

NAME _____
(Please Print) Last Name First Name Employee ID # Contract Type

ASSIGNMENT _____ SCHOOL _____ SCHOOL YEAR _____

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

School Psychologist Evaluation

Philosophy

The purpose of performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

The Boise School District is committed to the notion of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation and feedback of a supervisor is the best way to assist professional teachers in advancing in the profession.

The availability of the Boise School District Peer Assistance Program, Professional Development Core and other Professional Development opportunities, coupled with the evaluation process, provides the infrastructure necessary for sustained professional growth. It is the philosophy of the District that evaluation is the tool to document that sustained growth.

Evaluation Procedure

The recommended administrative observation cycle for professional employees will include at least one administrative observation per year with each observation lasting a minimum of 10 minutes.

All professional employees will have a minimum of one formal evaluation with a qualified evaluator per year, on or before February 1. The post-evaluation conference shall be held within seven (7) school days of the formal observation. A copy of each written evaluation shall be submitted to the employee within five (5) school days after the formal evaluation. The professional employee shall have the opportunity to attach a response to his/her evaluation within twenty-one (21) calendar days.

Professional employees with 2 (two) or more years of continuous service in the district shall be placed on intensive staff development or probation if needed.

(U) Unsatisfactory (B) Basic (P) Proficient (NE) Not Evaluated

I. Managing the Role of the School Psychologist in the School Setting.				
A. Establishes and works to attain individual and district goals in areas of responsibility.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Organizes effectively and plans ahead.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Follows through on decisions and attends to detail.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Works effectively with professional staff, ancillary, and support personnel.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
E. Keeps central office informed as to working schedule.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
F. Carries out responsibilities for school assignments.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
G. Time management: attendance and punctuality.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
H. Uses technology in daily practices	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain I:				

II. Leadership				
A. Takes initiative.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Actively participates in decision making.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Accepts responsibility for his/her own actions.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Supports staff development.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
E. Is willing to try new approaches.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
F. Promotes professional growth such as membership in professional associations, reading of professional literature, and participating in continuing education.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
G. Can successfully meet identified needs and assist with crisis management	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
H. Regularly collaborates with individuals outside of the school environment.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain II:				

III. Communication				
A. Demonstrates effective writing and speaking skills.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Actively listens in a conversation or discussion.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Shares ideas and information.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Contributes effectively to team meetings.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
E. Responds promptly to questions and requests.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
F. Establishes and maintains effective relations with students, staff, and parents.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
G. Establishes and maintains effective relations with community.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
H. Communicates regularly with fellow school based colleagues and administrators regarding the delivery of services.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain III:				

IV. Job Skills/Professional Responsibilities: Demonstrates Working Knowledge of:				
A. Conducts thorough and appropriate assessments in regards to the student's intellectual, academic, social/emotional, behavioral or environmental functioning and collaborates with colleagues in obtaining all pertinent information related to the student.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Uses appropriate assessment tools to determine the motivation, purpose and consequences of the behavior(s) under assessment, develops hypothesis statements and recommends appropriate interventions.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Writes clear and concise reports, using the district approved student management program, to communicate the results of assessments to parents, teachers, staff, and administrators.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Plays an important role in eligibility determination for special education students.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
E. Effectively collaborates and consults with school base colleagues, departmental colleagues, and administrators to find effective solutions to learning and behavior problems and maximize student success in the learning community.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
F. Knowledgeable of and applies state or federally mandated laws and district procedures to specific student needs.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
G. Provides inservice for teachers and other school personnel.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
H. Establishes a counseling environment that fosters open participation by students and facilitates the process of improving outcomes.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
I. Is active in developing expertise in research trends related to their professional field and actively shares that information by initiating discussions with colleagues.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
J. Takes initiative to optimize family involvement and assists families in finding resources in the community to meet identified needs of the student/family.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
K. Highly aware and observant of and consistently adheres to the highest standards of professional practice.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
L. Understands and applies knowledge of child and adolescent development to learning while making intervention decisions.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
M. Understands the effects of cultural and environmental milieu of students and families including cultural and linguistic diversity.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
N. Regularly attends intervention meetings, provides meaningful input and promotes intelligent discussions in the process.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain IV:				

Additional Remarks:	
For purposes of reporting certified evaluation results to the Idaho State Department of Education the above employee's evaluation level for the school year has been deemed:	
Proficient <input type="checkbox"/>	Non-Proficient <input type="checkbox"/>

School Psychologists Signature: _____ Date: _____

(Signing this evaluation does not necessarily constitute agreement with its contents, but indicates that the evaluation has been shared with the employee.)

Evaluator Signature: _____ Date: _____

<i>Definitions</i>	
Unsatisfactory:	Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/or documentation.
Basic:	Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
Proficient:	Highly competent in the art, skills or field of knowledge of the school psychology profession.