

Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____ Date: _____
 School: _____ District: _____
 Evaluator: _____ Title: _____

| Standard I: School psychologists demonstrate leadership. | 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 | | | | | |
| Standard II: School psychologists promote a respectful environment for diverse populations. | 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 | | | | | |

| Standard III: School psychologists use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement. | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|--|-------------------|-------------------|---------------------|----------------------|-------------------------|
| a. School psychologists deliver comprehensive services unique to their specialty area. | | | | | |
| b. School psychologists recognize the relationship between the 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 | | | | | |
| Standard IV: School psychologists support student learning through the use of a systematic problem-solving approach. | 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. | | | | | |
| e. | | | | | |
| Overall Rating for Standard IV | | | | | |
| Standard V: School psychologists reflect on their practice. | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| a. School psychologists analyze the impact of school psychological services on student learning. | | | | | |
| b. School psychologists link professional growth to professional goals. | | | | | |
| c. School psychologists function effectively in a complex, dynamic environment. | | | | | |
| Overall Rating for Standard V | | | | | |