

School Psychologist Summary Rating Form (Required)

This form is to be jointly reviewed by the school psychologist and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

Standard I: School psychologists demonstrate leadership.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists demonstrate leadership in the schools.					
b. School psychologists enhance the school psychology profession.					
c. School psychologists advocate for students, families, schools, and communities.					
d. School psychologists demonstrate high ethical standards.					
Overall Rating for Standard I					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of presentations. <input type="checkbox"/> Participation in school improvement planning <input type="checkbox"/> Program evaluation reports <input type="checkbox"/> Communications about the school psychology program <input type="checkbox"/> Workshop agendas <input type="checkbox"/> Materials used in working with students <input type="checkbox"/> Analysis of disaggregated EOG subgroup data <input type="checkbox"/> Handouts for teachers that includes information and strategies for working with students with specific disabilities <input type="checkbox"/> Service on committees. <input type="checkbox"/> Collaboration with colleagues to develop early intervention activities. <input type="checkbox"/> Participation in professional organizations. <input type="checkbox"/> Leadership in community organizations. <input type="checkbox"/> Research activities <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Formal & informal mentoring <input type="checkbox"/> Supervising an intern or practicum student <input type="checkbox"/> National certifications <input type="checkbox"/> IDEA evaluations & recommendations 				

Standard II: School psychologists promote a respectful environment for diverse populations.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists promote an environment in which each student has positive nurturing relationships with caring adults.					
b. School psychologists use a global perspective to embrace diversity in the school, home, and community.					
c. School psychologists support high expectations for all students.					
d. School psychologists work collaboratively with students and families.					
e. School psychologists provide services that benefit students with unique needs.					
Overall Rating for Standard II					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating</p> <ul style="list-style-type: none"> Behavior plans Logs of completed evaluations Agenda or lesson plans from small group sessions School plans that address prevention and intervention Agenda from crisis team meeting Material from crisis preparedness workshop 				

Standard III: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists deliver comprehensive services unique to their specialty area.					
b. School psychologists recognize the relationship between school environment, curriculum and instruction, and the impact on the student learner.					
c. School psychologists facilitate student acquisition of twenty-first century skills.					
d. School psychologists develop comprehensive school psychological services that are relevant to all students.					
Overall Rating for Standard III					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Service delivery logs <input type="checkbox"/> IDEA Assessment logs <input type="checkbox"/> Technology use <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				

Standard IV: School psychologists support student learning through the use of a systematic problem- solving approach.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists use a variety of strengths-based methods.					
b. School psychologists help students develop critical thinking and problem-solving skills.					
c. School psychologists support students as they develop leadership qualities.					
d. School psychologists possess effective communication skills.					
Overall Rating for Standard IV					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions <input type="checkbox"/> Relevant data <input type="checkbox"/> Evaluation reports and recommendations <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				

Standard V: School psychologists reflect on their practice.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School psychologists analyze the impact of the school psychological services on student learning.					
b. School psychologists link professional growth to their professional goals.					
c. School psychologists function effectively, in a complex, dynamic environment.					
Overall Rating for Standard V					
<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Growth Plan <input type="checkbox"/> Program design and implementation. se of student data to customize th sessions <input type="checkbox"/> Membership in professional organizations. <input type="checkbox"/> Research results. <input type="checkbox"/> Participation in Professional Learning Communities <input type="checkbox"/> Participation in professional development <input type="checkbox"/> <input type="checkbox"/> 				

School Psychologist Signature

Date

Principal/Evaluator Signature

Date

Note: The school psychologist's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the school psychologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School psychologists Evaluation Process.