



Coronado Unified School District

SCHOOL PSYCHOLOGIST EVALUATION AND REFLECTION FORM - FORMAL

Evaluatee Name:		School Year:	Educator Status: (Mark all that apply)	
Site/Assignment:	Course/Subject/Grade Level:	<input type="checkbox"/> Tenured (3-4 Years)		<input type="checkbox"/> Transition in Assignment
		<input type="checkbox"/> Tenured (5-9 Years)		
		<input type="checkbox"/> Tenured (10+ years)		

Evaluator Name & Position:

PART 1: EVALUATION PLAN

Coronado Unified School District Governing Board Goals

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.	Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.	Support: Maintain safe and supportive schools where students and staff thrive.
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School Site(s)' Focus

Domain:	Focus Statement:
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Goals

- **Tenured (Years 3-4 in profession)** develop two (2) goals – Written goals and conference due September 30th. Will be evaluated every year.
- **Tenured (Years 5-9 in profession)** develop two (2) goals – Written goals and conference due September 30th. Will be evaluated every two years.
- **Tenured (Years 10 or more in profession)** develop two (2) goals – Written goals and conference due September 30th. Will be evaluated every three years.

* Please note that staff members who work at multiple sites will collaborate with department members to develop goals related to the site(s)' focus
 * For reference, SMART Goal(s) = Specific, Measurable, Attainable, Relevant and Time-Bound; not necessarily based upon student achievement data

Goal 1 Related to Site Focus	Goal 2 Personal Learning Goal (Team Project Option for 10+ years)
Domain: Sub-Area:	Domain: Sub-Area:
SMART Goal:	SMART Goal:
Baseline: <i>Where are you now?</i>	Baseline: <i>Where are you now?</i>
Action Plan: <i>What steps will you take to reach this goal?</i>	Action Plan: <i>What steps will you take to reach this goal?</i>

Evidence: <i>What evidence will you use to show growth?</i>		Evidence: <i>What evidence will you use to show growth?</i>	
Observation Cycle			
Tenured (Years 3-4): One Formal Observation due 2 nd Friday in December, Final Evaluation Summary and Conference due May 1 st .			
Tenured (Years 5+): One Formal Observation or a series of three Informal Observations due February 15 th , Final Evaluation Summary and Conference due May 1 st . If the evaluatee chooses Informal Observation, please use the Teacher Evaluation and Reflection Form - Informal.			
Agreement			
Signatures below indicate evaluator and evaluatee have both agreed upon the goals			
Evaluator's Signature:		Position:	Date:
Evaluatee's Signature:		Position:	Date:

PART 2: PRE-OBSERVATION / FORMAL OBSERVATION / POST-OBSERVATION FORM

PRE-OBSERVATION

Evaluattee will complete at least 3 days prior to the scheduled observation

Goal Focus:	Learning/Activity Objective:	Do you have any special requests/look fors?
	<p>Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i></p>	

OBSERVATION

Date:

Descriptive Evidence During Observation:

OBSERVATION EVALUATION OF SET GOALS

U = Unsatisfactory, D = Developing, P = Proficient, E = Exemplary

Standards Based Evidence of Practice	U	D	P	E
Domain 1: PROFESSIONALISM				
1. Act with integrity, professionalism, and respect toward others while maintaining appropriate confidentiality and considering others' diverse backgrounds and experiences				
2. Effectively communicate in a manner that can be readily understood by others				

3. Appreciate multiple perspectives and address others' questions and concerns thoughtfully and thoroughly				
Domain 2: ASSESSMENT AND CASE MANAGEMENT				
1. Collect data from multiple sources and conduct valid Psychoeducational Evaluations for the purpose of identifying students' eligibility for Special Education services				
2. Ensure all legal requirements and timelines are met				
3. Conduct additional evaluations as needed, to include Functional Behavior Assessments (FBA), Special Circumstance Independence Assessments (SCIA), and evaluations for Educationally Related Mental Health Services (ERMHS)				
Domain 3: SUPPORT TO STUDENTS AND PARENTS				
1. Make connections with students to promote their overall development through building rapport, interviews, and providing informal and/or formal counseling support				
2. Communicate with parents to gather information about their child, answer questions, and address concerns as part of the assessment process				
3. Provide recommendations to parents to help them support their child in the home environment				
4. Conduct Interim Placement IEPs to facilitate students' transition to CUSD and ensure that they receive comparable services based on their most recent IEP				
Domain 4: STAFF CONSULTATION AND COLLABORATION				
1. Collaborate with other members of the assessment team to ensure comprehensive evaluations				
2. Assist staff in understanding policies, procedures, and legal regulations related to Special Education				
3. Provide consultation to teachers and other staff members to promote students' academic, social, emotional, and behavioral development				
Domain 5: INTERVENTION				
1. Provide recommendations to address students' unique needs based on results of Psychoeducational Evaluations				
2. Collaborate with staff to develop and implement various interventions to support students, including Behavior Intervention Plans as needed				
3. Participate in select Student Study Team (SST) and Section 504 Accommodation Plan Team meetings				
Domain 6: DEVELOP AS A PROFESSIONAL SCHOOL PSYCHOLOGIST				
1. Establish professional goals and pursue opportunities to improve				

2. Engage in professional development and lifelong learning				
3. Adhere to professional codes of ethics, legal mandates, and district policies				

Evaluator Commendations and Recommendations:

Evaluatee Reflections:

POST-OBSERVATION CONFERENCE

Date: Evaluator and Evaluatee Collaborative Notes:	Action Steps:
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All written summaries and observations shall be delivered to the evaluatee within three (3) duty days following the observation so that the evaluatee has time for self-reflection within (2) duty days. The post-observation conference will be held within six (6) duty days following the evaluatee’s observation. The evaluatee has the right to respond to the post-observation conference in writing, and the response shall be attached to the Evaluation and Reflection Form.

Evaluator’s Signature:	Position	Date
Evaluatee’s Signature:	Position	Date

PART 3: FINAL EVALUATION SUMMARY AND CONFERENCE

Evaluatee Reflection Completion Date (3 duty days prior to meeting):

Meeting Date:

Evaluatee:

1. **Reflect on your progress from this school year toward implementing your action plans and meeting your goals. Include your evidence below.**

Goal 1:

Goal 2:

2. **Using specific examples, reflect on two highlights from this school year. What are you looking forward to next year? What are a couple of next steps?**

Evaluator Narrative Summary (Commendations & Recommendations):

Evaluator's Signature:

Date:

Evaluatee's Comments: The evaluatee shall have a right to respond in writing to the evaluation. This response shall be attached to the evaluation prior to it being placed in the evaluatee's personnel file if received within ten (10) duty days after the receipt of the evaluation.

I acknowledge being apprised of the above evaluation on a personal conference.

I have attached a statement:

Yes

No

Evaluatee's Signature:

Date: