

# NUSD Psychologist Evaluation Form

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Subject(s)/Grade: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

The Novato Unified School District Psychologist Evaluation is based, in part, on a formal discussion of performances and conferences conducted on the following dates:

Observation Dates	Pre-Observation Date	Post Observation Date	Psychologist's Signature	Evaluator's Signature
<b>Formal Evaluation Date:</b>				

Summary Evaluation Conference date: \_\_\_\_\_

Novato Unified School District (NUSD) is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential. In order to reach its vision for "Achievement for All," NUSD must have effective teachers in every classroom, effective support personnel, and effective site administrators in every school. In January of 2011, the NUSD Certificated Evaluation Committee, made up of teacher leaders, site administrators and district staff, was formed to redesign the District's evaluation system to advance effective school leadership and teaching while maximizing student learning. NUSD also hired Pivot Learning Partners to facilitate the process and provide expertise, guidance, consultation and research and writing services to the Committee. After a comprehensive external scan of the research and literature on effective evaluation systems and an internal assessment of NUSD's current system, the Committee developed frameworks which define NUSD's effective teaching and leadership, rubrics aligned to those frameworks, and evaluation forms used to appraise teaching and leadership in the district. A year later that work was expanded to include Speech-Language Pathologists.

The descriptions are scaled across the following categories:

**Distinguished:** Psychologist consistently met and significantly exceeded performance standards. To be considered a distinguished, the school leader must meet all of the descriptions under the proficient category and those in the distinguished category.

**Proficient:** Psychologist consistently met performance standards.

**Developing:** While the Psychologist did not meet all of the performance standards and/or inconsistently met those standards, he/she demonstrated adequate growth toward meeting those standards during the period of performance.

**Ineffective:** Psychologist did not meet performance standards and did not demonstrate growth towards meeting those standards.

**Not observed:** Evaluator did not observe this performance standard during the course of the observation.

By defining the standards from which NUSD's School Psychologist will be evaluated, NUSD's Framework for Effective School Psychologist (see page 12 for more details) is the foundation of NUSD's evaluation system for teachers. The Committee identified five overarching performance standards for effective teaching: (1) plan; (2) teach-environment; (3) teach-instruction; (4) learn; and (5) increase effectiveness) the Committee developed a corresponding rubric that provides detailed descriptions of each of the six standards (see page 13 for a copy of the rubric). The written material in this document was informed by the following researchers, organizations, and school districts: District of Columbia Public Schools, Charlotte Danielson (Framework for Teaching, Montgomery County (MD), Los Angeles Unified School District, the CA Commission on Teacher Credentialing, the California Department of Education (CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders), WestEd (Descriptions of Practice of the CPSELs), Denver Public Schools, Cincinnati Public Schools, Vanderbilt Assessment of Leadership in Education, New Leaders for New Schools (Principal Leadership Actions Rubric), and the North Carolina State Board of Education (Rubric for Evaluating North Carolina School Executives).

# PLAN

*Distinguished*  
*Proficient*  
*Developing*  
*Ineffective*  
*Not Observed*

Practices					
PLAN #1: Plans lessons which demonstrate knowledge of content and pedagogy. (CSTP 3.1, 3.3, 3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #2: Plans instruction that incorporates a variety of explicit instructional strategies to address the needs of student subgroups. (CSTP 1.4, 3.5, 3.6, 4.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #3: Plans and develops lessons and assessments that are based on district-adopted curriculum/approved course outlines and California content and language standards. (CSTP 3.5, 4.4; NASP 3, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #4: Develops and sequences long- and short-term instructional plans to meet the learning needs of all students. (CSTP 1.4, 3.5, 3.6, 4.1, 4.3, 4.4; NASP 1, 3, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** (input additional comments on page 10)

**Recommended actions for continuous improvement:** (Input additional recommended actions on page 11)

## ENVIRONMENT

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
<b>Practices</b>					
PSYCHOLOGIST-ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive psychologist and student interactions, and a culture for learning. (CSTP 2.1, 2.2, 2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENT #3: Facilitates the delivery of health services to maximize learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-ENVIRONMENT #4 Develops and implements effective classroom management procedures. (CSTP 2.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** (input additional comments on page 10)

**Recommended actions for continuous improvement:** (Input additional recommended actions on page 11)

## INSTRUCTION

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
<b>Practices</b>					
PSYCHOLOGIST-INSTRUCTION #1: Implements well-organized, objective-driven, standards-based lessons. (CSTP 1.3; NASP 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #2. Maximizes instructional time, while appropriately pacing instruction. (CSTP 1.6, 2.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #3. Demonstrates knowledge of subject matter, academic standards and curriculum frameworks. (CSTP 3.1; NASP 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #4. Explains content clearly and connects it to meaningful, real-life contexts that align to student’s prior knowledge, culture and heritage, life experiences and interests. (CSTP 1.1, 1.2, 1.3, 3.1, 4.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #5. Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. (CSTP 3.2, 4.5; NASP 5, 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #6. Models personal and professional ethics, integrity, social justice and fairness. (CSTP 6.7; NASP 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** (input additional comments on page 10)

**Recommended actions for continuous improvement:** (Input additional recommended actions on page 11)

# LEARN

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
<b>Practices</b>					
LEARN #1: Students engage in self-assessment, goal setting and progress monitoring. (CSTP 4.2., 5.4, 5.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARN #2. Recognizes and reinforces student progress and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** (input additional comments on page 10)

**Recommended actions for continuous improvement:** (Input additional recommended actions on page 11)

## INCREASE EFFECTIVENESS

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
<b>Practices</b>					
INCREASE EFFECTIVENESS #1. Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments. (CSTP 6.3; NASP 2, 5, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #2. Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (CSTP 6.2; NASP 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #3. Reflects on and refines teaching practice to support growth in student learning. (CSTP 6.1, 6.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #4. Engages parents, other volunteers and paraprofessionals in the student learning process. (CSTP 6.4, 6.5; NASP 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** (input additional comments on page 10)

**Recommended actions for continuous improvement:** (Input additional recommended actions on page 11)

# Psychologist Summary Rating Form

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
PLAN #1: Plans lessons which demonstrate knowledge of content and pedagogy. (CSTP 3.1, 3.3, 3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #2: Plans instruction that incorporates a variety of explicit instructional strategies to address the needs of student subgroups. (CSTP 1.4, 3.5, 3.6, 4.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #3: Plans and develops lessons and assessments that are based on district-adopted curriculum/approved course outlines and California content and language standards. (CSTP 3.5, 4.4; NASP 3, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #4: Develops and sequences long- and short-term instructional plans to meet the learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for this Psychologist on Planning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive psychologist and student interactions, and a culture for learning. (CSTP 2.1, 2.2, 2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENT #3: Facilitates the delivery of health services to maximize learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-ENVIRONMENT #4 Develops and implements effective classroom management procedures. (CSTP 2.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for this Psychologist on Environment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #1: Implements well-organized, objective-driven, standards-based lessons. (CSTP 1.3; NASP 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #2. Maximizes instructional time, while appropriately pacing instruction. (CSTP 1.6, 2.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #3. Demonstrates knowledge of subject matter, academic standards and curriculum frameworks. (CSTP 3.1; NASP 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #4. Explains content clearly and connects it to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests. (CSTP 1.1, 1.2, 1.3, 3.1, 4.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #5. Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. (CSTP 3.2, 4.5; NASP 5, 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGIST-INSTRUCTION #6. Models personal and professional ethics, integrity, social justice and fairness. (CSTP 6.7; NASP 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for this Psychologist on Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARN #1: Students engage in self-assessment, goal setting and progress monitoring. (CSTP 4.2., 5.4, 5.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARN #2. Recognizes and reinforces student progress and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for this Psychologist on Learn</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #1. Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments. (CSTP 6.3; NASP 2, 5, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #2. Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (CSTP 6.2; NASP 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #3. Reflects on and refines teaching practice to support growth in student learning. (CSTP 6.1, 6.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INCREASE EFFECTIVENESS #4. Engages parents, other volunteers and paraprofessionals in the student learning process. (CSTP 6.4, 6.5; NASP 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for this Psychologist on Increasing Effectiveness:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# NUSD Summary Psychologist Evaluation Form

Name: \_\_\_\_\_ ID#: \_\_\_\_\_  
School: \_\_\_\_\_ School Year: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

## TARGETED AREA FOR GROWTH AND CONTINUOUS IMPROVEMENT

The evaluator's recommendation should be incorporated into the psychologist's goal-setting process for continued improvement the following school year. Evaluation form continues on next page.

1.

2.

3.

4.

5.

Comments:

Psychologist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor of Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Novato Unified School District Certificated Employee Evaluation Forms for Psychologists

## Additional Comments

Please note in your comments the evaluations upon which you are commenting:

Plan #1, 2, 3, 4

Environment #1, 2, 3, 4

Instruction #1, 2, 3, 5, 6

Learn #1, 2

Increase Effectiveness #1, 2, 3, 4

**Comments:**

## **Additional Recommended Actions for Continuous Improvement**

Please note in your recommendations the evaluations upon which you are recommending:

Plan #1, 2, 3, 4

Environment #1, 2, 3, 4

Instruction #1, 2, 3, 5, 6

Learn #1, 2

Increase Effectiveness #1, 2, 3, 4

**Recommended Actions for Continuous Improvement:**

# Framework for Psychologists

## PLAN

- #1: Plans lessons which demonstrate knowledge of content and pedagogy. (CSTP 3.1, 3.3, 3.4)
- #2: Plans instruction that incorporates a variety of explicit instructional strategies to address the needs of student subgroups. (CSTP 1.4, 3.5, 3.6, 4.4)
- #3: Plans and develops lessons and assessments that are based on district-adopted curriculum/approved course outlines and California content and language standards. (CSTP 3.5, 4.4; NASP 3, 10)
- #4: Develops and sequences long- and short-term instructional plans to meet the learning needs of all students.

## ENVIRONMENT

- #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive psychologist and student interactions, and a culture for learning. (CSTP 2.1, 2.2, 2.3)
- #2: Maintains high learning expectations and appropriate levels of support for all students.
- #3: Facilitates the delivery of health services to maximize learning.
- #4: Develops and implements effective classroom management procedures. (CSTP 2.6)

## INSTRUCTION

- #1: Implements well-organized, objective-driven, standards-based lessons. (CSTP 1.3; NASP 4)
- #2: Maximizes instructional time, while appropriately pacing instruction. (CSTP 1.6, 2.7)
- #3: Demonstrates knowledge of subject matter, academic standards and curriculum frameworks. (CSTP 3.1; NASP 9)
- #4: Explains content clearly and connects it to meaningful, real-life contexts that align to student's prior knowledge, culture and heritage, life experiences and interests. (CSTP 1.1, 1.2, 1.3, 3.1, 4.1)
- #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of : instructional strategies and resources. (CSTP 3.2, 4.5; NASP 5, 8)
- #6: Models personal and professional ethics, integrity, social justice and fairness. (CSTP 6.7; NASP 10)

## LEARN

- #1: Students engage in self-assessment, goal setting and progress monitoring. (CSTP 4.2., 5.4, 5.5)
- #2: Recognizes and reinforces student progress and achievement.

## EFFECTIVENESS

- #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments. (CSTP 6.3; NASP 2, 5, 6)
- #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (CSTP 6.2; NASP 10)
- #3: Reflects on and refines teaching practice to support growth in student learning. (CSTP 6.1, 6.6)
- #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (CSTP 6.4, 6.5; NASP

# Rubric for Psychologist

Note: To be considered Distinguished, a psychologist must meet all of the descriptions under the Proficient category and those in the Distinguished category.

Distinguished	Proficient	Developing	Ineffective
<b>PLAN #1: Plans lessons which demonstrate knowledge of content and pedagogy (CSTP 3.1, 3.3, 3.4).</b>			
<ul style="list-style-type: none"> <li>• Uses extensive knowledge of evidence-based standards, interventions, and expected benchmarks.</li> <li>• Provides extensive training, delegation, and ongoing supervision to licensed and unlicensed school personnel.</li> <li>• Demonstrates extensive knowledge of and provides health practices in accordance with federal, state, district, departmental, and school guidelines in a timely manner.</li> <li>• Utilizes extensive knowledge of the curriculum, Special Education law and assessed learning needs to design cohesive and comprehensive long- and short-term plans that ensure high levels of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic knowledge of evidence-based standards, interventions, and expected benchmarks.</li> <li>• Provides basic training, delegation, and ongoing supervision to licensed and unlicensed school personnel.</li> <li>• Has basic knowledge of and provides health practices in accordance with federal, state, district, department, and school guidelines in a timely manner.</li> <li>• Utilizes knowledge of the curriculum, Special Education law, and assessed learning needs to design long- and short-term plans that ensure student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing beginning knowledge of evidence-based standards, interventions, and expected benchmarks.</li> <li>• Seeks and utilizes knowledge of team members.</li> <li>• Is developing skills to coordinate and provide training, delegation, and ongoing supervision to licensed and unlicensed school personnel.</li> <li>• Seeks and utilizes guidance from team members.</li> <li>• Is developing knowledge of what is necessary to provide health practices in accordance with federal, state, district, department, and school guidelines in a timely manner.</li> <li>• Seeks and utilizes knowledge of team members.</li> <li>• Inconsistently uses knowledge of the curriculum, Special Education law, and assessed learning needs to design long- and short-term plans that ensure student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate the basic knowledge of evidence-based standards, interventions, and expected benchmarks.</li> <li>• Does not seek knowledge from other team members.</li> <li>• Does not demonstrate the skills to adequately provide training, delegation, and ongoing supervision to licensed and unlicensed school personnel.</li> <li>• Does not seek or utilize guidance from team members.</li> <li>• Does not demonstrate knowledge of what is necessary to provide health practices in accordance with federal, state, district, department, and school guidelines.</li> <li>• Does not seek or utilize knowledge from other team members.</li> <li>• Rarely or never uses knowledge of the curriculum, Special Education law, and assessed learning needs to design long- and short-term instructional plans that ensure student learning.</li> </ul>

**PLAN #2: Plans instruction that incorporates a variety of explicit instructional strategies to address the needs of student subgroups (CSTP 1.4, 3.5, 3.6, 4.4).**

<ul style="list-style-type: none"> <li>• Demonstrates excellent ability to prioritize, develop and implement appropriate student Health Plans based on current nursing standards.</li> <li>• Demonstrates superior ability to effectively oversee and manage health office and individual student health needs to maximize academic learning time.</li> <li>• Efficiently, and in a timely manner, documents and maintains records of service including but not limited to health and immunization records.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic abilities to prioritize, develop, and implement appropriate student Health Plans based on current nursing standards.</li> <li>• Demonstrates basic abilities to oversee and manage health office and individual student health needs to maximize academic learning time.</li> <li>• Meets basic requirements and timelines to document and maintain records of service including but not limited to health and immunization records.</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing ability to prioritize, develop, and implement appropriate student Health Plans based on current nursing standards.</li> <li>• Seeks and utilizes guidance from other team members.</li> <li>• Is developing ability to oversee and manage health office and individual student health needs to maximize academic learning time.</li> <li>• Seeks and utilizes guidance from other team members.</li> <li>• Is developing organizational skills to document and maintain records of service including but not limited to health and immunization records in a timely manner.</li> <li>• Seeks and utilizes guidance from other team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to develop and implement appropriate student Health Plans based on current nursing standards.</li> <li>• Does not seek or utilizes guidance from other team members.</li> <li>• Does not demonstrate ability to effectively manage health office and individual student health needs to maximize academic learning time.</li> <li>• Does not seek or utilize guidance from other team members.</li> <li>• Does not demonstrate skills to adequately document and maintain records of service including but not limited to health and immunization records in a timely manner.</li> <li>• Does not seek or use guidance from other team members.</li> </ul>
--	---	---	--

Distinguished	Proficient	Developing	Ineffective
<b>ENVIRONMENT #1:</b> Creates a safe, organized and rigorous learning environment that promotes respect, productive psychologist and student interactions, and a culture for learning (CSTP 2.1, 2.2, 2.3).			
<ul style="list-style-type: none"> <li>Effectively communicates with appropriate school personnel to address student physical and social-emotional issues that impact instruction and service delivery.</li> <li>Continually contributes to a team atmosphere of cooperation, collaboration, and support.</li> <li>Effectively facilitates shared communication between home/school and community partners.</li> <li>Effectively and consistently establishes rapport with staff, families, and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes basic communication with appropriate school personnel to address student physical and social-emotional issues that impact instruction and service delivery.</li> <li>Offers basic contributions to a team atmosphere of cooperation, collaboration, and support.</li> <li>Facilitates basic shared communication between home/school and community partners.</li> <li>Establishes basic rapport with most staff, families, and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing skills to communicate with appropriate school personnel to address student physical and social-emotional issues that impact instruction and service delivery.</li> <li>Seeks and utilizes guidance from other team members.</li> <li>Is learning what is necessary to contribute to a team atmosphere of cooperation, collaboration, and support.</li> <li>Seeks and utilizes guidance from other team members.</li> <li>Is learning what is necessary to facilitate shared communication between home/school and community partners.</li> <li>Seeks and utilizes guidance from other team members.</li> <li>Is developing skills to establish rapport with staff, families, and community partners.</li> <li>Seeks and utilizes guidance from other team members.</li> </ul>	<ul style="list-style-type: none"> <li>Does not effectively communicate with appropriate school personnel to address student physical and social-emotional issues that impact instruction and service delivery.</li> <li>Does not seek or utilize guidance from other team members.</li> <li>Does not contribute to a team atmosphere of cooperation, collaboration, and support.</li> <li>Does not seek or utilize guidance from other team members.</li> <li>Ineffectively facilitates shared communication between home/school and community partners.</li> <li>Does not seek or utilize guidance from other team members.</li> <li>Does not effectively establish rapport with staff, families, and community partners.</li> <li>Does not seek or utilize guidance from other team members.</li> </ul>

**ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.**

<ul style="list-style-type: none"> <li>• Demonstrates excellent ability to communicate individualized and appropriate information at the listener’s level of understanding.</li> <li>• Provides informative formal and informal inservices related to physical and social-emotional health needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic ability to communicate individualized and appropriate information at the listener’s level of understanding.</li> <li>• Provides basic inservices related to physical and social-emotional health needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing skills to communicate individualized and appropriate information at the listener’s level of understanding.</li> <li>• Seeks and utilizes guidance from other team members.</li> <li>• Is developing skills to provide formal and informal inservices related to physical and social-emotional health needs of students.</li> <li>• Seeks and utilizes guidance from other team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not communicate individualized and appropriate information at the listener’s level of understanding.</li> <li>• Does not seek or utilize guidance from other team members.</li> <li>• Does not demonstrate skills to provide formal and informal inservices related to physical and social-emotional health needs of students.</li> <li>• Does not seek or utilize guidance from other team members.</li> </ul>
--	--	---	---

**ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met (CSTP 2.5).**

<ul style="list-style-type: none"> <li>• Demonstrates excellent ability to responds to and follows up questions and concerns of families, community partners, and coworkers in a timely manner.</li> <li>• Demonstrates excellent skills to effectively serve as a liaison between families, community partners, and service providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic ability to respond to and follow up questions and concerns of families, community partners, and coworkers.</li> <li>• Demonstrates basic skills to adequately serve as a liaison between families, community partners, and service providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Is developing ability to respond to or follow up questions and concerns of families, community partners, and coworkers in a timely manner.</li> <li>• Seeks and utilizes guidance from other team members.</li> <li>• Developing skills to serve as a liaison between families, community partners, and service providers.</li> <li>• Seeks and utilizes guidance from other team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to respond to or follow up questions and concerns of families, community partners, and coworkers in a timely manner.</li> <li>• Does not seek or utilize guidance from other team members.</li> <li>• Does not demonstrate skills needed to serve as a liaison between families, community partners, and service providers.</li> <li>• Does not seek or utilize guidance from other team members.</li> </ul>
--	--	--	--

Distinguished	Proficient	Developing	Ineffective
<b>DIRECT SERVICE/INSTRUCTION SUPPORT#1:</b> Implements well-organized, objective-driven, standards-based lessons (CSTP 1.3; NASP 4).			
<ul style="list-style-type: none"> <li>Consistently demonstrates a high commitment to identification and management of students with health related needs.</li> <li>Continually stays informed of current practice and uses evidence-based knowledge that promotes health and prevents illness.</li> <li>Effectively provides health services that supports student learning based on identified health needs and is seen as a mentor to others.</li> </ul>	<ul style="list-style-type: none"> <li>Often exhibits a commitment to identification and management of students with health related needs.</li> <li>Usually stay informed of current practice and on occasion seeks evidence-based knowledge that promotes health and prevents illness.</li> <li>With occasional guidance from other personnel, provides health services that supports student learning based on identified health needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal commitment to the identification and management of students with health related needs.</li> <li>Rarely stays informed of current practice or uses evidence-based knowledge that promotes health and prevents illness.</li> <li>Often needs other personnel's support to provide health services that supports student learning based on identified health needs.</li> </ul>	<ul style="list-style-type: none"> <li>Does not demonstrate commitment to the identification and management of students with health related needs.</li> <li>Does not stay informed or seek evidence-based knowledge that promotes health and prevents illness.</li> <li>Does not effectively provide health services that supports student learning based on identified health needs.</li> </ul>
<b>DIRECT SERVICE/INSTRUCTION SUPPORT #2:</b> Maximizes instructional time, while appropriately pacing instruction (CSTP 1.6, 2.7)			
<ul style="list-style-type: none"> <li>Demonstrates exceptional knowledge of the nursing process to identify health related problems.</li> <li>Effectively conducts health related screenings, including referral, and follow-up to the best of ability.</li> <li>Effectively connects families to appropriate resources for student health concerns.</li> <li>Consistently participates in the reimbursable MAA program and completes the quarterly MAA survey that helps fund health and educational services that remove barriers to learning.</li> <li>Consistently participates in the reimbursable LEA Medi-Cal program by submitting logs for billable services in order to help fund and sustain health related services that remove barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic knowledge of the nursing process to identify health related problems.</li> <li>Conducts basic health related screenings, referral, and follow-up.</li> <li>Makes basic connections for families to obtain resources for student health concerns.</li> <li>Occasionally participates in the reimbursable MAA program and occasionally completes the quarterly MAA survey that helps fund health and educational services that remove barriers to learning.</li> <li>Occasionally participates in the reimbursable LEA Medi-Cal programs. Occasionally submits logs for billable services that help fund and sustain health related services that remove barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of the nursing process to identify health related problems.</li> <li>Still developing skills to conduct health related screenings, including effective referral, and follow-up.</li> <li>Misses opportunities to connect families to appropriate resources for student health concerns.</li> <li>Rarely participates in the reimbursable MAA program and rarely completes the quarterly MAA survey that helps fund health and educational services that remove barriers to learning.</li> <li>Rarely participates in the reimbursable LEA Medi-Cal program. Rarely submits logs for billable services that help fund and sustain health related services that remove barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Does not demonstrate adequate knowledge of the nursing process in order to identify health related problems.</li> <li>Does not adequately conduct health related screenings, or effective referral, and follow-up.</li> <li>Fails to connect families to appropriate resources for student health concerns.</li> <li>Does not participate in the reimbursable MAA program and does not complete the quarterly MAA survey that helps fund health and educational services that remove barriers to learning.</li> <li>Does not participate in the reimbursable LEA Medi-Cal program. Does not submit logs for billable services that help fund and sustain health related services that remove barriers to learning.</li> </ul>

Distinguished	Proficient	Developing	Ineffective
<b>DIRECT SERVICE/INSTRUCTION SUPPORT #3:</b> Demonstrates knowledge of subject matter, academic standards and curriculum frameworks (CSTP 3.1: NASP 9).			
<ul style="list-style-type: none"> <li>Participates actively on multidisciplinary teams to determine student needs, disabilities, services, and educational placement.</li> <li>Collaborates extensively with team members to develop appropriate health related interventions and accommodations and/or modifications.</li> <li>Consistently involves students, families, and staff in monitoring the effectiveness of health related interventions and accommodations and/or modifications.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates on multidisciplinary teams to determine student needs, disabilities, services, and educational placement.</li> <li>Engages in basic collaboration with team members to develop appropriate health related interventions and accommodations and/or modifications.</li> <li>Occasionally involves students, families, and staff in monitoring the effectiveness of health related interventions and accommodations and/or modifications.</li> </ul>	<ul style="list-style-type: none"> <li>Participates minimally on multidisciplinary teams to determine student needs, disabilities, services, and educational placement.</li> <li>Rarely collaborates with team members to develop appropriate health related interventions and accommodations and/or modifications.</li> <li>Rarely involves students, families, and staff in monitoring the effectiveness of health related interventions and accommodations and/or modifications.</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate on multidisciplinary teams to determine student needs, disabilities, services, and educational placement.</li> <li>Does not engage in opportunities to collaborate with team members to develop appropriate health related interventions and accommodations and/or modifications.</li> <li>Never involves students, families, and staff in monitoring the effectiveness of health related interventions and accommodations and/or modifications.</li> </ul>

Distinguished	Proficient	Developing	Ineffective
<b>ASSESSMENT #1: Students engage in self-assessment, goal setting and progress monitoring (CSTP 4.2., 5.4, 5.5)</b>			
<ul style="list-style-type: none"> <li>Confidently and expertly demonstrates current standards in physical and psychosocial assessment skills.</li> <li>Successfully conducts various levels of assessment including but not limited to screening, observation, interviews, and record review to identify students' physical and social-emotional needs.</li> <li>Demonstrates above average interpretive knowledge of assessment results for age-appropriate screening tools.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic standards in physical and psychosocial assessment skills.</li> <li>Conducts basic levels of assessment including screening, observation, interviews, and record review to identify students' physical and social-emotional needs.</li> <li>Demonstrates basic interpretive knowledge of assessment results for age-appropriate screening tools.</li> </ul>	<ul style="list-style-type: none"> <li>In process of mastering basic standards in physical and psychosocial assessment skills.</li> <li>Learning to conduct basic levels of assessment including screening, observation, interviews, and record review to identify students' physical and social-emotional needs.</li> <li>Demonstrates rudimentary interpretive knowledge of assessment results for age-appropriate screening tools.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to demonstrate current standards in physical and psychosocial assessment skills.</li> <li>Fails to conduct various levels of assessment including observation, interviews, and record review to identify students' physical and social-emotional needs.</li> <li>Does not demonstrate interpretive knowledge of assessment results for age-appropriate screening tools.</li> </ul>
<b>ASSESSMENT #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies (CSTP 5.2, 5.3, 5.4, 5.6)</b>			
<ul style="list-style-type: none"> <li>Successfully utilizes health assessment results in the development of appropriate interventions and services.</li> <li>Demonstrates expert use of the nursing process to develop individualized student plans including but not limited to: health care plans, 504 plans, and behavior plans.</li> <li>Provides comprehensive staff development and training to licensed and unlicensed school personnel necessary to implement health related interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic ability to utilize health assessment results in the development of appropriate interventions and services.</li> <li>Demonstrates basic use of the nursing process to develop individualized student plans including but not limited to: health care plans, 504 plans, and behavior plans.</li> <li>Provides basic staff development and training to licensed and unlicensed school personnel necessary to implement health related interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited ability to utilize assessment results in the development of appropriate interventions and services.</li> <li>Shows limited use of the nursing process to develop individualized student plans including health care plans, 504 plans, and behavior plans.</li> <li>Provides limited staff development and training to licensed and unlicensed school personnel necessary to implement health related interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to utilize assessment results in the development of appropriate interventions and services.</li> <li>Fails to uses the nursing process to develop individualized student plans including health care plans, 504 plans, and behavior plans.</li> <li>Does not provide staff development and training to licensed and unlicensed school personnel necessary to implement health related interventions.</li> </ul>

Distinguished	Proficient	Developing	Ineffective
<b>INCREASE EFFECTIVENESS #1:</b> Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments (CSTP 6.3; NASP 2, 5, 6).			
<ul style="list-style-type: none"> <li>• Is professional and proactive in resolving interpersonal conflicts in an appropriate and timely manner and seeks guidance from director as needed.</li> <li>• Demonstrates an ability to respect and maintain confidentiality in a highly professional manner.</li> <li>• Assumes responsibility for personal actions, demeanor, and appearances in an exemplary manner.</li> <li>• Consciously and completely demonstrates cultural competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Resolves interpersonal conflicts as they arise and seeks guidance from director as needed.</li> <li>• Demonstrates basic ability to respect and maintain confidentiality.</li> <li>• Demonstrates basic ability to assume responsibility for personal actions, demeanor, and appearances.</li> <li>• Demonstrates basic cultural competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Tentative in resolving interpersonal conflicts in an appropriate and timely manner.</li> <li>• Does not utilize guidance of director when needed.</li> <li>• n occasion fails to respect and maintain confidentiality.</li> <li>• Is not consistent in assuming responsibility for personal actions, demeanor, and appearances.</li> <li>• Does not show a high level of cultural competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to resolves interpersonal conflicts in an appropriate and timely manner.</li> <li>• Does not seek guidance from director when needed.</li> <li>• Does not respect and maintain confidentiality.</li> <li>• Fails to assume responsibility for personal actions, demeanor, and appearances.</li> <li>• Fails to demonstrate cultural competency.</li> </ul>
<b>INCREASE EFFECTIVENESS #2:</b> Establishes personal and professional goals and engages in continuous and purposeful professional growth and development (CSTP 6.2; NASP 10).			
<ul style="list-style-type: none"> <li>• Demonstrates high level of support of school vision and mission in respectful interactions with colleagues, families, students, and other community members.</li> <li>• Conducts superb professional, relevant, and knowledgeable interactions with others and is respected by colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic support of school vision and mission in respectful interactions with colleagues, families, students, and other community members.</li> <li>• Conducts basic professional, relevant, and knowledgeable interactions with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates beginning level of support of school vision and mission in respectful interactions with colleagues, families, students, and other community members.</li> <li>• Demonstrates a beginning level of professional, relevant, and knowledgeable interactions with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate a level of support for school vision and mission in respectful interactions with colleagues, families, students, and other community members.</li> <li>• Fails to conduct professional, relevant, and knowledgeable interactions with others.</li> </ul>

Distinguished	Proficient	Developing	Ineffective
<b>INCREASE EFFECTIVENESS #3: Reflects on and refines teaching practice to support growth in student learning (CSTP 6.1, 6.6).</b>			
<ul style="list-style-type: none"> <li>• Demonstrates consistent adherence to and respect for departmental policies and procedures.</li> <li>• Maintains and exceeds required professional licensure, certifications, and education:</li> <li>• Renewal of RN licensure every two years</li> <li>• Credentialed school psychologist certification</li> <li>• CPR renewal every two years</li> <li>• Proof of negative Tb test every four years</li> <li>• Obtains additional Continuing Education units beyond the required 30 CEUs every two years</li> <li>• Obtains additional education in related areas of school nursing</li> <li>• Attends professional conferences to enhance knowledge in related areas of school nursing</li> <li>• Demonstrates consistent accountability to and is up to date on professional practice standards</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic adherence to departmental policies and procedures.</li> <li>• Maintains basic required professional licensure, and certifications:</li> <li>• Renewal of RN licensure every two years</li> <li>• Credentialed school psychologist certification</li> <li>• CPR renewal every two years</li> <li>• Proof of negative Tb test every four years</li> <li>• Demonstrates a basic level of accountability to professional practice standards</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates beginning knowledge and ability to follow departmental policies and procedures.</li> <li>• Notifies director and makes arrangements to address delinquent required professional licensure, and certifications.</li> <li>• Renewal of RN licensure every two years</li> <li>• Credentialed school psychologist certification</li> <li>• CPR renewal every two years</li> <li>• Proof of negative Tb test every four years</li> <li>• Demonstrates a beginning level of accountability to professional practice standards</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently fails to follow departmental policies and procedures.</li> <li>• Fails to maintain or notify director of required professional licensure and certifications.</li> <li>• Renewal of RN licensure every two years</li> <li>• Credentialed school psychologist certification</li> <li>• CPR renewal every two years</li> <li>• Proof of negative Tb test every four years</li> <li>• Fails to be accountable to professional practice standards</li> </ul>
<b>INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and paraprofessionals in the student learning process (CSTP 6.4, 6.5; NASP 7).</b>			
<ul style="list-style-type: none"> <li>• Establishes and promotes positive and professional interpersonal relationships.</li> <li>• Excels at building professional and personal trust, and credibility with others. Is sought out for expert advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic interpersonal relationships.</li> <li>• Builds professional trust and credibility with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills to establish positive interpersonal relationships.</li> <li>• Working on skills to build professional trust and credibility with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to develop skills to establish and promote positive interpersonal relationships.</li> <li>• Fails to build professional and personal trust and credibility with others.</li> </ul>