FORMAL SUMMATIVE PHYCOLOGIST EVALUATION FORM 4

NAME: _____ **DATE:** _____

Observation Dates (List): _____

- Certificated Employees new to the profession ae responsible for ten components in the four domains.
- Second-year Certificated Employees are responsible for six additional components.
- Third-year Certificated and renewable contract status employees are responsible for all components in the four domains.
- New Certificated employees to the Mountain Home School District, with a minimum of three years' experience are responsible for all components in the four domains.

Key: U = Unsatisfactory   B = Basic   P = Proficient   D = Distinguished

Domain 1: Planning and Preparation	U	B	P	D
1a Demonstrating Knowledge and skill in using psych instruments to evaluate students				
1b Demonstrating Knowledge of child and adolescent development and psychopathology				
1c Establishing goals for the psych. program appropriate to the setting and students served				
1d Demonstrating knowledge of state & federal regulations & of resources both within and beyond the school and district				
1e Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
1f Developing a plan to evaluate the psychology program				
Domain 2: Environment				
2a Establishing a rapport with students				
2b Establishing a culture for positive mental health throughout the school				
2c Establishing and maintaining clear procedures for referrals				
2d Establishing standards of conduct in testing center				
2e Organizing physical space testing of students and storage of materials				
Domain 3: Delivery of Service				
3a Responding to referrals; consulting with teachers and administrators				
3b Evaluating students need in compliance with National Association of School Psych (NASP) guidelines				
3c Chairing evaluation team				
3d Planning interventions to maximize students' likelihood of success				
3e Maintaining contact with physicians and community mental health service providers				
3f Demonstrating flexibility and responsiveness				
Domain 4: Professional Responsibilities				
4a Reflecting on Practice				
4b Communicating with Families				
4c Maintaining Accurate Records				

SECTION 400: PERSONNEL   MHSD193

4d Participating in a Professional Community				
4e Engaging in professional development				
4f Showing Professionalism				

Domain 1:

Domain 2:

Domain 3:

Domain 4:

(Use page 3 for additional information or comments.)

ADMINISTRATOR COMMENTS (unsatisfactory rating must include written documentation):

PARENTAL INPUT USED: Yes ☐   No ☐

STUDENT ACHIEVEMENT

School Psychologists do not provide direct instruction, so no student achievement was factored into the evaluation.

Proficient ☐   Unsatisfactory ☐

Overall Educator Rating: Unsatisfactory ☐   Basic ☐   Proficient ☐ Distinguished ☐
(Combines Measurable Student Achievement and Danielson Components)

Professional Learning Plan *(must be attached)*:   Yes ☐   No ☐
School Psychologists do not provide direction instruction, so a professional learning plan was not developed.

Evaluator's Recommendation:

Continued Employment   _____

Placed on Improvement Plan   _____

Recommendation of Probation   _____

Recommendation for Non-renewal/Non–employment   _____

Administrator's Signature _____ Date _____

Employee's Signature _____ Date _____

ADDITIONAL INFORMATION

Formal Evaluation Rubric

Domain 1

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	Teacher displays little or no understanding of knowledge and content pedagogy. Teacher displays no understanding of how to correct content errors made by themselves and students.	Teacher's content and pedagogical knowledge represents basic understanding, but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	Teacher demonstrates no knowledge of the developmental characteristics of the age group.	Teacher demonstrates partial knowledge of the developmental characteristics of the age group.	Teacher demonstrates thorough knowledge of students' backgrounds, skill, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning
1c Setting Instructional Outcomes	Teacher's goals are of no value or suitability for the students in the class, consisting of a combination of goals and activities, none of which permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d Demonstrating Knowledge of Resources	Teacher displays little to no knowledge of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher demonstrates thorough knowledge of students' backgrounds, skill, and interests, and uses this knowledge to plan for groups of students.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e Designing Coherent Instruction	None or very little of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning. Teacher's lesson or unit has no recognizable structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure
1f Designing Student Assessments	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction	Teacher's approach to assessing student learning contains minimal clear criteria or standards, and lacks congruence with the instructional goals. Teacher has few plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Domain 2

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions are often inappropriate.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high level of civility among member of the class.
2b Establishing a Culture for Learning	The classroom environment does not reflect a culture for leaning, with none or inconsistent expectations for student achievement, no teacher commitment to the subject, and no student pride in work. Both teacher and students are performing at the below minimal level.	The classroom environment reflects only a minimal culture for leaning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with a commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c Managing Classroom Procedures	No classroom procedures have been established.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part and with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d Managing Student Behavior	Teacher makes little or no effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2e Organizing Physical Space	Teacher's classroom is unsafe and cluttered.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Domain 3

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	Teacher communication often contains errors and is often inappropriate.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b Using Questioning and Discussion Techniques	Teacher uses little to no questioning and discussion techniques.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c Engaging Students in Learning	Students are not engaged, resulting from activities or material of inadequate quality, inadequate representations of content, or no structure or pacing.	Students are intellectually engaged only partially, resulting from activities or material of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3d Using Assessment in Instruction	Little to no teacher feedback to students is evident.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e Demonstrating Flexibility and Responsiveness	Teacher demonstrates minimal flexibility and responsiveness to students needs during a lesson.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Domain 4

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	Little to no evidence of teacher reflection is evident.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b Maintaining Accurate Records	Teacher's system for maintaining accurate record is ineffective.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c Communicating with Families	Teacher fails to consistently communicate with families and does not make an effort to engage families in the instructional program.	Teacher complies with school procedure for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instruction programs.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d Participating in a Professional Community	Teacher is not contributing to the school and district when specifically requested. Teacher's relationships with colleagues are strained, and teacher does not participate in school and district events and projects when specifically requested.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4e Growing and Developing Professionally	Teacher does not participate in professional development.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4f Showing Professionalism	Teacher makes little to no attempt to ensure that students are well served by the school.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedure ensure that all students, particularly those traditionally underserved, are honored in the school.

ADOPTED: May 15, 2018