RSU5
Durham – Freeport – Pownal
Growth & Evaluation

School Psychologist
Professional Practice Rubrics
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION

The School Psychologist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **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 **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.
c **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.
d **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.
e **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.
f **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.
g **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
a 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 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.
c 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.
d 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.
e 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.
f 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
a **Respect and rapport**	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 **Respects differences**	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.
c **Assessing students needs**	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.
d **Problem-solving**	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.
e **Responsive-ness to staff**	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.
f **Resources**	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.
g **Consultation with school staff**	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:

The School Psychologist: **IV. FAMILY OUTREACH**

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Respect**	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 **Belief**	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.
c **Communicating with families**	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.
d **Involvement**	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.
e **Responsiveness to parents**	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.
f **Outreach**	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.
g **Release of information**	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:

2019, 2022, 2023, 5.5.25 (Effective Date: 7.1.25)

V. PROFESSIONAL RESPONSIBILITIES

The School Psychologist:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	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.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.
f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan, share ideas, and analyze data.	Collaborates with colleagues to plan, share ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas.	Rarely collaborates with colleagues to share ideas.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.

i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

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.)