Certificated School Psychologist Evaluation Packet
Evaluation Procedures

Evaluation is the process the District uses through its evaluators to assess the performance of unit members. This process is based upon job description, provisions of this contract, evaluation criteria, District policies and regulations, county, state and federal laws and regulations, adopted course outlines, learner goals and other duties and responsibilities as assigned.

The Santa Cruz City Schools District’s (SCCS) evaluation process can be conducted through one (1) of three (3) methods: Administrative Evaluation “Method 1”, Project-Based Evaluation “Method 2”, or Peer-Based Evaluation “Method 3”, each based on the unit members’ professional standards.

The standards as described in the Evaluation Article for Certificated Staff act as a guide for discussion regarding professional growth and serve as a basis for unit member evaluation. Each certificated unit member is responsible for meeting the unit member’s professional standards as described in the Evaluation article for Certificated Staff to show growth in the unit member’s practice as an educator. Administrators have the right and responsibility to observe certificated unit members in their work setting at any time. Administrators always have the right and responsibility to identify any concerns related to meeting the standards.

Three Evaluation Methods

There are three (3) methods for certificated unit member evaluation. Each method uses self-assessment and reflection and is linked to the unit members’ professional standards.

Administrative Evaluation “Method 1”: Administrative Evaluation is the required method for probationary unit members and temporary unit members and permanent unit members every six (6) years. It is also a required method for permanent unit members who have a general ranking of Does Not Meet or Emerging in their previous overall evaluation. This is an optional method every three (3) years for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating.

Project-Based Evaluation “Method 2”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to develop and implement a project in order for the unit member to examine practices and demonstrate proficiency via a professional project related to their current practices and the unit members’ professional standards.

Peer-Based Evaluation “Method 3”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to work with a peer using observation in order for each peer/partner to examine practices and demonstrate proficiency related to their current practices.
Evaluation Method 1:  
Administrative Evaluation Method

Eligibility

The Administrative Evaluation method for permanent unit members:
• A permanent unit member rated Proficient or Distinguished in the previous overall evaluation rating may elect to be evaluated under the Administrative Evaluation option.
• Permanent unit members shall be evaluated using this method every other three (3) year cycle.

The Administrative Evaluation method is the only option for the following:
• Temporary unit members
• Probationary unit members
• Unit members under an Improvement Support plan due to an overall evaluation rating of Does Not Meet or Emerging on standards in the previous year
• Unit members who have failed to complete previous Peer-based or Project-based Evaluation cycle deadlines in the previous year

Administrative evaluations will be conducted for two (2) consecutive years or more until the unit member has reached permanent status and has met Proficient or Distinguished standards on the overall evaluation rating. A unit member under an Improvement Support plan will remain on the Administrative Evaluation method until the unit member achieves a Proficient or Distinguished on standards on the overall evaluation rating.

Evaluation Process:  
(Preparation for Fall Planning)

Unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator by September 15th. In preparation for the initial meeting with the evaluator unit members will:

• Use your professional standards to reflect upon and mark areas of focus in each standard/domain (up to 6).

• Will use their self-assessment to complete the Professional Goals form identifying strengths and areas of growth. All Permanent unit members’ need to create three (3) goals from three (3) different standards. Temporary, Probationary and Permanent unit members’ under the “Does Not Meet or Emerging” need to create a goal for each of the standards/domains. These goals shall be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:

1. By October 31st: Supervisors and unit members will meet to collaboratively present, discuss and agree upon professional goals using the standards/domains and Goal Setting Form.

2. Circumstances, such as class composition, class size, instructional materials, and physical setting that affect the certificated unit member's working situation shall be discussed and documented in the conference notes on the Goal Setting Form with the evaluator at the Fall Planning Conference.
3. By the conclusion of the Fall Planning Conference, the evaluator and the unit member shall sign and date the Goal Setting Form. If needed, any party may have ten days past the Fall Planning Conference to agree and sign the Goal Setting Form (even if the date falls after October 31st).

4. In the event that the unit member and the evaluator cannot reach an agreement concerning standards of performance, a mediator agreeable to both parties shall be utilized in an attempt to reach an agreement. The Superintendent of Schools or his/her duly authorized representative, if necessary, shall render a final decision.

5. Changes in any of the goals of the unit member should be reviewed with the evaluator throughout the school year. Unit member or administration may administrate a review. These changes shall become a part of the Fall Planning Conference.

**Timeline for Fall Planning Conferences: By October 31st**

**Observations:**

1. Each temporary and probationary unit member shall be observed by his/her site administrator, or immediate supervisor a minimum of two (2) times per year in his/her working environment prior to completion of each Summative Evaluation. One (1) of these observations shall be made by appointment. Permanent unit members’ will be evaluated at least one time during the observation cycle. This observation needs to be scheduled. Additional observations may occur without an appointment.

2. The evaluator shall be responsible for using the Observation Form. This form will be shared at the post observation conference. A copy shall be given to the unit member within ten (10) workdays of the post observation conference.

3. The evaluation of personnel shall involve more than one evaluator at the request of either the evaluator or the evaluatee. Such an additional evaluator shall be selected from those assigned administrative responsibilities in the District.

**Timeline for Observations:**
- Temporary and Probationary Teachers: By the 3rd Friday in December
- Permanent Teachers: By the 1st Friday in May

**Summative Evaluation:**

Summative Evaluation Reports for probationary and temporary unit members shall occur no later than the 3rd Friday in January. The evaluator may hold other summative evaluation conferences as he/she deems necessary, or upon the request of the unit member. If the unit member achieves a rating of “Proficient or Distinguished” a second summative evaluation will be optional, and will occur only if requested by the unit member or their evaluator. If the unit member receives rating of “Does Not Meet or Emerging” a second cycle of evaluation will occur, including a minimum of two (2) observations and a summative evaluation, prior to March 1st.

The Summative Evaluation Conference for Permanent unit members shall occur not later than thirty (30) work days before the last school day scheduled on the school calendar adopted by the governing board for the school year in which the evaluation takes place. Permanent unit members shall be evaluated on the mutually agreed upon three (3) goals a minimum of once every three (3) years. The evaluator may complete up to two (2) summative evaluation reports a year as he/she deems necessary, or upon the request of the unit member. When a Permanent unit member has received an overall “Does Not Meet or Emerging”, the District shall annually evaluate the unit member until the unit member achieves a
Proficient or Distinguished, or is separated from the District. When a permanent unit member has satisfactorily completed his/her Improvement Needed Plan, the unit member shall be evaluated by Administrative Evaluation “Method 1” of the following year.

A copy of the Summative Evaluation, signed and dated, will be given to the unit member and evaluator no later than ten (10) workdays following the Summative Evaluation Conference.

In the event of difference of opinion between the evaluator and the unit member, the unit member may attach a statement to the Summative Evaluation outlining his/her differences.

If a unit member's evaluation shows an overall rating of “Does Not Meet or Emerging” the procedures outlined under Improvement Support plan may be followed.

**Timeline for Summative Evaluations:**
- **Completed Summative Conferences for Temporary and Probationary Teachers: Third Friday in January**
- **Completed Summative Conferences for Permanent Teachers: 30 days before the last student day of school.**

**Improvement Support Plan:**

1. If the overall ranking is marked “Does Not Meet or Emerging”, an Improvement Support plan shall be completed. The plan includes a timeline during which improvement shall be achieved, and a description of intervention and supports to assist the unit member in meeting the standards. If the unit member wishes to extend the timeline, the unit member may appeal to the Superintendent or his/her designee, whose decision shall be final.

2. When an evaluator makes a recommendation for Improvement Support plan needed, the evaluator assumes an obligation to provide assistance.

3. The evaluator shall make a written record of all observations, including recommendations and assistance. The unit member shall be given a copy of all written records and will have the opportunity to respond to each.

4. The unit member will receive and participate in assistance from a district assigned professional specialist as outlined in the Improvement Support plan.
Evaluation Method 2:
Project-Based Evaluation

Eligibility: In order to be eligible to participate in the Project-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycle.
- Have administrator approval.

Procedures:
Work with evaluator on a mutually agreed upon Project-Based evaluation plan aligned with the unit members’ professional standards.

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:
1. Unit members meet with their primary evaluator to review the standards/domains and present, discuss and agree upon professional goals. Unit member and primary evaluator create a mutually agreed upon Project-based evaluation plan based on one (1) of the options listed in the Resource Appendix titles Project-Based Evaluation.
2. If agreement cannot be reached on a Project-based evaluation plan, the unit member will be under Administrative Evaluation “Method 1” for that cycle.
3. Unit members will receive notice by October 31st of final approval on professional goals and project-based evaluation plan.

Mid-Year Check-in:
4. By the last Friday in January: Supervisor will review progress with unit member if requested by either party.

Final Submission of Project:
5. By the second Friday in April: All projects and supporting documentation, including the completed SCCS Reflection 1 and Reflection 2 will be submitted to the Supervisor.

30 days prior to the end of the school year
1. The unit member will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.
2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.
3. If a unit member has not completed the Project-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year.

4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources will meet with the unit member to review the project.
Evaluation Method 3:
Peer-Based Evaluation

Eligibility: In order to be eligible to participate in the Peer-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycles.
- Have administrator approval (include administrator approval for possible needed release time for observations).

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.
- Mutually choose a professional partner who is eligible for participation.

Fall Planning Conference

1. By October 31, meet with the evaluator and the partner to discuss goals and objectives as written in the Goals-Setting Form according to the unit members’ professional standards. Fill out Peer-Based Evaluation – Planning Sheet.

Procedures

1. Hold two (2) observations and post observation meetings. The observations must be documented on the Peer Classroom Observation Form and the Post Observation Meeting notes must be documented to be submitted.
2. Write a reflection about your learning experience this year using the Project-Based or Peer-Based Evaluation Final Reflection form.

Final Submission of Project:
By the second Friday in April: All observations and supporting documentation will have been completed and submitted to Supervisor.

30 days prior to the end of the school year
1. The unit member along with their peer partner will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.

2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.

3. If a unit member has not completed the Peer-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year. Unless the timeline is extended with administrative approval.
4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources or administration designee will meet with the unit member to review the project.

General Post-Evaluation Procedures

- No evaluation documents shall be placed in the unit member's file unless the unit member has received a copy and has had an opportunity to discuss the document with the unit member’s evaluator. Within ten (10) working days of the receipt of a written evaluation, the unit member may submit a written response to be attached to the evaluation.
- During a school year, the unit member may request a conference with the Superintendent or designee to discuss evaluation of the unit member.
- The substance and supporting documents of a summary evaluation shall not be subject to the grievance procedure.
Purpose and Use of the SCCS Standards for the Credentialing of School Psychologists

Methods 1, 2, 3

SCCS Standards for the Credentialing of School Psychologists
Standards for the Credentialing of School Psychologists

1. Academic Skills.
   - Implement and evaluate services that support cognitive and academic skills.
   - School psychologists have knowledge of biological, cultural, and social influences on academic skills; instruction, learning, and social-communicative strategies.
   - School psychologists have knowledge of biological, cultural, and social influences on learning and life skills.
   - School psychologists have knowledge of biological, cultural, and social influences on learning and life skills.

2. Interventions and Instructional Support to Develop Social and Life Skills.
   - School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based supported strategies to promote social and emotional functioning and mental health.
   - School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods to implement and evaluate services to support socialization, learning, and mental health.

3. Developing Social and Mental Health Services to Support Academic Skills.
   - School psychologists have knowledge of varied methods of assessment and data collection methods and skill in using assessment and data collection methods.
   - School psychologists in collaboration with others, demonstrate skills in assessment and data collection methods.

4. Data-Based Decision Making and Accountability.
   - School psychologists have knowledge of varied methods of assessment and data collection methods.
   - As part of a systemic and comprehensive process of effective decision making and problem solving, school psychologists demonstrate skills in assessment and data collection methods.

5. Consultation and Collaboration.
   - School psychologists have knowledge of varied methods of consultation and collaboration.
   - School psychologists, in collaboration with others, demonstrate skills in consultation and collaboration.

6. Data-Based Decision Making and Accountability.
   - School psychologists have knowledge of varied methods of assessment and data collection methods.
   - As part of a systemic and comprehensive process of effective decision making and problem solving, school psychologists demonstrate skills in assessment and data collection methods.

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Standards for the Credentialing of School Psychologists (continued)

Reflection 1 __________

Reflection 2 __________

Service Delivery

Advocacy for social justice and support for all aspects of an understanding and respect for diversity in development and experiences; and schools with diverse characteristics, climates, and environments. School psychologists have knowledge of principles and research on effective strategies that promote learning for individuals.

1. School psychologists have knowledge of principles and research related to diversity, context, individual roles, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.

2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community organizations and other agencies.

Development and Learning

1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to support family engagement and interaction with community agencies.

2. School psychologists, in collaboration with others, demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools.

Preventive and Responsive Services

1. School psychologists have knowledge of principles and research related to prevention and support for all aspects of an understanding and respect for diversity in development and experiences; and schools with diverse characteristics, climates, and environments. School psychologists have knowledge of principles and research on effective strategies that promote learning for individuals.

2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community organizations and other agencies.

6. Preventive and Responsive Services

7. School-Wide Practices to Promote Learning

8. Development and Learning
Standards for the Credentialing of School Psychologists (continued)

9. Research and Program Evaluation

1. School psychologists have knowledge of research design.

2. School psychologists are effective in conducting and applying research and evaluation.

10. Legal, Ethical, and Professional Practice

1. School psychologists have knowledge of the history and foundational principles of school psychology.

2. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards.

1. School psychologists have knowledge of ethical, legal, and professional standards.

2. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards.

Research and Program Evaluation

1. School psychologists have knowledge of research design, statistics, measurement, and program evaluation methods.

2. School psychologists demonstrate skills to evaluate research and interpret data in applied settings.

1. School psychologists have knowledge of research design, statistics, measurement, and program evaluation methods.

2. School psychologists demonstrate skills to evaluate research and interpret data in applied settings.

1. School psychologists have knowledge of research design, statistics, measurement, and program evaluation methods.

2. School psychologists demonstrate skills to evaluate research and interpret data in applied settings.
**Goal-Setting “Method 1,2,3”**

Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

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<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
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Evaluator: ____________________________________________

1. This year, aligned with Standard/Domian __________, I plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

2. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

3. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

**Conference Notes**

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<thead>
<tr>
<th>Evaluatee’s Signature</th>
<th>Date</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
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(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
Goal-Setting “Method 1,2,3”
(continued)
professional goals four to six
Santa Cruz City Schools

4. This year, aligned with Standard/Domian __________, I plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

5. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

6. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

Conference Notes

Evaluatee’s Signature __________________________ Date _______________ Evaluator’s Signature __________________________ Date _______________

(This signature will be considered an acknowledgement of outlining the goals for the ______ to ______ School Year.)
Observation Form “Method 1”
Santa Cruz City Schools
Based on California Standards for the Teaching Profession

Name of Evaluatee  School/Site  Date

Grade level: _______ Subject:_________________ Time: ____ to ____  # of Students: ______

Type of Observation:

- [ ] Administrative
- [ ] Scheduled  [ ] Non-scheduled

Evaluator / Observer: ____________________________

Lesson Topic: ____________________________

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<tr>
<th>California Standards for the Teaching Profession</th>
<th>Check area(s) of focus</th>
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<tbody>
<tr>
<td>□ Engaging and Supporting all Students in Learning</td>
<td>□ Planning Instruction and Designing Learning Experiences for all Students</td>
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<tr>
<td>□ Creating and Maintaining Effective Environments for Student Learning</td>
<td>□ Assessing Students for Learning</td>
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<tr>
<td>□ Understanding and Organized Subject Matter for Student Learning</td>
<td>□ Developing as a Professional Educator</td>
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Student learning goal(s) and success criteria

Observations

Learnings/Outcomes

Suggestions and Recommendations

Evaluatee’s Signature  Date  Evaluator’s Signature  Date

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)
## Summative Evaluation – School Psychologists “Method 1, 2, 3”

**Santa Cruz City Schools**

**METHOD OF EVALUATION:**
- [ ] Administrative Evaluation “Method 1”
- [ ] Project-Based Evaluation “Method 2”
- [ ] Peer-Based Evaluation “Method 3”

### NAME ____________________________ ASSIGNMENT ________________________ DATE ____________

### SCHOOL/LOCATION ________________________________ EVALUATOR ________________________

**CERTIFICATED STATUS (Check One):**

<table>
<thead>
<tr>
<th>Permanent</th>
<th>Temporary</th>
<th>Probationary</th>
<th>1st Year</th>
<th>2nd Year</th>
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1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

### 1. Data-Based Decision Making and Accountability

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<thead>
<tr>
<th>1.1 Knowledge</th>
<th>1.2 Decision Making and Problem Solving</th>
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### 2. Consultation and Collaboration

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<thead>
<tr>
<th>2.1 Knowledge</th>
<th>2.2 Decision Making and Problem Solving</th>
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### 3. Interventions and Instructional Support to Develop Academic Skills

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<thead>
<tr>
<th>3.1 Knowledge</th>
<th>3.2 Assessment and Data Collection Methods</th>
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### 4. Interventions and Mental Health Services to Develop Social and Life Skills

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<th>4.1 Knowledge</th>
<th>4.2 Assessment and Data Collection Methods</th>
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### 5. School-Wide Practices to Promote Learning

<table>
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<tr>
<th>5.1 Knowledge</th>
<th>5.2 Develop and Implement Practices and Strategies</th>
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</table>

### 6. Preventive and Responsive Services

<table>
<thead>
<tr>
<th>6.1 Knowledge</th>
<th>6.2 Promote Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
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</tbody>
</table>

### 7. School-Wide Practices to Promote Learning

<table>
<thead>
<tr>
<th>7.1 Knowledge</th>
<th>7.2 Design, Implement, and Evaluate Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
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</tbody>
</table>

### 8. Development and Learning

<table>
<thead>
<tr>
<th>8.1 Knowledge</th>
<th>8.2 Provide Professional Services</th>
</tr>
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<tbody>
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<td>[ ]</td>
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</table>
Narrative Summary Checklist – School Psychologists (continued)

<table>
<thead>
<tr>
<th>1 = Practice Does Not Meet Standard</th>
<th>2 = Practice Partially Emerging Standard</th>
<th>3 = Practice Proficient</th>
<th>4 = Practice Distinguished</th>
</tr>
</thead>
</table>

9. Research and Program Evaluation

9.1 Knowledge -

9.2 Evaluate and Apply Research -

10. Legal, Ethical, and Professional Practice

10.1 Knowledge -

10.2 Provide Services -

NARRATIVE SUMMARY:

1. Comments pertaining to progress toward professional goal(s).

2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.

3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING

☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE DATE EVALUATOR SIGNATURE DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Instructions: This form MUST be completed when the overall summary evaluation is Does Not Meet or Emerging Standards. This document will serve as the improvement plan for the unit member for the upcoming school year and evaluation cycle. Administrators must address all areas on the improvement plan in the Narrative Summary, but may choose to focus on 2-5 critical areas for improvement goals. Unit members will be under Administrative Evaluation Method 1 for the next school year.

### Standards for the Credentialing of School Psychologists

<table>
<thead>
<tr>
<th>Domain</th>
<th>Support Ideas: (may refer to separate list of intervention and support ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Data-Based Decision Making and Accountability</td>
<td></td>
</tr>
<tr>
<td>2. Consultation and Collaboration</td>
<td></td>
</tr>
<tr>
<td>3. Interventions and Mental Health Services to Develop Social Skills</td>
<td></td>
</tr>
<tr>
<td>4. Development and Learning</td>
<td></td>
</tr>
<tr>
<td>5. School-Wide Practices to Promote Learning</td>
<td></td>
</tr>
<tr>
<td>6. Preventive and Responsive Services</td>
<td></td>
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<tr>
<td>7. School-Wide Practices to Promote Learning</td>
<td></td>
</tr>
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<td>8. Development and Learning</td>
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</tr>
<tr>
<td>9. Research and Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>10. Legal, Ethical, and Professional Practice</td>
<td></td>
</tr>
</tbody>
</table>

A. Description of Improvement need in meeting domain(s):

B. Intervention/Supports necessary in order to meet the standard(s) (may refer to separate list of intervention and support ideas):

C. Timeframe and Evaluation Process:

__School:__

__Evaluatore Signature:__

__Date:__

__Evaluator Signature:__

__Date:__
Santa Cruz City Schools

Project-Based Evaluation

Method 2 Forms
SCCS Standards for the Credentialing of School Psychologists

"Methods 1, 2, 3"

Psychologists

School Psychologists

SCCS Standards for the Credentialing

Purpose and Use of the SCCS Standards for the Credentialing of School Psychologists

1. This document will be formally used as a reflective tool to demonstrate growth and used throughout the year.
2. Use the standards/rubric as a resource in reflecting on identifying effective practices.
3. Read through the standards/domains.
4. Highlight six (6) areas of growth/focus for the upcoming year.
5. Use the standards/rubric to guide your goal setting based on your self-reflection.
6. You will use the standards/rubric twice during your evaluation cycle.
7. Reflection 1 will be completed and turned in prior to or at Fall Planning.
8. Reflection 2 will be completed and turned in prior to or at Summative Conference.
Standards for the Credentialing of School Psychologists

1. Academic Skills.
   - School psychologists have knowledge of biological, cultural, and social influences on learning, life skills, and mental health; behavioral, emotional, and psychological influences on learning and the environment; and evidence-based supported strategies to promote learning and mental health.
   - In collaboration with others, school psychologists demonstrate skills to use assessment and data collection strategies and technologies to design, implement, and evaluate services to support academic, social–emotional, and mental health.

2. Data-Based Decision Making and Accountability
   - School psychologists have knowledge of varied methods of assessment and data collection methods and are able to use assessment and data collection methods and data to inform decision making and problem solving that promote all aspects of effective instruction and school psychology services.
   - As part of a systematic and comprehensive process of effective implementation of services, school psychologists have knowledge of varied methods of consultation, collaboration, and communication to develop and apply evidence-based and cultural- and social-informed assessment and data collection methods. School psychologists demonstrate skills in decision making and problem solving that promote all aspects of effective implementation of services and are able to design, implement, and evaluate responsive consultation strategies, and technology resources and data for service delivery.

3. Interventions and Instructional Support to Develop Social and Life Skills
   - Consultation and Collaboration
     - School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to support effective implementation of services.
     - As part of a systematic and comprehensive process of effective implementation of services, school psychologists collaborate with others to design, implement, and evaluate services to support academic, social–emotional, and mental health.

4. Interventions and Instructional Support to Develop Academic Skills
   - Consultation and Collaboration
     - School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to support effective implementation of services.
     - As part of a systematic and comprehensive process of effective implementation of services, school psychologists collaborate with others to design, implement, and evaluate services to support academic, social–emotional, and mental health.
Standards for the Credentialing of School Psychologists (continued)

5. School-Wide Practices to Promote Learning

1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; and principles and research related to diversities and other diverse characteristics.

2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community, including services that promote effective functioning for individuals, families, and communities.

6. Preventive and Responsive Services

1. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support family influences on children’s learning, socialization, and mental health; and school psychologists in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through preventive, protective, and adaptive skills to promote student learning and health, and community supports for school psychologists.

2. School psychologists, in collaboration with others, demonstrate skills to develop and implement preventive, protective, and adaptive strategies for school psychologists.

7. School-Wide Practices to Promote Learning

1. School psychologists have knowledge of principles and research related to individual differences, abilities, disabilities, and other diverse characteristics; and principles and research related to diversity factors for children, families, and schools, including factors related to race, ethnicity, and social determinants.

2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and communities with diverse characteristics, cultures, and backgrounds; and across multiple contexts with recognition of family and school partnerships and interactions with community, including services that promote effective functioning for individuals, families, and communities.

8. Development and Learning

1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop school psychologists in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, and community supports for school psychologists.

2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and communities with diverse characteristics, cultures, and backgrounds; and across multiple contexts with recognition of family and school partnerships and interactions with community, including services that promote effective functioning for individuals, families, and communities.

2. School psychologists, in collaboration with others, demonstrate skills to develop and implement preventive, protective, and adaptive strategies for school psychologists.

1. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support family influences on children’s learning, socialization, and mental health; and school psychologists in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through preventive, protective, and adaptive skills to promote student learning and health, and community supports for school psychologists.

2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community, including services that promote effective functioning for individuals, families, and communities.

2. School psychologists, in collaboration with others, demonstrate skills to develop and implement preventive, protective, and adaptive strategies for school psychologists.

1. School psychologists have knowledge of principles and research related to individual differences, abilities, disabilities, and other diverse characteristics; and principles and research related to diversity factors for children, families, and schools, including factors related to race, ethnicity, and social determinants.
Standards for the Credentialing of School Psychologists (continued)

9. Research and Program Evaluation

1. School psychologists have knowledge of the history and evolution of psychology, including its contributions to the education of children, youth, and families.

2. School psychologists demonstrate skills to develop, implement, and evaluate research and program evaluation methods for local, state, and national programs.

10. Legal, Ethical, and Professional Practice

1. School psychologists have knowledge of legal, ethical, and professional standards and apply these standards to their practice.

2. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods to support effective practice at the individual, group, and systems levels.

3. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

4. School psychologists, including school psychologists, collaborate in research and program evaluation to support effective practice at the individual, group, and systems levels.

5. School psychologists, including school psychologists, collaborate in research and program evaluation to support effective practice at the individual, group, and systems levels.

6. School psychologists, including school psychologists, collaborate in research and program evaluation to support effective practice at the individual, group, and systems levels.
**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
</tr>
</thead>
</table>

Evaluator: ____________________________________________

1. This year, aligned with Standard/Domian ________, I plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

2. This year, aligned with Standard/Domian ________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

3. This year, aligned with Standard/Domian ________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

**Conference Notes**

Evaluatee’s Signature __________ Date __________

Evaluator’s Signature __________ Date __________

(This signature will be considered an acknowledgement of outlining the goals for the ______ to ______ School Year.)
<p>| | | | | |</p>
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<td>4.</td>
<td>This year, aligned with Standard/Domain ________, I plan to</td>
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<td></td>
<td>Professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em></td>
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<td></td>
<td>Desired impact on student learning:</td>
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<td>5.</td>
<td>This year, aligned with Standard/Domain ________, I also plan to</td>
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<td></td>
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<td></td>
<td>Desired impact on student learning:</td>
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<td>6.</td>
<td>This year, aligned with Standard/Domain ________, I also plan to</td>
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<tr>
<td></td>
<td>Desired impact on student learning:</td>
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</table>

Conference Notes

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Evaluator’s Signature _________________ Date _________________

Evaluator’s Signature _________________ Date _________________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
**Project-Based Evaluation “Method 2”**

**Santa Cruz City Schools**

**Planning Sheet for ___________________________________________**

(*name of unit member)*

**Directions:** Please complete the items below and have ready to present to your evaluator at your Fall Planning Conference. Refer to the standards/domains and Goal-Setting sheet for guidance with your project.

<table>
<thead>
<tr>
<th><strong>Project Title:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of the purpose of the project: What project are you going to complete?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What data or artifacts might you collect:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief explanation of what you intend to do to achieve your goals: What do you hope to learn about your teaching or about student learning by completing your project? How will this advance your proficiencies?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is your timeline:</strong></th>
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</thead>
<tbody>
<tr>
<td>What will you have done regarding your project by the December break?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>By the second Friday in April:</strong></th>
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<tbody>
<tr>
<td>What project documentation will you be submitting to your evaluator before your Summative Conference?</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>How will you measure success:</strong></th>
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<tbody>
<tr>
<td>In other words, how will you determine if the project has been worthwhile to you as you continue to develop your craft?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluatee’s Signature</th>
<th>Date</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
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</thead>
</table>

Santa Cruz City Schools Certificated Evaluation  July 2018
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?
# Summative Evaluation – School Psychologists “Method 1, 2, 3”

Santa Cruz City Schools

**METHOD OF EVALUATION:**
- [ ] Administrative Evaluation “Method 1”
- [ ] Project-Based Evaluation “Method 2”
- [x] Peer-Based Evaluation “Method 3”

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
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<table>
<thead>
<tr>
<th>SCHOOL/LOCATION</th>
<th>EVALUATOR</th>
</tr>
</thead>
</table>

**CERTIFICATED STATUS (Check One):**
- Permanent
- Temporary
- Probationary
- 1st Year
- 2nd Year

1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

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<th>4</th>
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</table>

## 1. Data-Based Decision Making and Accountability

1.1 Knowledge -
1.2 Decision Making and Problem Solving -

## 2. Consultation and Collaboration

2.1 Knowledge -
2.2 Decision Making and Problem Solving -

## 3. Interventions and Instructional Support to Develop Academic Skills

3.1 Knowledge -
3.2 Assessment and Data Collection Methods -

## 4. Interventions and Mental Health Services to Develop Social and Life Skills

4.1 Knowledge -
4.2 Assessment and Data Collection Methods -

## 5. School-Wide Practices to Promote Learning

5.1 Knowledge -
5.2 Develop and Implement Practices and Strategies -

## 6. Preventive and Responsive Services

6.1 Knowledge -
6.2 Promote Services -

## 7. School-Wide Practices to Promote Learning

7.1 Knowledge -
7.2 Design, Implement, and Evaluate Services -

## 8. Development and Learning

8.1 Knowledge -
8.2 Provide Professional Services -
### Narrative Summary Checklist – School Psychologists (continued)

<table>
<thead>
<tr>
<th></th>
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### 9. Research and Program Evaluation

<table>
<thead>
<tr>
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| 9.1 | Knowledge -                        |
| 9.2 | Evaluate and Apply Research -      |

### 10. Legal, Ethical, and Professional Practice

<table>
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| 10.1 | Knowledge -                       |
| 10.2 | Provide Services -                |

### NARRATIVE SUMMARY:

1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

### EVIDENCE/DATA SUMMARY:

### OVERALL EVALUATION RATING

- [ ] Does Not Meet Standards
- [ ] Emerging Standards
- [ ] Proficient
- [ ] Distinguished

**EVALUATEE SIGNATURE**  DATE  **EVALUATOR SIGNATURE**  DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Santa Cruz City Schools

Peer-Based Evaluation

Method 3 Forms
Purpose and Use of the SCCS Standards for the Credentialing of School Psychologists

Methods 1, 2, 3

SCCS Standards for the Credentialing of School Psychologists

1. This document will be formally used as a Reflective tool to demonstrate growth and used throughout the year.

2. Use the standards/rubric as a resource in reflecting on identifying effective practices.

3. Read through the standards/domains.

4. Highlight six (6) areas of growth/focus for the upcoming year.

5. Use the standards/rubric to guide your goal setting based on your self-reflection.

6. You will use the standards/rubric twice during your evaluation cycle.

7. Reflection 1 will be completed and turned in prior to or at Fall Planning.

8. Reflection 2 will be completed and turned in prior to or at Summative Conference.
Reflection 1: Standards for the Credentialing of School Psychologists

1. Academic Skills.
   - Implement and evaluate services that support cognitive and academic skills.
   - Implement and evaluate services that support cognitive and academic skills.

2. Data-Driven Decision Making and Accountability.
   - School psychologists have knowledge of varied methods and data collection methods and can demonstrate their effectiveness.
   - School psychologists have knowledge of varied methods and data collection methods and can demonstrate their effectiveness.

3. Interventions and Instructional Support to Develop Academic Skills.
   - School psychologists have knowledge of cognitive, academic, and developmental processes; and evidence-based strategies.
   - School psychologists have knowledge of cognitive, academic, and developmental processes; and evidence-based strategies.

4. Interventions and Instructional Support to Develop Social and Life Skills.
   - School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health.
   - School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health.

5. Consultation and Collaboration.
   - School psychologists use assessment and data collection methods and strategies to promote effective implementation of services.
   - School psychologists use assessment and data collection methods and strategies to promote effective implementation of services.

6. Consultation and Collaboration.
   - School psychologists, in collaboration with others, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate services.
   - School psychologists, in collaboration with others, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate services.

7. Data-Driven Decision Making and Accountability.
   - School psychologists, in collaboration with others, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate services.
   - School psychologists, in collaboration with others, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate services.

8. Data-Driven Decision Making and Accountability.
   - School psychologists, in collaboration with others, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate services.
   - School psychologists, in collaboration with others, demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate services.
Standards for the Credentialing of School Psychologists (continued)

6. Preventive and Responsive Services

- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective factors and address potential barriers.

7. School-Wide Practices to Promote Learning

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; and empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop effective family-school partnerships.

8. Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics.

2. School psychologists have knowledge of principles and research related to diversity, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.
Reflection 1

9. Research and Program Evaluation

Standards for the Credentialing of School Psychologists (continued)

10. Legal, Ethical, and Professional Practice

1. School psychologists have knowledge of the history and development of school psychology, as well as knowledge of related fields such as educational psychology, counseling psychology, and clinical psychology.

2. School psychologists demonstrate knowledge of ethical, legal, and professional standards and purposes, and their role in guiding and supporting their practice.

3. School psychologists engage in research that supports effective services delivery and in evidence-based practice.

4. School psychologists use research and program evaluation to support effective practices at the individual, group, and/or systems levels.

5. School psychologists utilize resources for data collection, measurement, and evaluation.

6. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and in evidence-based practice.

7. School psychologists demonstrate skills to evaluate and apply evidence-based practice.

8. School psychologists demonstrate skills to evaluate and apply evidence-based practice.

9. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

10. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

11. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

12. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
**Goal-Setting “Method 1,2,3”**
Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

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<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
</tr>
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</table>

Evaluator: __________________________________________

1. This year, aligned with Standard/Domian ________, I plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

2. This year, aligned with Standard/Domian ________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

3. This year, aligned with Standard/Domian ________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

**Conference Notes**

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(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
### Goal-Setting “Method 1,2,3”

(continued)

**professional goals four to six**

Santa Cruz City Schools

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<tr>
<th>4.</th>
<th>This year, aligned with Standard/Domain __________, I plan to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional growth will be measured by <em>data, student work, student assessment, other evidence, etc</em></td>
</tr>
<tr>
<td></td>
<td>Desired impact on student learning:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>This year, aligned with Standard/Domain __________, I also plan to</th>
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<tbody>
<tr>
<td></td>
<td>Professional growth will be measured by <em>data, student work, student assessment, other evidence, etc</em></td>
</tr>
<tr>
<td></td>
<td>Desired impact on student learning:</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>6.</th>
<th>This year, aligned with Standard/Domain __________, I also plan to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional growth will be measured by <em>data, student work, student assessment, other evidence, etc</em></td>
</tr>
<tr>
<td></td>
<td>Desired impact on student learning:</td>
</tr>
</tbody>
</table>

**Conference Notes**

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<tr>
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</thead>
<tbody>
<tr>
<td>Evaluatee’s Signature</td>
<td>Date</td>
<td>Evaluator’s Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
**Peer-Based Evaluation – Planning Sheet “Method 3”**

**Santa Cruz City Schools**

**Planning Sheet for**

*(name of unit member)*

**Directions:** Please complete the items below and submit to your evaluator by September 15. Your evaluator will set up periodic meetings to review your progress on your Peer-Based Evaluation sheet.

<table>
<thead>
<tr>
<th>Partner:</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Department or Grade Level:</td>
<td></td>
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</table>

**Brief description for choosing this method:**
What do you hope to learn about your teaching or about student learning? How will this advance your proficiencies?

<p>| | |</p>
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<tbody>
<tr>
<td><strong>Observation:</strong> What practices do you plan to observe closely? Have you and your partner identified Standards/Domains to focus on during your observation?</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>What is your timeline:</strong></td>
<td></td>
</tr>
<tr>
<td>• Anticipated Pre/Post Observation dates?</td>
<td></td>
</tr>
<tr>
<td>• Anticipated Observation dates?</td>
<td></td>
</tr>
<tr>
<td>• Will you need coverage for your class? If so, have you discussed this with your evaluator?</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluatee’s Signature**

**Date**

**Evaluator’s Signature**

**Date**
Peer-Based Observation Form “Method 3”
Santa Cruz City Schools

Name of Unit Member being observed
School/Site
Date

Grade level: Subject: Time: to # of Students:

Observer:

This form should be used for observations for Peer-Based - Method 3

Student learning goal(s) and success criteria

Observations

Learnings from observations

Follow up Items for post conference
Post Observation Meeting Notes “Method 3”

Santa Cruz City Schools

<table>
<thead>
<tr>
<th>Name of Unit Member being observed</th>
<th>School/Site</th>
<th>Date</th>
</tr>
</thead>
</table>

Grade level:  
Subject:  
Time:  to  
# of Students:  

Observer:  

This form should be used to for observations for Peer-Based - Method 3

<table>
<thead>
<tr>
<th>Items We Discussed</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning to Apply Them to Classroom</th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Next Steps</th>
<th></th>
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</thead>
</table>

Evaluatee’s Signature  
Date  
Evaluator’s Signature  
Date

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)
## Summative Evaluation – School Psychologists “Method 1, 2, 3”

Santa Cruz City Schools

**METHOD OF EVALUATION:**
- ☐ Administrative Evaluation “Method 1”
- ☐ Project-Based Evaluation “Method 2”
- ☐ Peer-Based Evaluation “Method 3”

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL/LOCATION</th>
<th>EVALUATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**CERTIFICATED STATUS (Check One):**

- ☐ Permanent
- ☐ Temporary
- ☐ Probationary
- ☐ 1st Year
- ☐ 2nd Year

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1 = Practice Does Not Meet Standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = Practice Partially Emerging Standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = Practice Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = Practice Distinguished</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>1. Data-Based Decision Making and Accountability</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>1.2 Decision Making and Problem Solving -</td>
<td>☐ ☐ ☐ ☐</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Consultation and Collaboration</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>2.2 Decision Making and Problem Solving -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Interventions and Instructional Support to Develop Academic Skills</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>3.2 Assessment and Data Collection Methods -</td>
<td>☐ ☐ ☐ ☐</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Interventions and Mental Health Services to Develop Social and Life Skills</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>4.2 Assessment and Data Collection Methods -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. School-Wide Practices to Promote Learning</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>5.2 Develop and Implement Practices and Strategies -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Preventive and Responsive Services</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>6.2 Promote Services -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. School-Wide Practices to Promote Learning</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>7.2 Design, Implement, and Evaluate Services -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>8. Development and Learning</th>
<th>☐ ☐ ☐ ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Knowledge -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>8.2 Provide Professional Services -</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING
- Does Not Meet Standards
- Emerging Standards
- Proficient
- Distinguished

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?