**Appendix A**

**Initial Pre-Evaluation WorkSheet**

Name: School Year: Centralized  School Based

Employee Number: School System: Assigned Schools:

Domains and standards areas of service selected by school system

(check all that apply or use N/A if they do not)

Domain #1- Data Analysis & Application

Standard 1- Data-Based Decision Making and Accountability OR  N/A

Standard 2- Research and Program Evaluation OR  N/A

Domain #2- Collaborative Partnering

Standard 3- Consultation and Collaboration OR  N/A

Standard 4- Family–School Collaboration Services OR  N/A

Domain #3- Interventions & Supports

Standard 5- Interventions and Instructional Support OR  N/A

Standard 6- Interventions and Mental Health Services OR  N/A

Domain#4- System Level Services

Standard 7- School-Wide Practices to Promote Learning OR  N/A

Standard 8- Preventive and Responsive Services OR  N/A

Domain #5- Core Principles & Professional Responsibilities

Standard 9- Diversity in Development and Learning OR  N/A

Standard 10- Legal, Ethical, and Professional Practice OR  N/A

Formula (if using points system on Appendix D- Summative Form)

Total # of Standards Selected = \_\_\_\_\_\_ times 4 = \_\_\_\_\_\_\_\_Total Possible Points Earned

(40 points maximum with all 10 standards)

*Summative Average Total Score*= Possible points earned divided by the number of standards used

Observations to be conducted and approximate timeframe (check all that apply)

Fall  Winter  Spring

Planned Mid Year Feedback Timeframe (check tentative month(s) feedback planned)

Oct- Nov  Nov-Dec  Dec-Jan  Jan-Feb

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Supervisor School Psychologist Date

**Appendix B**

**Mid Year Feedback WorkSheet**

Name: School Year: Centralized  School Based

Employee Number: School System: Assigned Schools:

Domains and standards areas of service selected by school system

(check each that apply or use N/A if they do not)

Domain #1- Data Analysis & Application

Standard 1- Data-Based Decision Making and Accountability OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Standard 2- Research and Program Evaluation OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Domain #2- Collaborative Partnering

Standard 3- Consultation and Collaboration OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Standard 4- Family–School Collaboration Services OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Domain #3- Interventions & Supports

Standard 5- Interventions and Instructional Support OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Standard 6- Interventions and Mental Health Services OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Domain#4- System Level Services

Standard 7- School-Wide Practices to Promote Learning OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Standard 8- Preventive and Responsive Services OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Domain #5- Core Principles & Professional Responsibilities

Standard 9- Diversity in Development and Learning OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Standard 10- Legal, Ethical, and Professional Practice OR  N/A

Exemplary (4)  Proficient (3)  Needs Development (2)  Ineffective (1)

Observation(s) conducted? (check all that apply- attach observation summary)

No  Yes  Yes, with follow-up(s) needed \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Supervisor School Psychologist Date

**Appendix C**

**Mid-Year Improvement Worksheet (Use if Lacking Proficiency in Domain Area(s) pg 1**

Name: School Year: Centralized  School Based

Employee Number: School System: Assigned Schools:

Domains and Standards Areas Lacking Proficiency Mid Year

(check which applies based on the pre-evaluation selected areas of service).

Domain #1- Data Analysis & Application

Standard 1- - Data-Based Decision Making and Accountability

Standard 2- - Research and Program Evaluation

Deficiency Justification (2 or 1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Domain #2- Collaborative Partnering

Standard 3- - Consultation and Collaboration

Standard 4- - Family–School Collaboration Services

Deficiency Justification (2 or 1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Domain #3- Interventions & Supports

Standard 5- - Interventions and Instructional Support

Standard 6- - Interventions and Mental Health Services

Deficiency Justification (2 or 1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Domain#4- System Level Services

Standard 7- - School-Wide Practices to Promote Learning

Standard 8- - Preventive and Responsive Services

Deficiency Justification (2 or 1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Domain #5- Core Principles & Professional Responsibilities

Standard 9- - Diversity in Development and Learning

Standard 10- - Legal, Ethical, and Professional Practice

Deficiency Justification (2 or 1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mid-Year Feedback Sheet (Use if Lacking Proficiency in Domain Area(s) pg 2**

Supervisor observations conducted – attach observation summaries

School Psychologist’s Rebuttal to Lacking area(s)- attached

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data or evidence (case review, data or evidence)- attached

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Supervisor School Psychologist Date

Course of Action Summary (below) --- County Development Plan Used □

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Appendix D

**GASP-SEI Observation Form**

|  |  |  |
| --- | --- | --- |
| School Psychologist: | School: | Observation Interval:  only  first  second  follow-up |
| Observer: | Observation Date: | Setting Type: ☐ informal consult  T2  T3/SST  SPED  504  Other |

|  |  |  |  |
| --- | --- | --- | --- |
| **Observation Criteria** | **Observed** | **Not Observed** | **No Opportunity** |
| 1. School Psychologist (SP) establishes and maintains a positive relationship with participants during the meeting. |  |  |  |
| 2. SP demonstrates professional demeanor and appearance. |  |  |  |
| 3. SP communicates in a manner that leads to listener understanding. |  |  |  |
| 4. SP demonstrates active listening skills that assist with defining presenting concerns and assists with problem solving process. |  |  |  |
| 5. SP demonstrates an understanding of school-based data in order to assist with determining areas to target for intervention. |  |  |  |
| 6. SP demonstrates knowledge of research based behavioral and/or academic interventions that are consistent with local school resources and programs. |  |  |  |
| 7. SP demonstrates knowledge of data collections methods to assist team with documenting intervention outcomes. |  |  |  |
| 8. SP ensures parents have an opportunity to ask questions and responds appropriately parent concerns/questions posed to him/her. |  |  |  |
| 9. SP provides participants with recommended next steps (eval & eligibility, RTI follow up, screening information) and contact information when appropriate |  |  |  |
| 10. If evaluation request is made, the SP provides parents with information regarding the scope of evaluation, as well as rationale and timeframe. |  |  |  |
| 11. SP provides parents with information regarding their child’s strengths /weaknesses using existing data eg. observations, EOY scores, normative data |  |  |  |
| 12. SP provides participants with information regarding additional referrals/ resources as applicable or when requested. |  |  |  |

Applicable standards related to this observation-

S1 Data  S2 Research

S3 School Consult  S4 Community Consult

S5 Academic  S6 Behavior

S7 System Academic  S8 System Behavioral

S9 Diversity  S10 Professional

### Appendix D

**GASP-SEI Observation Form**

Strengths noted:

Recommendations noted:

### 

### Signatures:

### School Psychologist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Date: Date:

* Supervisor and psychologist should each keep a copy of this form.
* Signature acknowledges receipt of form, not necessarily concurrence with results. Written comments may be attached.
* If comments are attached, initial here \_\_\_\_\_\_\_\_

Name: School Year: Centralized  School Based

Employee Number: School System: Assigned Schools:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Appendix E** | **GASP-SEI - S**ummative Evaluation Form (Detailed Rubric Attached) | | | | |
| Domain #1- Data Analysis & Application  **Standard 1- Data-Based Decision Making and Accountability** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| **Standard 2- Research and Program Evaluation** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| D1 Comments- | | | | | |
| Domain #2- Collaborative Partnering  **Standard 3- Consultation and Collaboration** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| **Standard 4- Family–School Collaboration Services** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| D2 Comments- | | | | | |
| Domain #3- Interventions & Supports  **Standard 5- Interventions and Instructional Support to Develop Academic Skills** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| **Standard 6- Interventions and Mental Health Services to Develop Social and Life Skills** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| D3 Comments- | | | | | |
| Domain#4- System Level Services  **Standard 7- School-Wide Practices to Promote Learning** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| **Standard 8- Preventive and Responsive Services** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| D4 Comments- | | | | | |
| Domain #5- Core Principles & Professional Responsibilities  **Standard 9- Diversity in Development and Learning** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| **Standard 10- Legal, Ethical, and Professional Practice** | | | | | |
| Exemplary (4) | | Proficient (3) | Needs Development (2) | Ineffective (1) | No Opportunity |
| D5 Comments- | | | | | |
| Summative Average Total Score  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor School Psychologist Date | | | | | |

**Appendix F**

**Professional Activities Log**

Date Activity or Training Description Applicable Standard (1-10)