Travis Unified School District

Certificated School Psychologist Evaluation Instrument SUMMATIVE

(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 the practices of the school psychologist.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:

For Permanent unit members:

12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.

12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.

For Probationary/Intern/Temporary unit members:

12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

STANDARDS FOR SCHOOL PSYCHOLOGISTS			
Final Rating on Standard 1:			STANDARD I – Engaging and Supporting All Students in Learning
Meets/Exceeds	Needs Improvement	Does Not Meet	
			Comments:
*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			
Final Rating on Standard 2:			STANDARD II – Promoting Supportive Learning Environments
Meets/Exceeds	Needs Improvement	Does Not Meet	
*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			

	Comments:
*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	

Final Rating on Standard 3:		
Meets/Exceeds	Needs Improvement	Does Not Meet

	STANDARD III – Understanding Diversity in Development and Learning
	Comments:
*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.	

Final Rating on Standard 4:		
Meets/Exceeds	Needs Improvement	Does Not Meet

	STANDARD IV – Using Assessment Data to Understand Student Needs
	Comments:
*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	

Final Rating on Standard 5:		
Meets/Exceeds	Needs Improvement	Does Not Meet

	STANDARD V – Developing as a Professional School Psychologist
	Comments:
*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	

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

☐	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
☐	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
☐	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns	**Probationary 2**	**Permanent**
☐ Continue Probationary Status	☐ Non-reemployment (or non-reelect)	☐ Continue Permanent Status; Next Evaluation Year: _____
☐ Develop Improvement Plan	☐ Move to Permanent Status	☐ Develop Improvement Plan
☐ Non-reemployment (or non-reelect)		

_____ _____

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

☐ Additional comments by evaluator are attached

☐ Additional comments by unit member are attached