



RSU5

Durham – Freeport – Pownal  
Growth & Evaluation

School Psychologist  
Professional Practice Rubrics  
and Evaluation Summary

## I. PLANNING AND PREPARATION

The School Psychologist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a</b> Knowledge of school psychology theory and techniques	Demonstrates deep and thorough understanding of school psychology theory and techniques.	Demonstrates understanding of school psychology theory and techniques	Demonstrates basic understanding of school psychology theory and techniques.	Demonstrates little understanding of school psychology theory and techniques.
<b>b</b> Knowledge of child and adolescent development	Demonstrates accurate knowledge of the typical developmental characteristics of the age group and of the exceptions to the general patterns; understands the extent to which individual students follow the general patterns.	Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Demonstrates partial knowledge of child and adolescent development.	Demonstrates little or no knowledge of child and adolescent development.
<b>c</b> Regulations and resources	Displays extensive awareness of regulations and of resources for students, including those available through the school, district and community.	Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.	Displays little or no awareness of regulations or of resources for students.
<b>d</b> Planning the school psychology program	Provides highly coherent input in planning the school psychology program that supports not only the individual students, but also the broader educational programs.	Provides input in planning the school psychology program that includes the important aspects of evaluating students.	Provides input in planning the school psychology program that includes a number of worthwhile activities, but some of them don't fit broader goals.	Provides input in planning the school psychology program that consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>e</b> Evaluations	Provides highly sophisticated input into evaluations supported by evidence with clear evidence that referral questions have been addressed.	Provides clear, organized input into evaluations supported by evidence to indicate the degree to which the referral questions have been met.	Provides rudimentary input into evaluations without supporting evidence that referral questions have been addressed.	Provides no input into evaluations or resists suggestion that referral question is important.
<b>f</b> Analysis and conclusions	Individually and with colleagues, draws appropriate, actionable conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data that improve short and long-term planning decisions.	Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.
<b>g</b> Manages routines and procedures	Has clearly articulated, seamless routines for the completion of evaluations and participation in IEP meetings.	Has effective routines for the completion of evaluations and participation in IEP meetings.	Has rudimentary or partially successful routines for the completion of evaluations and participation in IEP meetings.	Does not have routines for the completion of evaluations and participation in IEP meetings, or routines are in disarray.

Overall rating: \_\_\_\_\_

Comments:

## II. ASSESSMENT

The School Psychologist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a</b> Evaluation design	Administers assessments from a broad repertoire, then chooses the most appropriate to the referral question and conducts thorough record review.	Administers appropriate evaluation instrument and conducts appropriate records review.	May not administer appropriate evaluation instruments and gathers limited historical review.	Resists administering evaluations, selects instruments inappropriate to the situation, and /or gathers minimal information on history.
<b>b</b> Standards of conduct	Establishes clear standards of conduct in the testing environment and monitors student behavior against those standards.	Establishes standards of conduct in the testing environment and monitors student behavior against those standards.	Establishes standards of conduct in the testing environment; however, attempts to monitor and correct inappropriate behavior and corrections may not be effective.	Does not establish standards of conduct, and disregards or fails to address inappropriate behavior.
<b>c</b> Testing environment and materials	Individualizes the testing environment to student needs and manipulates materials with no interruption to the student.	Seamlessly adjusts testing environment to student needs and manipulates materials with minimal interruption to the student.	Attempts to adjust the testing environment to meet student needs, and makes materials available with additional effort.	Does not organize a test environment to meet student needs, and materials are difficult to find when needed.
<b>d</b> Qualitative Behavior Analysis	Consistently administers tests within standardization guidelines, while integrating information about qualitative responses across tests and adjusting testing accordingly.	Administers tests according to testing standards. Adjusts testing (without sacrificing standardization) based on qualitative observations in a test (e.g. testing the limits).	Able to administer within standardization guidelines, but only limited ability to interpret qualitative behaviors and utilize those behaviors to inform testing decisions and interpretations.	Unable to administer in standardization guidelines and does not interpret qualitative responses.
<b>e</b> Report Writing	Writes reports that are thorough yet concise, well written and include research based, appropriate recommendations.	Writes reports that are thorough and well written including appropriate recommendations.	Writes reports that are not always thorough, may be poorly written or unnecessarily long. Includes recommendations that are somewhat appropriate.	Writes reports that are not thorough or poorly written. May not include recommendations or includes recommendations that are inappropriate.
<b>f</b> Verbal communications of test results	Communicates test results clearly and concisely, including academic and functional implications when appropriate; communication is understood by the audience.	Communicates test results clearly, including academic and functional implications when appropriate; communication is usually understood by the audience.	May not clearly or effectively communicate test results, and sometimes misses academic or functional implications; may not communicate in an appropriately concise manner.	Does not communicate test results effectively; may provide information that is not appropriate.

Overall rating: \_\_\_\_\_

Comments:

### III. COMMUNICATION

The School Psychologist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a Respect and rapport</b>	Establishes respect and rapport with all staff, parents and students, reflecting a high degree of comfort and trustworthiness. Promotes positive interactions.	Encourages students to engage in positive interactions. Has positive and respectful interactions with staff, parents and students to cultivate comfort and trust.	Has some positive and negative interactions with staff, parents and students. Is partially successful in encouraging positive interactions.	Has at least some interactions with staff, parents and/or students that are negative or inappropriate. Does not promote positive interactions.
<b>b Respects differences</b>	Establishes an environment which respects and affirms their own and others' differences and similarities related to background, identity, language, strengths, and challenges.	Establishes an environment which respects and affirms their own and others' differences.	Establishes an environment which generally demonstrates respect for individual differences.	Establishes an environment that does not support respect for individual differences.
<b>c Assessing students needs</b>	Conducts detailed assessments of student needs and knows the range of the student needs.	Conducts adequate assessments of student needs and knows the range of the student needs.	Conducts perfunctory assessments of students.	Does not assess student needs or the assessments result in inaccurate conclusions.
<b>d Problem-solving</b>	Demonstrates strong problem solving skills and provides meaningful knowledge and assistance to others in problem-solving and conflict resolution.	Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.	Demonstrates some ability to problem-solve and assist others.	Has limited ability to solve problems or offer insight.
<b>e Responsiveness to staff</b>	Deals immediately and successfully with staff concerns and makes staff feel welcome at all times.	Responds successfully to staff concerns and makes staff feel welcome.	Is slow to respond to some staff concerns and/or sometimes makes staff feel unwelcome.	Does not respond to staff concerns and/or makes staff feel unwelcome.
<b>f Resources</b>	Collaborates with other programs/agencies, both within and beyond the school or district to meet individual student needs.	Collaborates with other programs within the school or district to meet individual student needs.	Is partially successful in collaborating with other programs within the school to meet student needs.	Does not make connections with other programs in order to meet student needs.
<b>g Consultation with school staff</b>	Is proactive in providing staff with information regarding students.	Provides staff with information regarding student progress.	Provides limited information to staff regarding students.	Provides no information to, and has little contact with staff regarding students.

Overall rating: \_\_\_\_\_

Comments:

IV. FAMILY OUTREACH

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a</b> <b>Respect</b>	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
<b>b</b> <b>Belief</b>	Demonstrates in-depth knowledge of each student to parents with genuine interest and a strong belief the student will progress and achieve.	Demonstrates knowledge of each student to parents with genuine interest and belief the student will progress and achieve.	Demonstrates limited knowledge of each student to parents with limited interest and belief the student will progress and achieve.	Does not convey to parents any knowledge of individual students or belief the student will progress and achieve.
<b>c</b> <b>Communicating with families</b>	Is proactive and resourceful in providing thorough and accurate information to families about the evaluation procedure.	Provides accurate information to families about the evaluation procedure.	Provides limited though accurate information to families about the evaluation procedure.	Provides no information to families about the evaluation procedure.
<b>d</b> <b>Involvement</b>	Frequently communicates with and involves parents in the evaluation process.	Actively updates parents on the evaluation process as it unfolds, including results.	Sometimes updates parents on the evaluation process and results.	Rarely, if ever, communicates with parents.
<b>e</b> <b>Responsiveness to parents</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and/or sometimes makes parents feel unwelcome.	Does not respond to parent concerns and/or makes parents feel unwelcome.
<b>f</b> <b>Outreach</b>	Successfully contacts and works with all parents, including those who are hard to reach.	Persistently tries to contact all parents, including those who are hard to reach.	Tries to contact most parents, but only reaches parents who are easily and readily accessible.	Makes little or no effort to contact parents.
<b>g</b> <b>Release of information</b>	Always secures necessary permission to communicate with other providers outside of schools.	Secures necessary permission to communicate with other providers outside of schools.	Sometimes secures necessary permission to communicate with other providers outside of schools.	Does not secure necessary permission to communicate with other providers outside of schools.

Overall rating: \_\_\_\_\_

Comments:

## V. PROFESSIONAL RESPONSIBILITIES

The School Psychologist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a</b> <b>Reliability</b>	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
<b>b</b> <b>Professionalism</b>	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, actions, and/or appearance.	Is unprofessional in words, actions, and /or appearance.
<b>c</b> <b>Judgment</b>	Integrates various models (e.g., ethics, legal...) and discusses complex or conflicting situations with appropriate colleagues and administrators. maintains confidentiality with student records.	Behaves within legal and ethical guidelines. maintains confidentiality with student records.	May occasionally apply questionable judgment. May not act within legal or ethical guidelines but is open to input. Only occasionally discloses student information.	Acts in an unethical or illegal manner, uses poor judgment, and/or discusses student information and violates confidentiality.
<b>d</b> <b>Communication</b>	Proactively informs the administration of any concerns and reaches out for help and suggestions.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns or constantly complains, and is not open to help.
<b>e</b> <b>Contributions to the School Community</b>	Proactively anticipates, demonstrates and cultivates in others, a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
<b>f</b> <b>Reflecting on instruction</b>	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics of at least some students, then makes some specific suggestions for instruction.	Is moderately accurate and objective in reflections on practice without citing specific examples for some students, and makes global suggestions for instruction.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>g</b> <b>Openness</b>	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.

<b>h</b> <b>Professional Development</b>	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from colleagues, workshops, readings and others sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.
<b>i</b> <b>Professional Community</b>	Makes a substantial contribution to school/district events and projects and assumes leadership with colleagues including IEP teams, SAT, etc. Initiates and maintains positive and productive relationships with colleagues.	Participates actively in school/district events, projects and committees including IEP Teams, SAT, etc. Maintains positive and productive relationships with colleagues.	Participates in school and district events, projects and committees only when specifically requested. Maintains cordial relationships with colleagues.	Avoids involvement in school and district events, projects and committees. Creates negative or self-serving relationships with colleagues.
<b>j</b> <b>Flexibility</b>	Easily adapts to changes in schedules, case load, and other issues as needed.	Is able to adapt to changes in schedules, case load, and other issues as needed.	Has difficulty adapting to changes in schedules, caseload, and other issues.	Is unable to adapt to changes in schedules, case load, and other issues.
<b>k</b> <b>Legal</b>	Always adheres to legal requirements and government regulations. Always keeps records that are appropriate, accurate, legible, well-organized and stored in a secure location.	Consistently adheres to legal requirements and government regulations. Generally, keeps records that are appropriately accurate, legible, well organized and stored in a secure location.	Occasionally adheres to legal requirements and government regulations. May not consistently keep records that are appropriate, accurate, legible and/or stored in a secure location.	Does not adhere to legal requirements. Does not keep records well; records may be missing, inappropriate, illegible and/or stored in an unsecure location.
<b>l</b> <b>Licensure</b>	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds waiver while working towards licensure.	Does not hold the necessary license or has allowed the license to expire.

Overall rating: \_\_\_\_\_

Comments:

**Evaluation Summary Page**

School Psychologist's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**RATINGS ON INDIVIDUAL RUBRICS:**

I. Planning and Preparation

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

II. Assessment

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

III. Communication

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

IV. Family Outreach

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

V. Professional Responsibilities

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4)    Effective (3)    Improvement Necessary (2)    Does Not Meet Standards (1)

Professional practice overall rating: \_\_\_\_\_

Evaluator comments including goal progress:

School Psychologist Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Psychologist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The school psychologist's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)