

SCHOOL DISTRICT OF BAKER COUNTY

SCHOOL PSYCHOLOGIST

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____

Employee # _____ School/School Year _____

Final Overall Score _____ Final Overall Performance Indicator _____

Comments of the Evaluator _____

Comments of the Evaluatee _____

Information from teachers and parents was collected and analyzed in the preparation of this report.

Yes No

This evaluation has been discussed with me.

Yes No

Signature of Evaluator Date

Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation.

SCHOOL PSYCHOLOGIST (Continued)

1. PLANNING/PREPARATION

Category Definitions			
* (1)	Participate in the district’s Exceptional Student Education planning process.		
* (2)	Collect information from parents and teachers through interviews and consultations as it relates to student learning and adjustment difficulties.		
* (3)	Participate as a member of school educational planning teams to develop assistance plans for at-risk students.		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score	Maximum Score - 27		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 11	<input type="checkbox"/> Effective - 21	<input type="checkbox"/> Highly Effective -27

2. CLASSROOM MANAGEMENT

Category Definitions			
* (4)	Prepare and maintain periodic reports in a timely manner as required.		
* (5)	Manage materials and equipment effectively.		
* (6)	Coordinate and implement school-wide and district-wide psychological services and activities.		
* (7)	Manage time effectively.		
* (8)	Supervise interns as required.		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score	Maximum Score - 27		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 11	<input type="checkbox"/> Effective - 21	<input type="checkbox"/> Highly Effective -27

SCHOOL PSYCHOLOGIST (Continued)

3. ASSESSMENT/EVALUATION

Category Definitions	
* (9)	Select, administer, score and interpret individual tests of intelligence, academic achievement, psychological processing, and personality and attitudes for referred students.
* (10)	Analyze evaluation data and formulate hypotheses and conclusions relating to learning and behavioral issues.
* (11)	Conduct informal and formal observations of students as part of the evaluation process.
* (12)	Review student records and analyze information pertinent to student learning and school adjustment needs.
* (13)	Participate in determining test score eligibility or non-eligibility of individuals for programs and services for disabled students.
* (14)	Participate in the periodic reevaluation of students with disabilities who are served in exceptional student education programs.
Source Code (check all that apply)	
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation
<input type="checkbox"/> C. Indirect Documentation	<input type="checkbox"/> D. Training Programs Competency Acquisition
<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
Category Score	Maximum Score - 24
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 9
<input type="checkbox"/> Effective - 19	<input type="checkbox"/> Highly Effective - 24

SCHOOL PSYCHOLOGIST (Continued)

4. STUDENT INSTRUCTIONAL ENGAGEMENT

Category Definitions			
*(15)	Participate in the development of appropriate interventions and strategies to assist individual students in academic growth and school adjustment.		
*(16)	Utilize knowledge of behavioral principles to develop and assist in the implementation of specific behavioral management plans for individual students, classrooms and schools.		
*(17)	Conduct individual and group counseling with students when appropriate.		
*(18)	Participate in student expulsion hearings.		
*(19)	Serve as expert witness in due process hearings related to students with disabilities.		
*(20)	Review cumulative records of students transferring from other districts and advise schools regarding appropriate placement.		
*(21)	Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.		
*(22)	Initiate referrals to other agencies as needed.		
*(23)	Serve on the crisis intervention team for the district and provide counseling services to assist and support schools in crisis situations.		
*(24)	Monitor the implementation of Individual Education Plans (IEPs).		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score	Maximum Score - 38		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 16	<input type="checkbox"/> Effective - 32	<input type="checkbox"/> Highly Effective -38

SCHOOL PSYCHOLOGIST (Continued)

5. TECHNOLOGY

Category Definitions			
* (25)	Use technology resources effectively.		
* (26)	Use technology to establish an atmosphere of active learning.		
* (27)	Provide students with opportunities to use technology to gather and share information.		
* (28)	Facilitate student access to the use of electronic resources.		
* (29)	Explore and evaluate new technologies and their educational impact.		
* (30)	Use technology to review student assessment data.		
* (31)	Use technology for administrative tasks.		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score		Maximum Score - 27	
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 11	<input type="checkbox"/> Effective - 21	<input type="checkbox"/> Highly Effective -27

6. COLLABORATION

Category Definitions			
* (32)	Communicate evaluation findings to parents, teachers and others through written reports and oral presentations.		
* (33)	Present evaluation findings in exceptional student education staffings to determine eligibility and placement.		
* (34)	Serve as a member of school-based Student Support Teams (SSTs) and staffing committees.		
* (35)	Provide consultation on an ongoing basis to teachers, parents and other school personnel to resolve students' learning and behavioral problems.		
* (36)	Act as a liaison with public and private agents who work with students, <i>e.g.</i> , doctors and counselors as needed.		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score		Maximum Score - 19	
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 8	<input type="checkbox"/> Effective - 16	<input type="checkbox"/> Highly Effective -19

SCHOOL PSYCHOLOGIST (Continued)

7. PROFESSIONAL LEARNING

Category Definitions			
*(37)	Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.		
*(38)	Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.		
*(39)	Manage within an organizational context a personal professional development program by setting specific goals and time tables.		
*(40)	Demonstrate professional growth and continuous improvement of professional knowledge and skills.		
*(41)	Participate in district sponsored staff development programs.		
*(42)	Participate in data collection of input on administrator's performance assessment program.		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score	Maximum Score - 19		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 8	<input type="checkbox"/> Effective - 16	<input type="checkbox"/> Highly Effective - 19

8. PROFESSIONAL RESPONSIBILITIES

Category Definitions			
*(43)	Act in a professional and ethical manner and adhere at all times to The Code of Ethics for School Psychologists and the Principles of Professional Conduct of the Education Profession in Florida.		
*(44)	Prepare all required reports in an accurate and timely manner and maintain all appropriate records.		
*(45)	Keep updated on student/school legal issues and follow established procedures.		
*(46)	Mentor new colleagues.		
*(47)	Perform and fulfill professional responsibilities.		
(48)	Perform other tasks consistent with the goals and objectives of this position.		
Source Code (check all that apply)			
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation	
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation	
Category Score	Maximum Score - 19		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement/Developing - 8	<input type="checkbox"/> Effective - 16	<input type="checkbox"/> Highly Effective - 19

SCHOOL PSYCHOLOGIST (Continued)

9. STUDENT GROWTH AND ACHIEVEMENT

Category Definitions

- *(49) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.
- *(50) Establish and maintain a positive collaborative relationship with the students’ families to increase student achievement.

Source Code (check all that apply)

- A. Behavioral Event Interview
- B. Direct Documentation
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- E. Evaluatee Provided
- F. Confirmed Observation

2025-2026 Portion of Category 9

Maximum Score - 100

Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the STAR Early Literacy, Kindergarten Skills Checklist, STAR Reading, STAR Math, FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC.

Points earned are as follows: (Average of applicable assessments based on job assignment)

Performance of Students	Points Earned
100%	60 points
90%	54 points
80%	48 points
70%	42 points
60%	36 points
50%	30 points
40%	24 points
30%	18 points
20%	12 points
10%	6 points

- Unsatisfactory - 0-14
- Needs Improvement/Developing - 15-29
- Effective – 30-44
- Highly Effective – 45-60

- **Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.**

- Unsatisfactory – 0-9
- Needs Improvement/Developing – 10-19
- Effective – 20-29
- Highly Effective – 30-40

SCHOOL PSYCHOLOGIST (Continued)

OVERALL RATING

	Points Earned
Planning/Preparation	
Classroom Management	
Assessment Evaluation	
Student Instructional Engagement	
Technology	
Collaboration	
Professional Learning	
Professional Responsibilities	
Subtotal for Domains 1-8	
Student Growth and Achievement	

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 – 300

