

STOCKTON UNIFIED SCHOOL DISTRICT
EVALUATION FORM
PSYCHOLOGICAL SERVICES CHAIR

Name: _____

Site: _____

Pre Evaluation Conference Date: _____

Mid Year Evaluation Date: _____

Final Evaluation Date: _____

The Psychological Services Chair provides a range of services to students, teachers, administrators and other school personnel, student's families and regional agencies which support the educational process. The intent of these services is to facilitate the learning process for students.

Rating Criteria:

- | | |
|---|---------------------|
| 4. Experienced practice that Exemplifies the Standard | (Commendable) |
| 3. Maturing Beginning Practice | (Satisfactory) |
| 2. Developing Beginning Practice | (Needs Improvement) |
| 1. Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

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I. CONSULTATION

1. Within the context of the IEP meeting, assists the IEP team in determining student needs and formulating recommendations.				
2. Consults with teachers regarding the development and implementations of classroom methods and procedures designed to facilitate pupil learning.				
3. Assists teachers in the development of behavioral plans to address students' learning and behavior problems.				
4. Consults with the Student Study Team about student's learning and social and behavioral problems, to discuss and plan prevention and Intervention strategies as needed.				
5. Consults with school administrators regarding appropriate learning objectives for children, and the planning of developmental and remedial programs as requested.				
6. Consults with school administrators in cases where the difficulty or sensitivity of the situation warrants it.				
7. Provides consultation and education as needed to parents to understand child development, learning and adjustment processes for children.				
8. Provides consultation with pupil service specialists (i.e. counselors as requested).				
9. Seeks consultation with professional staff as needed.				
10. Enhances the professional growth of teachers and staff through in service sessions, consultations and sharing of materials to promote a greater understanding of special education and the role of school psychologists as appropriate.				

II. ASSESSMENT

1. Provides for psycho-educational assessment and diagnosis of specific learning, social/emotional and other disabilities; conducts assessments of gifted and talented students; develops behavioral assessments as needed.				
2. Prepares written reports as appropriate that accurately and completely reflect the results of each assessment in conformance with federal, state, and district policies and procedures.				
3. Effectively communicates the results of assessments to parents, students and staff in ways to promote an understanding of the student's functioning and makes appropriate recommendations. Uses a <i>multimodal</i> approach to present summary data when appropriate.				
4. Recognizes cultural and language variations in the appropriate selection and use of diagnostic tools.				

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EVALUATION FORM
PSYCHOLOGICAL SERVICES CHAIR

III. DIRECT INTERVENTION				
1. Provides counseling and guidance to special education students enrolled in DIS counseling on an individual and small group basis per IEP, and for general education students upon mutual agreement of the principal and school psychologist for problems related to learning and school adjustment.				
2. Works directly with students or families to help provide short term interventions to deal with difficult crises (e.g. separation and loss) upon mutual agreement of the principal and school psychologist or when assigned crisis team duties by a supervisor.				
IV. RESEARCH/EVALUATION/ADMINISTRATION				
1. Participates in professional growth activities throughout the year.				
2. Provides appropriate supervision and direction to intern school psychologists, per mutual agreement.				
3. Performs adjunct duties per mutual agreement, as prescribed in article 6.1.1 © of the contract agreement. (Only to be evaluated with consent of SPPA employee				
4. Maintains confidentiality of student information and guides others in compliance with the law.				
5. Demonstrates and maintains an appropriate level of professional ethics and competence in the field of school psychology.				
6. Assists in the development of district policies related to special education, per mutual agreement.				
7. Serves on committees responsible for developing and planning educational activities, per mutual agreement.				
8. Conducts research or evaluations of an educational nature, per mutual agreement.				
9. Contributes to the attainment of District goals as established by the Board of Education.				
V. WORK HABITS/RELATIONSHIPS				
1. Flexibility				
2. Dependability.				
3. Ability to work without supervision.				
4. Works well with others.				
VI. SUPPORT - CHAIR RESPONSIBILITIES				
1. Actively promotes Psychological Services as a cooperative, collaborative unit.				
2. Organizes and arranges staff meetings and staff development for Psychological Services.				
3. Assists in recruitment of personnel including School Psychologists, Interns and Fieldwork Students.				
4. Provides mediation between School Psychologists, other professionals and parents as needed.				
5. Serves as liaison between Psychological Services and other groups (e.g. Administrators, other SUSD Departments, Universities, etc.).				
6. Collaborates with Special Education Administrators regarding administrative secretaries work duties.				

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**EVALUATOR'S
COMMENTS:**

FINAL EVALUATION RATING

- Commendable Satisfactory Needs Improvement Unsatisfactory

EVALUATOR'S RECOMMENDATION

- I recommend this Psychological Services Chair for continued employment in their present position.
- I recommend a probationary period to improve performance for this Psychological Services Chair position. An Improvement plan is attached.

**SELF
IMPROVEMENT
GOALS:**

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EVALUATION FORM
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The evaluation and assessment of the performance of each certificated unit employee shall be made on a continuing basis as follows:

- (a) Once each school year for temporary/probationary personnel;
- (b) Every other year for personnel with permanent status not meeting the criteria below;
- (c) Every five (5) years for permanent personnel who have been employed at least ten (10) years with the district and whose most recent previous evaluation rated the employee as 'Satisfactory' or 'Commendable'. The certificated employee or the evaluator may withdraw consent at any time.

Evaluator's Signature/ Date

SUSD Employee ID

Psychological Services Chair Signature/ Date

SUSD Employee ID