

**SALINAS UNION HIGH SCHOOL DISTRICT
PSYCHOLOGIST EVALUATION**

Original - Human Resources
Copy 1 - Evaluatee
Copy 2 - Evaluator

FINAL

Evaluatee: _____ Position: *School Psychologist* School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient D=Distinguished

**UNSATISFACTORY PERFORMANCE IN STANDARDS I THROUGH V REQUIRES REFERRAL TO PARS AS PER ED CODE 44500
AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION**

| Standard I– Collaborates with other team members to identify academic & behavior problems, collect & analyze information to understand the problems, make decisions about service delivery, and evaluate the outcomes of service delivery | RATING | Commendations/recommendations/evidence |
|---|---------------|---|
| <ul style="list-style-type: none"> • Defines problems in ways that identify desired academic/behavioral goals, are measurable, are agreed upon by those involved • Selects assessment methods that are validated for the problem under consideration, including formal and informal procedures, and includes data collected from all settings & persons necessary to complete problem-solving process. • Develops and implements interventions based on data collected and related to desired outcomes. • Uses appropriate assessment information to evaluate interventions to determine effectiveness, need for modification, or need for redevelopment. | | |

| | | |
|---|---------------|--|
| STANDARD II: ABILITY TO LISTEN, PARTICIPATE IN DISCUSSIONS, CONVEY INFORMATION, AND WORK TOGETHER AT INDIVIDUAL, GROUP, & SYSTEMS LEVEL | RATING | Commendations/recommendations/evidence |
| <ul style="list-style-type: none"> • Demonstrates decision-making skills and is proficient in facilitating communication and collaboration with students, school personnel, community professionals, agencies, and families/schools. • Demonstrates ability to present and disseminate information to diverse communities in a variety of contexts, in an organized & meaningful manner. • Facilitates the development of healthy learning environment • Uses communication skills, collaboration, and consultation to promote necessary change with students, classroom, building, and district levels. | | |
| STANDARD III – DEVELOPS CHALLENGING AND ACHIEVABLE COGNITIVE AND ACADEMIC GOALS FOR ALL STUDENTS | RATING | Commendations/recommendations/evidence |
| <ul style="list-style-type: none"> • Applies current empirically based theory and knowledge of learning theory and cognitive processes to develop effective instructional strategies that promote student learning & social & emotional development. • Incorporates assessment information with the development of instructional strategies to meet student's individual learning needs. • Uses appropriate & applicable assessment techniques to assess progress toward academic goals. Assists in revising instructional methodology • Demonstrates knowledge of curriculum & instruction and assists in facilitating & implementing a variety of research-based instructional methods. | | |

| | | |
|---|---------------|--|
| STANDARD IV-DEMONSTRATES KNOWLEDGE, SENSITIVITY, AND SKILLS TO WORK WITH INDIVIDUALS AND GROUPS FROM DIVERSE BACKGROUNDS AND NEEDS | RATING | Commendations/recommendations/evidence |
| <ul style="list-style-type: none"> • Develops academic and behavioral interventions with consideration to range of strengths and needs based on racial, cultural, ethnic, experiential, and linguistic backgrounds • Promotes practices that assist students from all backgrounds to feel welcome and appreciated in the school and community. • Incorporates understanding of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes. | | |
| STANDARD V- APPLIES PREVENTION HEALTH PROMOTION AND CRISIS INTERVENTION METHODS BASED ON KNOWLEDGE OF CHILD DEVELOPMENT, PSYCHOPATHOLOGY, DIVERSITY, SOCIAL STRESSORS, CHANGE, AND SYSTEMS | RATING | Commendations/recommendations/evidence |
| <ul style="list-style-type: none"> • Applies knowledge in the identification and recognition of behaviors relating to school dropouts, mental health disorders, and school failure. • Provides direct counseling and indirect interventions, ie mental health referrals. • Collaborates with school personnel, parents, students, and the community to provide effective mental health support. • Develops, implements, and evaluates prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems. | | |

| | | |
|---|---------------|--|
| STANDARD VI - DEVELOPING AS A PROFESSIONAL | RATING | Commendations/recommendations/evidence |
| <ul style="list-style-type: none"> • Reflecting on practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/ maintaining motivation. | | |
| STANDARD VII – REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES | RATING | Commendations/recommendations/evidence |
| <ul style="list-style-type: none"> • Fulfillment of adjunct duties. • Attendance at IEP meetings. • Maintenance of accurate records and reports, including adherence to timelines. • Fulfillment of other contractual duties under Article VII. • Observation of state and federal guidelines related to Special Education/GATE. | | |

Additional Comments/Evaluated:

Additional Comments/Evaluator:

SUMMATIVE EVALUATION: Unsatisfactory Proficient Distinguished

Mandatory Referral to PARS: Yes No

Date

Signature Evaluatee

Date

Signature Evaluator