



**SCHOOL PSYCHOLOGY GOAL  
SETTING AND EVALUATION  
FORM**

Name:	Position: School Psychologist
Location:	Years in Position: 1
Date of Fall Review:	Date of Spring Review:

Supervisor: Rachel Allen (Director of Special Education)

\*Site, Lead and Program Admin gave additional input that was considered.

Please use the following evaluation scale for these items:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Unsatisfactory	Basic	Proficient	Excellent

The supervisor's End of the Year overall rating of performance: \_\_\_\_\_ .

**PROFESSIONALISM - FALL**

FALL	Personal Rating	District Rating	Area for Improvement? (mark if yes)
1. Conducts himself/herself in a responsible and professional manner			
2. Is punctual for both staff and IEP meetings.			
3. Completes reports in a timely manner and is prepared with a draft report for IEP meetings.			
4. Participates in a community of school psychologists attending monthly department meetings with an emphasis on positive and supportive interactions. (Danielson Framework 4d)			
5. Collaborates and communicates effectively with special and general education staff at site(s) and with district office staff.			
6. Maintains timely and accurate records in paradigm, on SEIS and ensures required paperwork is filled in student files at DO. (Danielson Framework 4c)			
7. Engages in professional development (Danielson Framework 4e)			
8. Is reflective on practice and seeks support and feedback from supervisor and colleagues as needed. (Danielson Framework 4a)			
AVERAGE RATING ON PROFESSIONALISM:			
COMMENTS:			

**PROFESSIONALISM - SPRING**

SPRING	Personal Rating	District Rating	Area for Improvement? (mark if yes)

1. Conducts himself/herself in a responsible and professional manner			
2. Is punctual for both staff and IEP meetings .			
3. Completes reports in a timely manner and is prepared with a draft report for IEP meetings.			
4. Participates in a community of school psychologists attending monthly department meetings with an emphasis on positive and supportive interactions. (Danielson Framework 4d)			
5. Collaborates and communicates effectively with special and general education staff at site(s) and with district office staff.			
6. Maintains timely and accurate records in paradigm, on SEIS and ensures required paperwork is filled in student files at DO. (Danielson Framework 4c)			
7. Engages in professional development (Danielson Framework 4e)			
8. Is reflective on practice and seeks support and feedback from supervisor and colleagues as needed. (Danielson Framework 4a)			
AVERAGE RATING ON PROFESSIONALISM:			
COMMENTS:			

<b>DIAGNOSTIC/ASSESSMENT SKILLS - FALL</b>			
FALL	Personal Rating	District Rating	Area for Improvement? (mark if yes)
1. Demonstrates knowledge and skill in using appropriate assessments to evaluate students (Danielson Framework Domain 1a)			

2. Understands psychometric properties of tests			
3. Completes Assessment Plans and Prior Written Notice appropriately addressing Larry P regulations and all areas of suspected disability included in SST or parent referral.			
4. Completes appropriate assessment battery with students and interprets assessments effectively			
5. Communicates effectively with families establishing rapport, showing sensitivity and securing permissions. (Danielson Framework 4b)			
6. Communicates findings in a manner that is understandable to parents and IEP team members			
7. Responding to referrals appropriately and within timelines, consulting with teachers, counselors and administration (Danielson Framework 3a)			
8. Uses CRPUSD templates and/or formatting guidelines for assessment reports.			
<b>AVERAGE RATING ON DIAGNOSTIC/ASSESSMENT SKILLS</b>			
<b>COMMENTS:</b>			

**DIAGNOSTIC/ASSESSMENT SKILLS - SPRING**

<b>SPRING</b>	<b>Personal Rating</b>	<b>District Rating</b>	<b>Area for Improvement? (mark if yes)</b>
1. Demonstrates knowledge and skill in using appropriate assessments to evaluate students (Danielson Framework Domain 1a)			

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3. Completes Assessment Plans and Prior Written Notice appropriately addressing Larry P regulations and all areas of suspected disability included in SST or parent referral.			
4. Completes appropriate assessment battery with students and interprets assessments effectively			
5. Communicates effectively with families establishing rapport, showing sensitivity and securing permissions. (Danielson Framework 4b)			
6. Communicates findings in a manner that is understandable to parents and IEP team members			
7. Responding to referrals appropriately and within timelines, consulting with teachers, counselors and administration (Danielson Framework 3a)			
8. Uses CRPUSD templates and/or formatting guidelines for assessment reports.			
AVERAGE RATING ON DIAGNOSTIC/ASSESSMENT SKILLS:			
COMMENTS:			

<b>INTERVENTION SKILLS</b>			
<b>(INCLUDING COUNSELING AND BEHAVIOR)</b>			
FALL	Personal Rating	District Rating	Area for Improvement? (mark if yes)

1.Plans, recommends, implements, and evaluates interventions effectively maximizing likelihood of student success. (Danielson Framework 3d)			
2. Establishes goals for the student body at large and/or individual students appropriate to the setting. (Danielson Framework 1c)			
3. Demonstrates knowledge about a range of academic interventions.			
4. Demonstrates knowledge about a range of socio-emotional interventions.			
5. Demonstrates knowledge about behavioral interventions.			
6. Demonstrates knowledge of requirements and procedures for functional behavior assessments, behavior support plans and/or manifestation determination reviews seeking out support as necessary.			
7. Helps plan and implement appropriate classroom management procedures with other educational staff			
8. Possesses effective counseling skills (and/or is knowledgeable about counseling services within the community)			
AVERAGE RATING ON INTERVENTION SKILLS:			
COMMENTS:			

**INTERVENTION SKILLS- SPRING  
(INCLUDING COUNSELING AND BEHAVIOR)**

FALL	Personal Rating	District Rating	Area for Improvement? (mark if yes)
1. Plans, recommends, implements, and evaluates interventions effectively maximizing likelihood of student success. (Danielson Framework 3d)			
2. Establishes goals for the student body at large and/or individual students appropriate to the setting. (Danielson Framework 1c)			
3. Demonstrates knowledge about a range of academic interventions.			
4. Demonstrates knowledge about a range of socio-emotional interventions.			
5. Demonstrates knowledge about behavioral interventions.			
6. Demonstrates knowledge of requirements and procedures for functional behavior assessments, behavior support plans and/or manifestation determination reviews seeking out support as necessary.			
7. Helps plan and implement appropriate classroom management procedures with other educational staff			
8. Possesses effective counseling skills (and/or is knowledgeable about counseling services within the community)			
AVERAGE RATING ON INTERVENTION SKILLS:			
COMMENTS:			

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Signature of Evaluator

Date

Signature of Employee

Date

## **Goals**

**1.**

**2.**

**3.**