

## Overview

### Stakeholders

During the 2005-2006 school year, a Teacher Evaluation Team was established to create a new evaluation system, modeled after Charlotte Danielson's work. This team included certified staff and administrators from elementary, middle and high school levels. The team has continued to meet a minimum of two times per year. A survey is administered each spring to all district certified staff to gather input and receive feedback on our evaluation system.

The 2010-11 Teacher Evaluation Team, which included all school administrators and a school board member in addition to certified staff members, utilized the work of Dr. Paula Bevan to thoroughly review and revise the Teacher Evaluation system. The 2011-12 Teacher Evaluation Team continued revising the Teacher Evaluation and created evaluation systems for Counselors, Instructional Facilitators, Library/Media Specialists, Nurses, School Psychologists, Therapeutic Specialists and Title I Teachers. Each group's evaluation system was subsequently reviewed by group members.

<b>2010-11 Teacher Evaluation Team</b>	<b>2011-12 Teacher Evaluation Team</b>
Stefanie Bell, School Board Member	Stefanie Bell, School Board Member
Betsy Sell, Assistant Superintendent and Curriculum Director	Betsy Sell, Assistant Superintendent and Curriculum Director
Dr. Kip Hanich, Special Education Director	Dr. Kip Hanich, Special Education Director
Brandon Jensen, Principal	Brandon Jensen, Principal
Brenda Farmer, Principal	Brenda Farmer, Principal
Tom Cook, Principal	Tom Cook, Principal
Jill Donley, Principal	Jill Donley, Principal
Larry Gerber, Principal	Tim Foley, Principal
Jeremiah Johnston, Assistant Principal	Jeremiah Johnston, Assistant Principal
Sean Murray, Assistant Principal	Sean Murray, Assistant Principal
Kelly Merager, Assistant Principal	Kelly Merager, Assistant Principal
Dorla Herrod, Certified Teacher	Niki Tisthammer, Certified Title I Teacher
Niki Tisthammer, Certified Title I Teacher	Jann Ellsbury, Certified Teacher
Jann Ellsbury, Certified Teacher	Susie Mann, Certified Special Education Teacher
Susie Mann, Certified Special Education Teacher	Teresa Decker, Certified Teacher
Teresa Decker, Certified Teacher	Anissa Bree, Certified Teacher
Anissa Bree, Certified Teacher	Julie Sax, Certified Instructional Facilitator
Dean Olenik, Certified Teacher	
Julie Sax, Certified Instructional Facilitator	

### Performance Criteria

The PCSD #6 evaluation system is aligned with the standards of the Wyoming Professional Teaching Standards Board and is research based in accordance with Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument, 2013 Edition. ETS Pathwise "Components of Professional Practice" was used as an additional resource to further develop the performance description (criteria) of each component of professional practice.

- The primary objective of an evaluation system is to improve performance through professional growth and development and to facilitate a positive learning environment in which both students and certified staff experience success, growth, and achievement.
- Evaluation is a collaborative, continual improvement process based on clear expectations, and objective data, in which competence is verified, areas of needed growth are identified, strengths are assessed, and excellence is acknowledged. The evaluation requires professional growth in which employees are empowered to be reflective and self-directed.
- The supervision and evaluation process supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in a variety of ways. Supervisors are encouraged to recognize and support these differences.

### Professional Growth

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conference, post-observation conference and professional growth plan. Feedback is provided to the certified staff member as described in the Track 1, 2 and 3 system of evaluation cycle.

### Training of Evaluators

Training of evaluators involves workshops, discussions and/or book studies at the district level. These have included: Enhancing Professional Practice: A Framework for Teaching, 1<sup>st</sup> and 2<sup>nd</sup> editions, The Framework for Teaching Evaluation Instrument, 2013 Edition, Pathwise Components of Professional Practice (© 2001), Dr. Paula Bevan's "Tools for Teacher Evaluation" (© 2010), and Charlotte Danielson training. Certified Evaluation Team meetings, held at least three times per year, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

### Data Collection

The collection process includes the types of data and how it will be collected. The data and artifacts collected are clearly tied to certified staff and student performance criteria.

### Student Performance

The district uses multiple student performance data for each employee to review student growth. The certified staff Professional Growth Plan identifies and explains the expected impact on student performance as expressed through the teacher's established PGP goal(s).

### Evaluation Cycles/Contracts

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and/or collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified through the evaluation process from the previous year(s), including observations, post-observation conferences and professional growth plan. Feedback is provided to the certified staff member throughout the evaluation process.

### Description of *Non-Continuing Contract* Performance Evaluation Cycle

Date	Years 1 - 3	Years 4+	Plan of Assistance*	
			(Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	First Summative Evaluation Report (includes self-assessment/reflection conference)	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review	<i>Optional</i> Mid Year Growth Plan Review		N/A
April 5	Second Summative Evaluation Report (includes self-assessment/reflection conference)	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of employment recommendation	Notification of employment recommendation	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)		N/A

#### Years 1 - 3 School Psychologists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

#### Years 4+ School Psychologists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

#### \* Plan of Assistance School Psychologists

- A School Psychologist may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a School Psychologist is placed on a Plan of Assistance their current Professional Growth Plan is suspended. They work on the assigned activities specific to their Plan of Assistance.
- It is required that a School Psychologist on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

### Description of *Continuing Contract* Performance Evaluation Cycle

Date	Continuing Contract	Plan of Assistance* (Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review		N/A
April 5	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of renewal	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)		N/A

#### Continuing Contract School Psychologists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of renewal is April 15.

#### \* Plan of Assistance School Psychologists

- A School Psychologist may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a School Psychologist is placed on a Plan of Assistance their current Professional Growth Plan is suspended. They work on the assigned activities specific to their Plan of Assistance.
- It is required that a School Psychologist on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

### Description of Performance Evaluation Procedures

Evaluation Cycle	Procedures
Years 1-3	<ul style="list-style-type: none"> <li>• Professional Growth Plan required</li> <li>• Two Self-Assessment/Reflection Conferences</li> <li>• Two Summative Evaluation Reports to include Post Conferences</li> </ul>
Years 4+	<ul style="list-style-type: none"> <li>• Professional Growth Plan required</li> <li>• One Self-Assessment/Reflection Conference</li> <li>• One Summative Evaluation Report to include Post Conference</li> </ul>
Plan of Assistance	<ul style="list-style-type: none"> <li>• Current Professional Growth Plan is suspended when a School Psychologist is placed on a Plan of Assistance</li> <li>• Timeline is determined by administration</li> <li>• Plan of Assistance is given to the School Psychologist by their evaluator and details the required growth/improvement activities</li> <li>• Two Post-Observation Conferences</li> <li>• Two Summative Evaluation Reports</li> <li>• To be recommended for rehire, the School Psychologist must demonstrate proficiency in all Domains and in the majority of the Components under each Domain</li> <li>• A School Psychologist may be on a Plan of Assistance for <b>not more than two consecutive years</b></li> </ul>

### Rubric for Professional Growth Plan

*Circle or highlight the descriptors that describe the plan being evaluated. Record findings on the Professional Growth Plan Evaluation Report.*

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
<b>Plan Approval Process</b>	<ul style="list-style-type: none"> <li>Little to no preparation evident before conference</li> </ul>	<ul style="list-style-type: none"> <li>Some preparation evident before conference</li> </ul>	<ul style="list-style-type: none"> <li>Was prepared with a written draft of PGP</li> <li>Clearly explained ideas, activities and plan.</li> <li>Links plan to established goals in the district.</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PGP</li> </ul>
<b>Plan Quality</b>	<ul style="list-style-type: none"> <li>Vague or non existent connection to Domains, Components, district, school, grade level, department initiatives and impact student achievement</li> <li>Plan does not have a solid basis. School Psychologist should start over</li> </ul>	<ul style="list-style-type: none"> <li>Ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement are weak</li> <li>Plan needs rework and revision</li> </ul>	<ul style="list-style-type: none"> <li>Plan clearly ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement</li> <li>Plan is well thought out and designed</li> <li>Plan includes a timeline for activities</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus School Psychologist has initiated activities on their own beyond the scope of the plan</li> </ul>
<b>Plan Organization</b>	<ul style="list-style-type: none"> <li>Difficult to detect a pattern of logical organization</li> </ul>	<ul style="list-style-type: none"> <li>Sequence and order are questionable or confusing</li> </ul>	<ul style="list-style-type: none"> <li>Plan has a clear direction and logical, sequence</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus plan has a clear order and sequence and explanatory details</li> </ul>
<b>Rigor of Plan and Resources</b>	<ul style="list-style-type: none"> <li>Plan is simplistic</li> <li>Resources not considered</li> </ul>	<ul style="list-style-type: none"> <li>Plan is too narrow and simplistic or too grandiose</li> <li>Resources not fully considered or unreasonable</li> </ul>	<ul style="list-style-type: none"> <li>Plan is reasonable and realistic but also important and rigorous</li> <li>Resources are reasonable and attainable</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus School Psychologist has a method for obtaining the necessary resources</li> </ul>
<b>Plan Activities</b>	<ul style="list-style-type: none"> <li>Activities are simplistic or grandiose and are misaligned with district or school initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Activities are too easy or too complex and are somewhat misaligned with district or school initiatives</li> <li>Amount of time for activities not considered</li> </ul>	<ul style="list-style-type: none"> <li>Activities are within the scope of the School Psychologist to accomplish</li> <li>Activities take an appropriate amount of time to accomplish</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning</li> </ul>
<b>Plan Results</b>	<ul style="list-style-type: none"> <li>Results are not noted or are incomplete</li> </ul>	<ul style="list-style-type: none"> <li>Plan results are evident but difficult to understand or connect to district or school initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Results are summarized</li> <li>Results are organized</li> <li>Results are clear evidence of impacting district or school initiatives</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus results are displayed in an easy to understand and easy to share format</li> </ul>
<b>Impact of Plan on Student Performance</b>	<ul style="list-style-type: none"> <li>Little to no evidence of activities being connected to improving student performance</li> </ul>	<ul style="list-style-type: none"> <li>Connections to improving student performance are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Clear explanation and evidence of the expected impact on student performance is provided</li> <li>Include specified validated assessment to be used</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus a plan to gather follow-up data on student performance is included</li> </ul>
<b>Sharing Results</b>	<ul style="list-style-type: none"> <li>Little to no plan for sharing the results</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologist plan to share results is unformed, sketchy and unclear</li> </ul>	<ul style="list-style-type: none"> <li>School Psychologist has a plan to share the results of their efforts with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>All of Proficient plus details the materials to be shared with colleagues</li> </ul>

## SELF-ASSESSMENT RUBRIC

Psychologist \_\_\_\_\_ Date \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates limited knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates solid knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates extensive knowledge of and uses a wide range of psychological instruments to evaluate students.
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1c: Establishing recommendations for student IEPs appropriate to the setting and the students served</b>	Psychologist has no clear recommendations for student IEPs, or they are inappropriate to either the situation or the needs of the students.	Psychologist's recommendations for student IEPs are rudimentary and are partially suitable to the situation and the needs of the students.	Psychologist's recommendations for student IEPs are clear and appropriate to the situation in the school and the needs of the students.	Psychologist's recommendations for student IEPs are highly appropriate to the situation in the school and the needs of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources available in the community.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the psychology program, integrated with student IEPs, to meet the needs of individual students</b>	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1f: Developing a plan to evaluate the psychology program</b>	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

## SELF-ASSESSMENT RUBRIC

Psychologist \_\_\_\_\_ Date \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

### Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>2a: Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable with the professional.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for positive mental health with students and staff</b>	Psychologist makes no attempt to establish a culture for positive mental health, either among students or staff, or between students and staff.	Psychologist's attempt to promote a culture for positive mental health among students and staff are partially successful.	Psychologist promotes a culture of positive mental health among students and staff.	Psychologist rigorously promotes a culture of positive mental health among students and staff.
<b>2c: Organizing physical space for testing of students and storage of materials</b>	Testing is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials for testing are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	Testing is well organized, materials are stored in a secure location and are available when needed.	Testing is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Evidence:



## SELF-ASSESSMENT RUBRIC

Psychologist \_\_\_\_\_ Date \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

### Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>3a: Responding to referrals; consulting with teachers and administrators</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. Psychologist makes recommendations to colleagues to ensure comprehensive evaluations.
<b>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<b>3c: Participating in Individual Education Plan (IEP) meetings</b>	Psychologist declines to participate in IEP meetings.	Psychologist participates in IEP meetings when directed to do so.	Psychologist participates in IEP meetings as needed; makes detailed recommendations for IEPs.	Psychologist participates in IEP meetings; organizes and presents IEP recommendations in an exemplary manner.
<b>3d: Planning interventions to maximize students' likelihood of success</b>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers as needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3f: Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Evidence:

## SELF-ASSESSMENT RUBRIC

Psychologist \_\_\_\_\_ Date \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how services might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples of what might be improved. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<b>4c: Maintaining updated information in student files</b>	Psychologist's records of students' information are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records of students' information are accurate and legible and are stored in a secure location.	Psychologist's records of students' information are accurate and legible, well organized, and stored in a secure location.	Psychologist's records of students' information are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4d: Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved district and special services projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in district and special services projects when specifically requested.	Psychologist participates actively in district and special services projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to district and special services projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Evidence:

**Professional Growth Plan**

*(Required annually for each School Psychologist. Professional Growth Summative Evaluation plans will be significantly expanded and with more detail.)*

<i>Psychologist name</i>		<i>Position</i>	
<i>Date</i>		<i>School</i>	

<i>Briefly Describe Your Professional Growth Plan for This Year</i>

**Initial Approval of Plan**

<i>School Psychologist Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

**Optional Mid Year Growth Plan Review Conference**

<i>School Psychologist Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

**Summative Evaluation Conference**

<i>School Psychologist Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

All Professional Growth Plans must: Be linked to the Components of Professional Practice, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following components of Professional Practice. (Please check all that apply.)

<b>Components of Professional Practice</b>	
<b>Domain 1: Planning and Preparation</b>	<b>Domain 3: Delivery of Service</b>
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	3a: Responding to Referrals; Consulting with Teachers and Administrators
1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines
1c: Establishing Recommendations for Student IEPs Appropriate to the Setting and the Students Served	3c: Participating in Individual Education Plan (IEP) meetings
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School and District	3d: Planning Interventions to Maximize Students' Likelihood of Success
1e: Planning the Psychology Program, Integrated with Student IEPs, to Meet the Needs of Individual Students	3e: Maintaining Contact with Physicians and Community Mental Health Service Providers
1f: Developing a Plan to Evaluate the Psychology Program	3f: Demonstrating Flexibility and Responsiveness
<b>Domain 2: The Environment</b>	<b>Domain 4: Professional Responsibilities</b>
2a: Establishing Rapport with Students	4a: Reflecting on Practice
2b: Establishing a Culture for Positive Mental Health with Students and Staff	4b: Communicating With Families
2c: Organizing Physical Space for Testing of Students and Storage of Materials	4c: Maintaining Updated Information in Student Files
	4d: Participating in a Professional Community
	4e: Engaging in Professional Development
	4f: Showing Professionalism

*Describe the district, school, grade level or department initiative(s) that are linked to your plan.*

*Describe the anticipated impact of plan attainment on student achievement.*

**Professional Growth Action Plan**

Activity	Domain	Date		Resources	Results	Evidence
		Start	End			

*Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Professional Growth Plan Evaluation Report.*

**Professional Growth Plan Evaluation Report**

<i>School Year</i>	
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<i>Psychologist Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
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*Attach a copy of the Professional Growth Plan to this document. Circle the rubric descriptor that most nearly matches the plan.*

Criteria	U	D	P	Comments
Plan Approval Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rigor of Plan and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact on Student Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharing Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Summary of Professional Growth Plan conference discussion/notes:*

*Student Performance Data:*

1. *Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

<i>Evaluation cycle for next year</i>	<i>Years 2-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>
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<i>Employment Recommendation</i>	<i>Retain in Position</i>	<input type="checkbox"/>	<i>Release from Employment</i>	<input type="checkbox"/>
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<i>Psychologist Signature</i>		<i>Date</i>		<i>Evaluator Signature</i>		<i>Date</i>
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*School Psychologist's signature denotes receipt of the evaluation and participation in the evaluation conference.*

**Summative Evaluation Report**

<i>School Year</i>	
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<i>Psychologist Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation cycle this year</i>	<i>Years 1-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>	

*This Summary Evaluation Report is based on the following evidence:*

<i>Types of Evidence</i>			
<input checked="" type="checkbox"/>	Formal Psychologist Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
<input checked="" type="checkbox"/>	Professional Growth Plan	<input type="checkbox"/>	Psychologist Leadership Opportunities
<input type="checkbox"/>	Walk Through/Informal Observation	<input type="checkbox"/>	Psychologist Self Assessment/Reflective Conference
<input type="checkbox"/>	Psychologist Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	<input checked="" type="checkbox"/>	Student Performance Data

*Rating of School Psychologist on the Components of Professional Practice*

<b>Components of Professional Practice</b>	U	D	P	Comments
<b>Domain 1: Planning and Preparation</b>				
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c: Establishing Recommendations for Student IEPs Appropriate to the Setting and the Students Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e: Planning the Psychology Program, Integrated with Student IEPs, to Meet the Needs of Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f: Developing a Plan to Evaluate the Psychology Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Domain 2: The Environment</b>				
2a: Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b: Establishing a Culture for Positive Mental Health with Students and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c: Organizing Physical Space for Testing of Students and Storage of Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Domain 3: Delivery of Service</b>	U	D	P	Comments
3a: Responding to Referrals; Consulting with Teachers and Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c: Participating in Individual Education Plan (IEP) meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Planning Interventions to Maximize Students' Likelihood of Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Maintaining Contact with Physicians and Community Mental Health Service Providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3f: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Domain 4: Professional Responsibilities</b>	U	D	P	Comments
4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Maintaining Updated Information in Student Files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

**Summary of evaluation conference discussion/notes:**

**Student Performance Data:**

- Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS
- Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates

<b>Employment Recommendation</b>	<i>Retain in Employment</i>	<input type="checkbox"/>	<i>Release from Employment</i>	<input type="checkbox"/>
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<b>Evaluation cycle for next year</b>	<i>Years 2-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>
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<b>Psychologist Signature</b>		<b>Date</b>		<b>Evaluator Signature</b>		<b>Date</b>
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*School Psychologist's Signature denotes receipt of the evaluation and participation in the evaluation conference.*



Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.

Due Dates:

- **Years 1-3:** The first Post-Observation Conference and Summative Evaluation Report must be completed and on file in the Personnel Office by December 15 of each year and the second Post-Observation Conference and Summative Evaluation Report completed and on file in the Personnel Office by April 5 of each year.
- **Years 4+:** One Post-Observation and Summative Evaluation Report must be completed and on file in the Personnel Office by April 5 of each year.
- **Plan of Assistance:** At least two Post-Observation Conferences and Summative Evaluation Reports for School Psychologists on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **School Psychologist Comments:** Psychologist comments, which are optional, are due no later than April 10.

Attach the following Documents:

- Professional Growth Plan
- Psychologist Comments if applicable
- Plan of Assistance if applicable
- Psychologist comments (optional)

**Plan of Assistance**

<i>Psychologist Name</i>		<i>Date</i>	
<i>School</i>		<i>Assignment</i>	
<i>Evaluator</i>			

*Please check the domains and components that are Unsatisfactory, Developing or Proficient.*

<b>Components of Professional Practice</b>							
<b>Domain 1: Planning and Preparation</b>	U	D	P	<b>Domain 3: Delivery of Service</b>	U	D	P
1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3a: Responding to Referrals; Consulting with Teachers and Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing Recommendations for Student IEPs Appropriate to the Setting and the Students Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3c: Participating in Individual Education Plan (IEP) meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3d: Planning Interventions to Maximize Students' Likelihood of Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the Psychology Program, Integrated with Student IEPs, to Meet the Needs of Individual Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3e: Maintaining Contact with Physicians and Community Mental Health Service Providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a Plan to Evaluate the Psychology Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3f: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 2: The Environment</b>	U	D	P	<b>Domain 4: Professional Responsibilities</b>	U	D	P
2a: Establishing Rapport with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Positive Mental Health with Students and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4b: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Organizing Physical Space for Testing of Students and Storage of Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4c: Maintaining Updated Information in Student Files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Goals for Improvement**

<i>Clearly state the goals for improvement. Explain what the School Psychologist needs to demonstrate and define what the expectations are for improvement.</i>
1.
2.
3.

*Recommended resources needed to assist in meeting goals:*

Goal	Activities designed to help Psychologist meet the goal	Start Date	End Date	Results
1.				
2.				
3.				

**Plan Review Dates**

*The School Psychologist and evaluator must meet at least monthly to review the progress of performance on the goals for improvement.*

Date	Summary of Progress	Psychologist Signature	Evaluator Signature

**Determination of Employment Status**

*School Psychologists may be placed on a Plan of Assistance for no more than two consecutive years. If the Psychologist is proficient in all domains and in the majority of the components under each domain, they will be moved to the appropriate evaluation cycle. If the Psychologist does not meet the specifications on the Plan of Assistance, the Psychologist will be recommended for termination of employment. The Psychologist must receive a completed copy of this plan when it is written. Attach a copy of the Plan of Assistance to the Summative Evaluation Report.*

**School Psychologist Status Completed at the last Summative Evaluation Report conference for the year.**

<input type="checkbox"/>	Place Psychologist in appropriate cycle of counselor evaluation	<b>Signatures</b>	
<input type="checkbox"/>	Continue Psychologist on Plan of Assistance for the following year (up to two years)	<i>Psychologist</i>	<i>Date</i>
<input type="checkbox"/>	Psychologist is recommended for termination of employment	<i>Evaluator</i>	<i>Date</i>