

Utah Model School Psychologist Summative Evaluation Document

Educator: _____ Administrator: _____ Date: _____

1) Reviewed and discussed the following:

- Stakeholder feedback
- Observation data
- Educator self-assessment
- Educator Professional Growth Plan including goals and progress.

Commendations and or Recommendations:

2) Summative evaluation by Standard:

1-not effective 2- partially effective 3- effective

Domain 1: Data-Based Decision Making	1	2	3	Comments
a. Understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports.				
b. Systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels.				
c. Consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.				

Domain 2: Consultation and Collaboration	1	2	3	Comments
<p>a. Understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.</p>				
<p>b. Demonstrate skills to consult, collaborate, and communicate effectively with others.</p>				

Domain 3: Academic Intervention and Instructional Supports	1	2	3	Comments
<p>a. Understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.</p>				
<p>b. In collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.</p>				

Domain 4: Mental and Behavioral Health Services and Interventions	1	2	3	Comments
a. Understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning.				
b. In collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.				

Domain 5: School-wide Practices to Promote Learning	1	2	3	Comments
a. Understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health.				
b. In collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.				

Domain 6: Services to Promote Safe and Supportive Schools	1	2	3	Comments
<p>a. Understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.</p>				
<p>b. In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.</p>				

Domain 7: Family, School, and Community Collaboration	1	2	3	Comments
a. Understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.				
b. In collaboration with others, design, implement, and evaluate services that respond to culture and context.				
c. Facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.				

Domain 8: Equitable Practices for Diverse Student Populations	1	2	3	Comments
a. Have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning.				
b. Understand principles and research related to diversity in children, families, schools, and communities.				
c. Implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity.				
d. Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.				

Domain 9: Research and Evidence-Based Practice	1	2	3	Comments
a. Have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.				
b. Evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.				

Domain 10: Legal, Ethical, and Professional Practice	1	2	3	Comments
a. Have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.				
b. Provide services consistent with ethical, legal, and professional standards.				

c. Reviewed and discussed evidence of educator’s professional growth:

Supporting evidence for professional growth and comments:

d. Reviewed and discussed evidence of student growth

Supporting evidence for student growth and comments:

e. Summative evaluation level:

- 1- (not-effective) The educator did not meet performance expectations.
- 2- (partially effective) The educator partially met performance expectations by demonstrating evidence of professional growth **or** demonstrating evidence of student growth.
- 3- (effective) The educator met performance expectations by demonstrating evidence of professional growth **and** demonstrating evidence of student growth.

f. Commendations or Recommendations for any professional standard:

Comments:

This document has been reviewed with a supervisor.

Educator Signature: _____ date: _____

This document has been reviewed with the educator.

Administrator Signature: _____ date: _____

These domains are from the National Association of School Psychologists 2020 Domains of Practice. <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>