Travis Unified School District

Certificated School Psychologist Evaluation Instrument GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Site/Location:_____

Unit Member Status: Temporary ☐ Intern ☐ Probationary-1 ☐ Probationary-2 ☐ Permanent ☐
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Goals and Objectives shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on two standards as indicated below.

Temporary, Intern, and Probationary One School Psychologists will focus on Standards One and Two only.

Probationary Two School Psychologists will focus on two standards and may choose from Standards Two, Three, and Four only.

Permanent status School Psychologists will focus on two Standards agreed upon by the unit member and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

STANDARDS FOR SCHOOL PSYCHOLOGISTS
STANDARD I – Engaging and Supporting All Students in Learning
*Has a foundation in the knowledge base of psychology, including foundations of behavior and human learning, child and adolescent development
*Implements services to achieve outcomes related to socialization, learning, and mental health, including counseling and behavioral interventions
*Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students including developing goals that are appropriate and measurable
*Uses empirical research on learning and cognitive development to promote student success
*Works with the IEP team to develop appropriate adaptive and social goals for students
STANDARD II – Promoting Supportive Learning Environments
*Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully
*Understands ways to enhance safety and well-being of pupils
*Works with school staff to establish a climate that promotes school safety and student welfare
*Supports students with emotional and behavioral challenges by applying behavioral and psychological training
*Has knowledge of and facilitates development and implementation of strategies that result in optimal instructional environments

*Works with school staff to develop behavior support plans for students, including behavior intervention plans
STANDARD III – Understanding Diversity in Development and Learning
*Understands ethnic, cultural, socioeconomic status, and environmental factors that may influence learning and achievement
*Applies consultative methods, collaborates, and communicates effectively with others as part of a comprehensive process to support students
*In conjunction with others, develops appropriate goals for students, including counseling goals
* Understands classroom, school, family, and community factors that support student learning
*In conjunction with others, evaluates the effectiveness of interventions, including counseling
*Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.
STANDARD IV – Using Assessment Data to Understand Student Needs
*Reviews assessment results with appropriate team members
*Has knowledge of varied models and methods of assessment that yield information useful in understanding students
*Uses data-based decision making
*Communicates with others about student strengths, weaknesses, social emotional and behavioral needs
*Writes legally defensible reports that are understandable to staff and parents and completed for IEP meetings
*Conducts formal and informal student observations and provides feedback to staff and parents
STANDARD V – Developing as a Professional School Psychologist
*Analyzes school psychology practice and plans for professional development, including understanding professional codes of ethics and current legal mandates
*Establishes professional goals and engages in continuous and purposeful professional growth and development
*Works with colleagues to improve professional practice
*Compliance with mandated IEP timelines
*Maintains confidentiality where it is applicable
*Demonstrates professional responsibility, integrity, and ethical conduct

Standard #_____
Goal:

Standard #_____
Goal:

Evaluator's Signature Date Unit Member's Signature Date