

**SCHOOL PSYCHOLOGIST EVALUATION COMPONENTS AND FORMS**

**PART A: EVALUATION FORM FOR SCHOOL PSYCHOLOGIST**

Name: \_\_\_\_\_

Evaluation Year: \_\_\_\_\_

School Assignment/Position: \_\_\_\_\_

Total Years of Administrative/Teaching Experience: \_\_\_\_\_

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

**Evaluators Will Use the Following Rubrics to Score Each Question:**

**Highly Effective** - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

**Effective** - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

**Improvement Necessary** - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

**Ineffective** - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

**Administrator Effectiveness:** Administrators know that teacher quality is the most important in-school factor relating to student achievement. Administrators drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, administrators are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.) Scoring is a 3, 2, 1 or 0 for each question with 45 points possible

- \_\_\_\_\_ 1. There is evidence that the administrator exudes high expectations for everyone under their supervision; Learning goals are communicated to parents and stakeholders.
- \_\_\_\_\_ 2. The administrator recognizes the efforts of staff to utilize rigorous LIAs to define and lead a school's culture and drive a sense of urgency. A culture of using objective data involving all staff members is exhibited.)
- \_\_\_\_\_ 3. Building instructional time and routines are systematically monitored to allow innovative opportunities for increased/enhanced instructional time.
- \_\_\_\_\_ 4. Monitoring collaborative efforts and collaborative practices to ensure a constant focus on student learning, solving specific challenges, and holding teams accountable for their results while encouraging a culture where teachers make correction to their instructional approaches based on personal reflection
- \_\_\_\_\_ 5. Monitors the effectiveness of the systems involved and/or conducts the recruiting, hiring, and support of effective teachers who are diligent individuals who fit a rigorous school culture. Personnel are placed in positions to ensure that all students have equal access to highly effective teachers)
- \_\_\_\_\_ 6. Treats staff fairly in monitoring the time and/or evaluation procedures to consistently improve the evaluation process, while utilizing teacher evaluation to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance
- \_\_\_\_\_ 7. Frequently provides learning opportunities for staff aligned to professional needs based on student academic performance data and teacher evaluation results. These opportunities come in a variety of formats including highly effective teachers supporting their peers and allowing for time and resources dedicated to these opportunities
- \_\_\_\_\_ 8. There is evidence that the administrator designs and implements succession plans for every position in the school, while encouraging and supporting teacher leadership and progression on career ladders. These plans include opportunities for emerging leaders to have authority to complete leadership tasks, while recognizing and celebrating such leaders.
- \_\_\_\_\_ 9. Encourages and supports staff members in seeking out responsibility for tasks within the building while monitoring and supporting staff in his/her management of such responsibilities.
- \_\_\_\_\_ 10. The administrator uses staff placement to support instruction by leveraging teacher effectiveness to further generate student success by assigning staff to professional learning communities that compliment individual strengths and minimize weaknesses in ways such that support school goals and maximize student achievement.
- \_\_\_\_\_ 11. Addresses those teachers evaluated in the Improvement Necessary and/or Ineffective categories by working cooperatively with those teachers in developing remediation.
- \_\_\_\_\_ 12. Tracks remediation plans and stays in frequent communication with teachers on improvement plans to ensure necessary support is occurring
- \_\_\_\_\_ 13. Supports a school-wide instructional vision and/or mission by defining long, medium and short-term application of the mission/vision.
- \_\_\_\_\_ 14. Monitors and measures progress toward the mission/vision. The administrator will frequently revisit and discuss the vision/mission to ensure appropriateness and rigor.
- \_\_\_\_\_ 15. Classroom observations will be used to support student academic achievement through systems and schedules that allow all teachers to be frequently observed.

Observations allow for feedback provided directly to the teachers and allows for an opportunity to give meaningful input.

\_\_\_\_\_ **Total score out of 45 points possible**

Evidence:

**Assessment, Data-Based Decision Making and Accountability:** School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as a well as research and program evaluation to assist staff with effective decision making regarding student needs. Scoring is a 3, 2, 1 or 0 for each question with 18 points possible

- \_\_\_\_\_ 1. Utilizes appropriate assessment and data collection methods
- \_\_\_\_\_ 2. Contributes to school wide assessment and data-based practices for academic, social-emotional, and behavioral domains.
- \_\_\_\_\_ 3. Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavior domains.
- \_\_\_\_\_ 4. Conducts special education evaluations to inform eligibility, service, and programming decisions.
- \_\_\_\_\_ 5. Completes evaluations in a timely manner.
- \_\_\_\_\_ 6. Utilizes technology as part of data-based decision making practices.

\_\_\_\_\_ **Total score out of 18 points possible**

Evidence:

**Interventions and Instructional Support to Develop Academic, Social, and Life Skills:**

School Psychologists utilize their knowledge and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes. Scoring is a 3, 2, 1 or 0 for each question with 12 points possible

- \_\_\_\_\_ 1. Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.
- \_\_\_\_\_ 2. Contributes to intervention practices for academic, social-emotional, and behavioral domains.
- \_\_\_\_\_ 3. Contributes to crisis response and intervention practices.
- \_\_\_\_\_ 4. Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.

\_\_\_\_\_ **Total score out of 12 points possible**

Evidence: (Logs or hard copies supporting items of interest to each question.)

**Consultation and Collaboration:** School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist in creating and maintain effective learning environments. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

- \_\_\_\_\_ 1. Engages in consultation and collaboration with school staff effectively.
- \_\_\_\_\_ 2. Engages in consultation and collaboration with parents and families.
- \_\_\_\_\_ 3. Engages in consultation and collaboration with community agencies and providers

\_\_\_\_\_ **Total score out of 9 points possible**

Evidence:

**Leadership:** School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

- \_\_\_\_\_ 1. Seeks professional growth and learning opportunities to advance own knowledge.
- \_\_\_\_\_ 2. Contributes to school and/or Profession of School Psychology.
- \_\_\_\_\_ 3. Advocates for student success.

\_\_\_\_\_ Total score out of 9 points possible

Evidence:

**Professionalism:** School Psychologist exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments. They are exemplary examples to both students and staff and are highly respected by their staff and their communities. An atmosphere of trust and respect is evident in the interaction of staff and students.

Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

- \_\_\_\_\_ 1. Conscientiously and routinely studies and maintains the school's compliance with local/state/national laws and district policies while ensuring that professional, ethical and respectful behavior is maintained at all times.
- \_\_\_\_\_ 2. Communicates and demonstrates mechanisms, systems, and/or incentives that establish the expectation of students and colleagues valuing diversity, encouraging an

inclusive environment, and display of professional, ethical, and respectful behavior by staff and students at all times.

\_\_\_\_\_3. Exhibits excellence in attendance, models punctuality for meetings, and establishes timelines/routines/mechanisms/procedures/policies for timely/methodical communication to staff and students of events, required meetings, building/district/state report completion, etc.

\_\_\_\_\_ **Total score out of 15 points possible**

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

***Mandatory Domain - Core Professionalism:***

Four Core Areas: attendance; tardiness; rules/procedures/policies; and respect/rapport. The school psychologist must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified no later than January 1 of each year of the improvements necessary to retain his/her position in the school district. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year. **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year**

\_\_\_\_\_ **One Point or No Points Awarded**

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

**Part a Total Overall Score: \_\_\_\_\_ (Out of a total 100 points possible)**

Part Evaluation Summary Comments:

**PART B EVALUATION FORM FOR SCHOOL PSYCHOLOGIST**

A school psychologist receives the same grade as the school corporation but only after two years in the job.

- Grade of A = 100 points = Highly Effective
- Grade of B = 80 points = Effective
- Grade of C = 60 points = Improvement Necessary
- Grade of D = 40 points = Improvement Necessary
- Grade of F = 20 points = Ineffective

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

**Part B Total Overall Score: \_\_\_\_\_ (Out of a total 100 points possible)**

Part B Evaluation Summary Comments:

**Part A and Part B Total**

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

**Total Points**

**Part A Total Score \_\_\_\_\_**

**Part B Total Score \_\_\_\_\_**

**Part A and B Total Score \_\_\_\_\_ (Out of a total 200 points possible)**

**Signatures**

School Year \_\_\_\_\_

Date of Post Conference Evaluation Meeting \_\_\_\_\_

Evaluator's Signature

\_\_\_\_\_

I acknowledge that I have reviewed and discussed this evaluation.

Administrator's Signature

\_\_\_\_\_

(Administrator's signature does not automatically indicate agreement.)

**ADMINISTRATOR PROFESSIONAL GROWTH AND IMPROVEMENT PLAN**

Name: \_\_\_\_\_  
\_\_\_\_\_

Date:

School Year: \_\_\_\_\_

Improvement Plan Goal/s: (Must be specific and measurable to area(s) from evaluation form.):

:

Strategies for completing goal/s:

Target Date for Completion/Review:

Administrator's Signature: \_\_\_\_\_

Date of Post Conference Evaluation Meeting \_\_\_\_\_

I acknowledge that I have reviewed and discussed this evaluation.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Administrator's signature does not automatically indicate agreement.)