting goals; reviewing and adjusting in consultation with others |
| ***1d. Demonstrating Knowledge of Regulations & Resources*** |  |
| State and federal regulations; Resources within and beyond the school and district |
| ***1e. Designing Coherent Plan*** |  |
| Psychology program plan; Integration with regular school program; Meet needs of students |
| ***1f. Designing Plan for Program Evaluation*** |  |
| Plan to evaluate the psychology program; Improving the program |
| **Domain 2. The Environment *Rating*** |
| ***2a. Establishing Respect and Rapport*** |  |
| Psychologists interactions with students, words and actions;Student comfort and trust |
| ***2b. Establishing a Culture for Positive Mental Health*** |  |
| Culture throughout the school for positive mental health among students and teachers |
| ***2c. Managing Clear Procedures for Referrals*** |  |
| Procedures for referrals, meetings, and testing protocols; Communication of procedures |
| ***2d. Establishing Standards of Conduct*** |  |
| Expectations; Monitoring of student behavior; Response to student misbehavior |
| ***2e. Organizing Physical Space*** |  |
| Safety and accessibility; Arrangement of furniture and use of physical resources; Securing records; Availability of materials |
| **Domain 3. Delivery of Service *Rating*** |
| ***3a. Communicating Clearly & Accurately*** |  |
| Use of oral and written language |
| ***3b. Responding to Referrals & Consultation*** |  |
| Consultation with colleagues; Tailoring evaluations |
| ***3c. Evaluating Student Needs*** |  |
| Administering evaluation instruments; Complying with procedural timelines and safeguards |
| ***3d. Chairing Evaluation Team*** |  |
| Leadership of evaluation team; Preparing for meetings; preparing REEDs and IEPs |
| ***3e. Planning Interventions*** |  |
| Plans for students; Strategies |
| ***3f. Contact with Physicians & Community Mental Health Service Providers***  |  |
| Ongoing contact with physicians and community health service providers; Initiates contacts when needed |
| ***3g. Demonstrating Flexibility & Responsiveness*** |  |
| Problem solving; Improving service delivery; Making changes in response to student, parent or teacher input |
| **Domain 4. Professional Responsibilities *Rating*** |
| ***4a. Reflecting on Practice*** |  |
| Reflecting on improving practice |
| ***4b. Communicating with Families*** |  |
| Secure permission for evaluations; Information about evaluations |
| ***4c. Maintaining Accurate Records*** |  |
| Completion; Accuracy; Organization; Security  |
| ***4d. Participating in the Professional Community*** |  |
| Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and district projects |
| ***4e. Engaging in Professional Development*** |  |
| Enhancement of knowledge & skill; Reflection on areas for growth; Service to the profession |
| ***4f. Showing Professionalism*** |  |
| Integrity and ethical conduct; Service to students; Advocacy Decision making; Compliance with school and district regulations |

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| **Staff Member’s Name** | **Evaluator’s Name** |
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| **Attendance**:🞏 Attendance Record Attached | **Summary Statement**  |
| **Teacher Disciplinary Record**:🞏 Disciplinary Action on File |
| **Accomplishments and Contributions Above Normal Expectations**:🞏 Teacher-provided Documentation Attached |
| **Non-required but Relevant Special Training**:🞏 Teacher-provided Documentation Attached | **Recommendation(s)**  |
| **Additional Documents Attached**: (Please list)🞏 Teacher-provided Self-Evaluation Attached |
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| **Overall Rating:** |  ❑ Highly Effective | ❑ Effective | ❑ Minimally Effective | ❑ Ineffective |
|  |
| Staff Member’s Signature | Date | Evaluator’s Signature | Date |
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| *Signature indicates completion of the evaluation process—not necessarily consensus* |
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