

**ADDENDUM JP**

<b>MADERA UNIFIED SCHOOL DISTRICT                  SCHOOL PSYCHOLOGIST EVALUATION INSTRUMENT                  (BASED ON NASP'S DOMAINS OF PRACTICE)</b>
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Name: \_\_\_\_\_ School Site(s): \_\_\_\_\_

School Year: 20 -20 \_\_\_\_\_ Date of Hire: \_\_\_\_\_

Evaluating Supervisor: \_\_\_\_\_

1st Year Probationary     2nd Year Probationary     Tenured

**PSYCHOLOGIST PERFORMANCE STANDARD RATING**

D= Distinguished  
 S = Skilled  
 E = Emerging  
 I = Ineffective

\*Ineffective ratings must include a Recommendation & Assistance statement by the evaluating supervisor

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
<b>Domain 1: Data-Based Decision Making</b>		
The School Psychologist will: A. Understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs and for measuring progress and outcomes within a multitiered system of support.		
B. Use assessment data to understand students' problems and implement evidence-based instructional, mental, and behavioral health services and for measuring progress and outcomes within a multitiered system of supports.		

C. Systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels.		
<b>FACTORS</b>	<b>RATING (D,S,E,I)</b>	<b>COMMENTS (Use additional pages if needed)</b>
<b>Domain 2: Consultation and Collaboration</b>		
The School Psychologist will: A. Understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.		
B. Demonstrate skills to consult, collaborate, and communicate effectively with others.		
<b>FACTORS</b>	<b>RATING (D,S,E,I)</b>	<b>COMMENTS (Use additional pages if needed)</b>
<b>Domain 3: Academic Interventions and Instructional Supports</b>		
The School Psychologist will: A. In collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development.		
B. Understands the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curricula and instructional strategies.		
<b>FACTORS</b>	<b>RATING (D,S,E,I)</b>	<b>COMMENTS (Use additional pages if needed)</b>
<b>Domain 4: Mental and Behavioral Health Services and Interventions</b>		
The School Psychologist will:		

A. Use systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties.		
B. Collaborate with others in the design, implementation, and evaluation of services that promote resilience and positive behavior, support socialization, and adaptive skills, and enhance mental and behavioral health.		
<b>FACTORS</b>	<b>RATING (D,S,E,I)</b>	<b>COMMENTS (Use additional pages if needed)</b>
<b>Domain 5: School-Wide Practices to Promote Learning</b>		
The School Psychologist will: A. Understand systems, structures organization and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.		
C. Collaborate with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.		
<b>FACTORS</b>	<b>RATING (D,S,E,I)</b>	<b>COMMENTS (Use additional pages if needed)</b>
<b>Domain 6: Services to Promote Safe and Supportive Schools</b>		
The School Psychologist will: A. Understand principles and research related to social emotional well-being, resilience, and risk factors in learning, mental and behavioral health and evidence-based strategies for creating safe and supportive schools.		
B. In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection mitigation, response and recovery.		

FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
<b>Domain 7: Family, School, and Community Collaboration</b>		
The School Psychologist will: A. Understands principles and research related to family systems, strengths, needs and cultures; uses evidence-based strategies to develop collaboration between families and schools.		
B. In collaboration with others, design, implement and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for students.		
FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
<b>Domain 8: Equitable Practices for Diverse Student Populations</b>		
The School Psychologist will: A. Applies understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions and through the evaluation process of English Learners.		
B. Promote equity and social justice in educational programs and services by ensuring all children and youth learn in safe, supportive, and inclusive environments. Actively engage in efforts to address factors that limit equity and access to educational opportunity.		
FACTORS	RATING (D,S,E,I)	COMMENTS (Use additional pages if needed)
<b>Domain 9: Research and Evidence-Based Practice</b>		
The School Psychologist will: A. Use of knowledge of research design, statistics, measurement, and various techniques of data collection to		

evaluate services at the individual, group, and systems levels.		
B. Assist teachers and/or staff in collecting meaningful student data.		
<b>FACTORS</b>	<b>RATING (D,S,E,I)</b>	<b>COMMENTS (Use additional pages if needed)</b>
<b>Domain 10: Legal, Ethical, and Professional Practice</b>		
The School Psychologist will: A. Remain knowledgeable about multiple service models and methods, ethical and professional standards, legal regulations, and other factors related to professional identity and effective practice as a school psychologist.		
B. Assist administrators, teachers, other school and district personnel, and parents in understanding regulations relevant to special education eligibility.		
C. Engage in professional development and life-long learning.		

\* The overall rating for a standard will be determined by the predominate rating of its sub-standards.

\*\* Psychologists who receive a majority of ineffective ratings in the components of a Standard shall be rated ineffective in that Standard.

\*\*\* In order to receive an overall ineffective evaluation, a Psychologists must receive a minimum of four ineffective ratings in Standard numbers 1-10.

**Evaluator's Summary Comments:**

**Commendations:**

**Recommendations & Assistance:**

**Overall Performance Evaluation**

- Distinguished
- Skilled
- Emerging
- Ineffective

**Permanent Psychologist**    Recommend Improvement Plan

**Probationary Psychologist**

- Recommended for rehire
- Not recommended for rehire
- Withhold judgement at this time

**Evaluatee's Comments:**

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluators's Signature

\_\_\_\_\_  
Date

Original: Evaluatee   Copy: Evaluator   Copy: Personnel File