

# **Santee School District**



## **Certificated Non-Management Evaluation Guidelines for School Psychologists**

**2016**

# **Santee School District**

## **Certificated Non-Management Evaluation Guidelines for School Psychologists**

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# CERTIFICATED NON-MANAGEMENT GUIDELINES INTRODUCTION

A joint committee of Santee Teachers Association members and Santee District Management Team members have developed these evaluation procedures and forms.

## **Purpose**

The purpose of the evaluation process is to provide an on-going process based on formal and informal observations, pre- and post-conferences, and performance of other professional responsibilities.

## **Goal**

The goal of the evaluation process shall be to improve school psychology services and promote professional growth. Performance of all certificated non-management employees shall be evaluated on the basis of the Santee School District Standards for the School Psychologist.

## **Employees to be Evaluated**

Permanent certificated non-management employees shall be evaluated no less than the following schedule:

Level 1: Years 1-3 (Probationary and first tenured year)	Annually
Level 2: Years 5, 7, 9	Every two (2) years
Level 3: Years 10 and over	Every five (5) years

Additionally, employees transferring to a new site or position will be evaluated the first year of the new assignment before moving to Level 2 or Level 3 based upon years in the district. An administrator may choose to evaluate a certificated non-management employee outside of this schedule based upon need.

If a permanent certificated non-management employee is evaluated during a year in which he or she shares a contract with another certificated non-management employee and the employment period is during the second semester, the employee will be notified by the supervisor of intent to evaluate within five (5) days upon return to work. Second semester observations and final evaluation timelines will be followed.

Any employee who does not receive a satisfactory evaluation will be evaluated the following year.

## **Evaluators**

The evaluator is usually the evaluatee's immediate supervisor. However, district management may designate a management employee other than the immediate supervisor to serve as an evaluator for certificated non-management employees. If an evaluatee moves to another assignment during the school year, modifications in the evaluation plan may be made.

## **Tracks**

All temporary and probationary certificated non-management employees will use Track I Guidelines. All permanent certificated non-management employees receiving satisfactory

evaluations as measured against the Standards for the School Psychologist and previous evaluations will use Track II observations. All permanent certificated non-management employees who have documented problems and/or are in need of assistance will use the Assistance Plan.

### **Goal Setting**

The Santee School District Standards for the School Psychologist will serve as a standard to evaluate all certificated non-management school psychologists. The evaluatee and evaluator will mutually identify standards and develop criteria for measuring progress toward meeting the goals that will promote student learning and professional competence.

If mutual agreement cannot be reached, the evaluator will select two (2) standards or goals and the evaluatee will select two (2) standards or goals. The goals, and criteria for measuring progress toward the goals, will be recorded on the Pre-Evaluation Form.

### **The Mid-Year Evaluation – Track I and Assistance Plan Employees**

Prior to January 31, a mid-year conference will be held with the evaluatee and evaluator to discuss the evaluatee's progress in attaining goals. The evaluator will discuss formal and informal observations and the performance of other professional responsibilities as related to the Santee School District Standards for the School Psychologist with the evaluatee. The Mid-Year Evaluation Form containing the summary of the evaluator's formal and informal observations, appraisals and observations related to the performance of other professional responsibilities, and recommendations for improvement will be given to the evaluatee. Any employee who is not satisfactorily meeting the Santee School District Standards for the School Psychologist will be informed, and specific recommendations will be given on the Mid-Year Evaluation Form. The employee may attach a statement to the Mid-Year Evaluation Form.

### **The Final Evaluation Report**

Prior to March 1 for Probationary and Temporary employees and May 20 for Permanent Track II employees, the evaluatee and the evaluator will hold a final conference to discuss the attainment of the mutually agreed upon goals. The Final Evaluation Report Form, including dates of formal observations, evaluator's summative report, and recommendations, if needed, will be given to the employee. The summative report will include a summary of:

- Evaluator's formal and informal observations (including dates of formal observations);
- Evaluator's appraisals;
- Evaluatee's performance of other professional responsibilities; and
- Recommendations, if needed.

Any Track II employee who has not satisfactorily met the expectations as stated in the Santee School District Standards for the School Psychologist will be informed that he or she will be re-evaluated the following year. The employee may attach a statement to the Final Evaluation Report.

### **Personnel File**

All evaluation documents will be placed in the employee's personnel file after the employee has had an opportunity to review and comment on the contents of the document.

# SANTEE SCHOOL DISTRICT

## School Psychologist Evaluation System

### Track I

Temporary, Probationary and 1<sup>st</sup> Year Tenured School Psychologists

Temporary Employees	Satisfactory Competency in all six standards	Unsatisfactory Not recommended for continued employment
Probationary Employees Years 1 & 2	Satisfactory Competency in all six standards	Unsatisfactory Not recommended for continued employment
1 <sup>st</sup> Year Tenured Teachers	Satisfactory Competency in all six standards	Unsatisfactory Placed on an Assistance Plan

### Track II

Tenured School Psychologists

Evaluation Year	Satisfactory Competency in all six standards	Unsatisfactory Not meeting all six standards Placed on an Assistance Plan
Off Year(s)	Satisfactory Competency in all six standards	Unsatisfactory Not meeting all six standards Referred to the evaluation process for specific standards or to the Assistance Plan process

### Assistance Plan

Tenured School Psychologists

Needs to be implemented as soon as possible	Implemented at or after the start of the school year	<b>FOR</b> The remainder of that school year
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# STANDARDS FOR THE SCHOOL PSYCHOLOGIST

<p><b>Standard One: Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning</b></p> <p>1.1 Work with school staff to educate them regarding students' disabilities and the effects on student learning and behavior</p> <p>1.2 Work with families to educate them regarding their student's disability and the effects on student learning and behavior</p> <p>1.3 Work with school staff to identify accommodations, modifications, and/or instructional strategies required by the student to increase student learning and improve behavior</p> <p>1.4 Develop and present information to school staff on specific topics related to special education (e.g., laws, understanding cultural diversity, theories of cognition, issues surrounding violence and substance abuse, effective behavior management strategies)</p>	<p><b>Standard Two: Promote and Maintain a Safe and Supportive Learning Environment</b></p> <p>2.1 Conduct observations, in structured and unstructured settings, and provide feedback related to the environment</p> <p>2.2 Design behavior support plans to improve student behavior and promote student learning</p> <p>2.3 Provide counseling services individually or in a group setting</p> <p>2.4 As a team, conduct manifestation determinations, functional behavior assessments (FBA), and/or functional analysis assessments (FAA)</p>
<p><b>Standard Three: Provide Crisis Intervention Services</b></p> <p>3.1 As part of a team, evaluate the mental health needs of individuals, including students, school staff, parents, and the school community</p> <p>3.2 Provide short-term counseling either individually or in a group setting</p> <p>3.3 Make referrals to appropriate school staff or outside agencies for follow-up and long-term counseling</p> <p>3.4 Make referrals to outside agencies for immediate needs such as food, shelter, clothing, etc</p>	<p><b>Standard Four: Planning Instruction and Designing Learning Experiences for Students</b></p> <p>4.1 Meet with teams (e.g., SST, Rtl, IEP) to discuss student concerns and developmental learning needs</p> <p>4.2 As a team, establish and articulate goals for student learning</p> <p>4.3 As a team, determine interventions and materials to improve student learning</p> <p>4.4 As a team, evaluate interventions to determine effectiveness</p>
<p><b>Standard Five: Assessing Student Learning Patterns</b></p> <p>5.1 Consider ethnic, cultural, gender diversity, and physical conditions when selecting assessment methods</p> <p>5.2 As a team, assess in all areas of suspected disability</p> <p>5.3 Conduct observations of students, in structured and unstructured settings</p> <p>5.4 Interpret and share assessment results in a manner that is understandable to school staff and parents</p> <p>5.5 Complete reports that are compliant with CA Education Code and include recommendations to increase the effectiveness of student learning</p>	<p><b>Standard Six: Developing as a Professional School Psychologist</b></p> <p>6.1 Provide service in a leadership role in a professional organization</p> <p>6.2 Establish professional goals and pursue opportunities to grow professionally</p> <p>6.3 Supervise interns</p> <p>6.4 Work with colleagues to improve professional practice</p> <p>6.5 Conduct educational research and innovation</p> <p>6.6 Understand and use technology</p>



# **Santee School District**

## **Strategic Plan**

### **Vision, Mission, Belief Statements, and Goals**

#### **Adopted May 1, 2012**

#### **Mission**

*Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.*

#### **Vision**

*Santee School District will be an innovative leader in education, inspiring students to realize their unique potential.*

#### **Rallying Cry**

*"Where Young Minds Meet Open Doors"*

#### **Belief Statements**

Children are our first priority. Therefore we believe...

1. All students can learn.
2. Student growth, academic performance, and positive personal development are the highest measures of student and district success.
3. Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
4. Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
5. Parent and community involvement in our schools is crucial to the academic success of our students.
6. Knowledgeable, motivated, and inspired employees assure the success of our students.
7. Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.
8. The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

#### **Goals**

##### **Educational Achievement**

Assure the highest level of educational achievement for all students.

##### **Learning Environment**

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning.

##### **Fiscal Accountability**

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

##### **Staff Development**

Implement a staff development plan as the cornerstone of employee performance and growth.

##### **Student Well-Being**

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

#### **Goals Inclusive of Core Strategies**

##### **Educational Achievement**

- Foreign Language
- Quality Curriculum and Instruction

##### **Staff Development**

##### **Student Well Being**

- Community Connections

##### **Fiscal Accountability**

##### **Learning Environment**

- Facilities
- Technology
- Class Size



# SANTEE SCHOOL DISTRICT

## School Psychologist Certificated Evaluation Year at a Glance

TASK	To be completed by:			
	Track I	Track II Level 2	Track II Level 3	Assistance Plan
Distribution of School Psychologist Standards & Evaluation Packet and Notification of Intent to Evaluate	Oct 1	Oct 1	Oct 1	When Needed or Teacher Prep Week
Initiate or Review Assistance Plan <small>(Assistance Plan can be initiated at any time; however, if known before the beginning of the school year, this date should be met.)</small>				Sept 15
Pre-Evaluation Conference & Forms and Alternative Project Proposal & Conference	Oct 15	Oct 30	Oct 30	
Formal Observations 1 & 2	Dec 15	Jan 31		Dec 15
<b>Formal Observation 1</b>			Jan 31	
Mid-Year Evaluation	Dec 15			Jan 31
Formal Observations 3 & 4	March 1	May 20		May 20
<b>Formal Observation 2</b>			May 20	
Final Evaluation & Conference	March 1	May 20	May 20	May 20
Evaluatee Comment / Feedback Form	March 10	May 30	May 30	May 30

**Note:** If a date falls upon a weekend or a holiday, the due date is the first working day following that date.

# **SANTEE SCHOOL DISTRICT**

## **Track I Evaluation**

### **Purpose**

Track I is designed to provide school psychologists with a specific focus in their efforts to develop and strengthen their skills in school psychology. The Santee School District School Psychologist Standards reflect the goals and standards for school psychologist excellence and sound educational practice. These standards assure that quality school psychology services are provided for all students and offer an opportunity for continual professional growth for school psychologists.

### **Eligibility**

- Temporary employee
- Probationary employee
- First Year Tenured employee

### **Desired Evaluation Outcomes**

- Student learning
- Self reflection
- Continued professional development
- Collegiality and collaboration as an effective team member
- Instructional improvement
- Demonstration of competency

### **Evaluation Process**

The final evaluation is an accumulation of data including, but not limited to:

- Established goals
- Classroom visitations
- Formal and informal observations
- School psychologist/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward school psychologist standards

### **Mid Year Evaluation**

The mid year evaluation is an opportunity for school psychologist and supervisor to reflect on progress to date, identify areas of strength and make recommendations for further growth. In addition to the data accumulated for the final evaluation, the mid year evaluation includes a formal conference between school psychologist and supervisor.

### **Final Evaluation**

The final evaluation is an opportunity for school psychologist and supervisor to reflect on progress for the year, identify areas of strength and make recommendations for further growth. In addition to the data accumulated, the final evaluation includes a formal conference between school psychologist and supervisor.

# SANTEE SCHOOL DISTRICT Pre-Evaluation Form Plan to Demonstrate Competency Track I

Complete four (4) forms, one for each of four (4) State standards

Name	Date	
School	Assignment/ Grade Level	(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 <sup>st</sup> Year Tenured

Standard:

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

Specific goal(s) addressed by this plan:

Plan for implementation (includes strategies for school psychologist, timelines, resources or support):

Plan for monitoring progress:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Four (4) Pre-Evaluation Forms Due: Oct 15*

*Distribution: Evaluator, Evaluatee & Personnel File*

FORM 1

# SANTEE SCHOOL DISTRICT Formal Certificated Observation Track I

To be completed at least four (4) times during the evaluation year

Name		Date	
Site	Day: M T W Th F	Beginning Time	Duration of Observation
Lesson Objective		Subject of Activity Observed	

**Observed:** It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Check specific elements if appropriate.

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

Evaluator's comments:

School psychologist's analysis and reflection:

Post conference summation:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's signature does not constitute endorsement of evaluator's comments, but acknowledges that an observation has taken place.

*Distribution: Evaluator, Evaluatee & Personnel File*

FORM 2

# SANTEE SCHOOL DISTRICT

## Track I

### Mid-Year Evaluation

Name		Date
School	Assignment/ Grade Level	(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 <sup>st</sup> Year Tenured

Feedback and recommendations of evaluator:

Satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_  
 I intend to complete an Employee Comment, Reflections or Feedback form. (Form 5)

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_  
 Form Due: January 31

*Distribution: Evaluator, Evaluatee & Personnel File*

FORM 3

# SANTEE SCHOOL DISTRICT

## Track I

### Final Evaluation

Name		Date
School	Assignment/ Grade Level	(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 <sup>st</sup> Year Tenured

Feedback and recommendations of evaluator:

Satisfactory\_\_\_\_\_ Unsatisfactory\_\_\_\_\_

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

I intend to complete an Employee Comment, Reflections or Feedback form. (Form 5)

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Form Due: March 1*

FORM 4

*Distribution: Evaluator, Evaluatee & Personnel File*

**SANTEE SCHOOL DISTRICT**  
**Track I**  
**Employee Comments, Reflections or Feedback**  
**(Optional)**

Name		Date
School	Assignment/ Grade Level	(Include current year) <input type="checkbox"/> Temporary _____ years <input type="checkbox"/> Probationary _____ years <input type="checkbox"/> 1 <sup>st</sup> Year Tenured

Employee's comments, reflections or feedback:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

If utilized by the employee, this form must be forwarded by the employee to the Human Resources Department to be placed in the personnel file with the evaluation documents.

FORM 5

# **SANTEE SCHOOL DISTRICT**

## **Track II Evaluation**

### **Purpose**

Track II is designed to provide school psychologists with a specific focus in their efforts to develop and strengthen their skills in school psychology. The Santee School District School Psychologist Standards reflect the goals and standards for school psychologist excellence and sound educational practice. These standards assure that quality school psychology services are provided for all students and offer an opportunity for continual professional growth for school psychologists.

### **Eligibility**

- Permanent Employees not on an Assistance Plan
- Beyond 1<sup>st</sup> Year Tenured Employee

### **Desired Evaluation Outcomes**

- Student learning
- Self reflection
- Continued professional development
- Collegiality and collaboration as an effective team member
- Instructional improvement
- Continued demonstration of competency

### **Evaluation Process**

The final evaluation is an accumulation of data including, but not limited to:

- Classroom visitations
- Formal and informal observations
- School psychologist/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward school psychologist standards

### **Final Evaluation**

The final evaluation is an opportunity for school psychologist and supervisor to reflect on progress for the year, identify areas of strength and make recommendations for further growth. In addition to the data accumulated, the final evaluation includes a formal conference between school psychologist and supervisor.



# SANTEE SCHOOL DISTRICT Pre-Evaluation Form Plan to Demonstrate Competency Track II

- Level 2 – Complete four (4) forms, one for each of 4 State standards
- Level 3 – Complete two (2) forms, one for each of 2 State standards

Name	Date
School	Assignment/ Grade Level

Standard:

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

Specific goal(s) addressed by this plan:

Plan for implementation (includes strategies for school psychologist, timelines, resources or support):

Plan for monitoring progress:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Four (4) Pre-Evaluation Forms Due: Oct 30*

*Distribution: Evaluator, Evaluatee & Personnel File*

FORM 6

# SANTEE SCHOOL DISTRICT

## Formal Certificated Observation

### Track II

To be completed at least four (4) times during the evaluation year - Level 2

To be completed at least two (2) times during the evaluation year - Level 3

Name		Date	
Site	Day: M T W Th F	Beginning Time	Duration of Observation
Lesson Objective		Subject of Activity Observed	

**Observed:** It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Check specific elements if appropriate. The four previously identified standards for the year should be checked at least once during the year.

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

Evaluator’s comments:

School psychologist’s analysis and reflection:

Post conference summation:

School Psychologist’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee’s signature does not constitute endorsement of evaluator’s comments, but acknowledges that an observation has taken place.

FORM 7

*Distribution: Evaluator, Evaluatee & Personnel File*

# SANTEE SCHOOL DISTRICT

## Track II

### Final Evaluation

Name	Date
School	Assignment/ Grade Level

Feedback and recommendations of evaluator:

Satisfactory \_\_\_\_\_ Making Progress \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

I intend to complete an Employee Comment, Reflections or Feedback form. (Form 8)

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*This form will be placed in the personnel file.*

**Form Due: May 20**

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**FORM 8**

**SANTEE SCHOOL DISTRICT**  
**Track II**  
**Employee Comments, Reflections or Feedback**  
**(Optional)**

Name	Date
School	Assignment/ Grade Level

Employee's comments, reflections or feedback:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

If utilized by the employee, this form must be forwarded by the employee to the Human Resources Department to be placed in the personnel file with the evaluation documents.

FORM 9

# SANTEE SCHOOL DISTRICT

## Assistance Plan

### Purpose

The Assistance Plan is designed to provide school psychologists with specific needs a clear focus and assistance in their efforts to improve and strengthen their skills in school psychology. The Santee School District School Psychologist Standards reflect the goals and standards for school psychologist excellence and sound educational practice. These standards assure that quality school psychology services are provided for all students and offer an opportunity for continual professional growth for school psychologists.

### Eligibility

Permanent employees not meeting all six (6) standards as documented through the evaluation process.

### Desired Assistance Plan Outcomes

(Check all that apply.)

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

### Evaluation Process

The final evaluation is an accumulation of data including, but not limited to:

- Classroom visitations
- Formal and informal observations
- School psychologist/supervisor dialogues and conferences
- Evidence/artifacts demonstrating progress toward school psychologist standards

### Mid-Year Evaluation

The mid year evaluation is an opportunity for school psychologist and supervisor to reflect on progress to date, identify areas of strength and make recommendations for further assistance. In addition to the data accumulated for the final evaluation, the mid year evaluation includes a formal conference between school psychologist and supervisor.

## **Final Evaluation**

The final evaluation is an opportunity for school psychologist and supervisor to reflect on progress for the year, identify areas of strength and make recommendations for further growth. In addition to the data accumulated, the final evaluation includes a formal conference between school psychologist and supervisor.

# SANTEE SCHOOL DISTRICT

## Certificated Evaluation Assistance Plan

### One form for each area of concern

Name	Date
School	Assignment/ Grade Level

The Assistance Plan below identifies the area of concern:

Standard:

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

Specific goal(s) for improvement:

Plan for assistance (includes strategies for school psychologist, timelines, resources or support):

Plan for monitoring progress:

Evaluation criteria/evidence of standard attainment:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

FORM 15

*Distribution: Evaluator, Evaluatee & Personnel File*

# SANTEE SCHOOL DISTRICT Formal Certificated Observation Assistance Plan

**To be completed at least four (4) times during the evaluation year**

Name			Date
Site	Day: M T W Th F	Beginning Time	Duration of Observation
Lesson Objective			Subject of Activity Observed

**Observed:** It is not anticipated that each area will necessarily be observed in any given observation. Check item if observed. Check specific elements if appropriate.

- Consult and Collaborate with School Staff and/or Families to Engage and Support Students in Learning – *Standard 1*
- Promote and Maintain a Safe and Supportive Learning Environment – *Standard 2*
- Provide Crisis Intervention Services – *Standard 3*
- Planning Instruction and Designing Learning Experiences for Students – *Standard 4*
- Assessing Student Learning Patterns – *Standard 5*
- Developing as a Professional School Psychologist – *Standard 6*

Evaluator's comments:

School psychologist's analysis and reflection:

Post conference summation:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's signature does not constitute endorsement of evaluator's comments but acknowledges that an observation has taken place.

*Distribution: Evaluator & Evaluatee*

FORM 16



# SANTEE SCHOOL DISTRICT

## Assistance Plan

### Mid-Year Evaluation

Name	Date
School	Assignment/ Grade Level

Feedback and recommendations of evaluator:

Satisfactory\_\_\_\_\_ Unsatisfactory\_\_\_\_\_

School Psychologist's Signature:\_\_\_\_\_ Date\_\_\_\_\_

I intend to complete an Employee Comment, Reflections or Feedback form.

Evaluator's Signature:\_\_\_\_\_ Date\_\_\_\_\_

*Form Due: January 31*

FORM 17

*Distribution: Evaluator, Evaluatee & Personnel File*

# SANTEE SCHOOL DISTRICT

## Assistance Plan

### Final Evaluation

Name	Date
School	Assignment/ Grade Level

Feedback and recommendations of evaluator:

Satisfactory\_\_\_\_\_ Unsatisfactory\_\_\_\_\_

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

I intend to complete an Employee Comment, Reflections or Feedback form.

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Form Due: May 20*

FORM 18

*Distribution: Evaluator, Evaluatee & Personnel File*

**SANTEE SCHOOL DISTRICT**  
**Assistance Plan**  
**Employee Comments, Reflections or Feedback**  
**(Optional)**

Name	Date
School	Assignment/ Grade Level

Employee's comments, reflections or feedback:

School Psychologist's Signature: \_\_\_\_\_ Date \_\_\_\_\_

If utilized by the employee, this form must be forwarded by the employee to the Human Resources Department to be placed in the personnel file with the evaluation documents.

FORM 19