### Specialized Service Professionals Summary Evaluation Sheet – *School Psychologist*

This form provides a summary of the ratings on all elements and standards and should be used to guide discussions regarding strengths and areas needing improvement. It may also be used to inform the specialized service professional’s growth plan for the subsequent school year.

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| QUALITY STANDARD | ELEMENT | | RATING POINTS | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| I:  MASTERY OF AND EXPERTISE IN DOMAIN for which they are responsible | 1. Special Service Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students. | |  |  |  |  |  | **2** |
| 1. Special Service Providers demonstrate knowledge of effective services that reduce barriers to and support learning. | |  |  |  |  |  | **2** |
| 1. Special Service Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services. | |  |  |  |  |  | **3** |
| Total Points Earned for Standard I | | | | | | | **7** |
| Determine Rating for Standard I: | 0 to 1 = Basic  2 to 4 = Partially Proficient  5 to 7 = Proficient  8 to 10 = Accomplished  11 to 12 = Exemplary | | | | | | Proficient |
| **Determine Contribution of Standard I Ito the Overall Professional Practices Rating:**  **Calculation Work Space :\*** | | | | | | | | 2.91 |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| QUALITY STANDARD | ELEMENT | | RATING POINTS | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| II:  SAFE, INCLUSIVE and RESPECTFUL ENVIRONMENT | 1. Special Service Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. | |  |  | * 2 |  |  | **1** |
| 1. Special Service Providers understand and respond to diversity within the home, school, and community. | |  |  |  |  |  | **2** |
| 1. Special Service Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students. | |  |  |  |  |  | **3** |
| 1. Special Service Providers work collaboratively with the families and/or significant adults for the benefit of students. | |  |  |  |  |  | **2** |
| Total Points Earned for Standard II | | | | | | | **8** |
| Determine Rating for Standard II: | 0 to 2 = Basic  3 to 6 = Partially Proficient  7 to 10 = Proficient  11 to 14 = Accomplished  15 to 16 = Exemplary | | | | | | Proficient |
| **Determine Contribution of Standard II Ito the Overall Professional Practices Rating:**  **Calculation Work Space :\*** | | | | | | | | 2.50 |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| QUALITY STANDARD | ELEMENT | | RATING POINTS | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| **III:**  **SERVICES THAT FACILITATE LEARNING** | 1. Special Service Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students. | |  |  |  |  |  | **3** |
| 1. Special Service Providers utilize formal and informal assessments to inform planning and service delivery. | |  |  |  |  |  | **4** |
| 1. Special Service Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences. | |  |  |  |  |  | **3** |
| 1. Special Service Providers establish and communicate high expectations and use strategies to support the development of critical thinking, problem-solving, and self-advocacy. | |  |  |  |  |  | **3** |
| 1. Special Service Providers develop and implement services related to student needs, learning, and progress towards goals. | |  |  |  |  |  | **2** |
| 1. Special Service Providers model and promote effective communication. | |  |  |  |  |  | **3** |
| Total Points Earned for Standard III | | | | | | | **18** |
| Determine Rating for Standard III: | 0 to 3 = Basic  4 to 9 = Partially Proficient  10 to 15 = Proficient  16 to 21 = Accomplished  22 to 24 = Exemplary | | | | | | Accomplished |
| **Determine contribution of Standard III to the Overall Professional Practices Rating:**  **Calculation Work Space\*** | | | | | | | | 3.75 |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

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| QUALITY STANDARD | ELEMENT | | RATING POINTS | | | | | |
| L1 | L2 | L3 | L4 | L5 | # Points Earned |
| 0 pts | 1 pt | 2 pts | 3 pts | 4 pts |
| **IV:**  **DemonstRATE PROFESSIONALISM** | 1. Special Service Providers demonstrate professionalism through ethical conduct, reflection, and leadership. | |  |  |  |  |  | **2** |
| 1. Special Service Providers link professional growth to their professional goals. | |  |  |  |  |  | **3** |
| 1. Special Service Providers respond to a complex, dynamic environment. | |  |  |  |  |  | **3** |
| 1. Special Service Providers demonstrate leadership and advocacy in the school, the community, and their profession. | |  |  |  |  |  | **2** |
| Total Points Earned for Standard IV | | | | | | | **10** |
| Determine Rating for Standard IV: | 0 to 2 = Basic  3 to 6 = Partially Proficient  7 to 10 = Proficient  11 to 14 = Accomplished  15 to 16 = Exemplary | | | | | | Proficient |
| **Determine contribution of Standard IV to the Overall Professional Practices Rating:**  **Calculation Work Space\*** | | | | | | | | 3.13 |

\*All calculations should be carried to three decimal places and results rounded to two decimal places.

### Determining the Overall Rating for Professional Practices

Remember to go back to each standard and record the total points calculated and rating level for each standard   
using the chart below.

Calculating the Total Number of Points Earned for Professional Practices

|  |  |  |
| --- | --- | --- |
| QUALITY STANDARD | Rating Level | Total Points Earned |
| 1. Demonstrate mastery of and expertise in the domain for which they are responsible. | Proficient | 2.91 |
| 1. Support and/or establish safe, inclusive and respectful learning environments for a diverse population of students. | Proficient | 2.50 |
| 1. Plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students. | Accomplished | 3.75 |
| 1. Reflect on their practice. | Proficient | 3.13 |
| Total Points for All Standards |  | **12.29** |

Translating the Total Points Received for Professional Practices to Overall Professional   
Practices Rating

|  |  |  |
| --- | --- | --- |
| Total Number of Points Received | Rating for Number  of Points Received | Total Number of Points  Received for This Evaluation = |
| 0 – 3.74 points | Basic | **12.29** |
| 3 .75 – 8.74 points | Partially Proficient | Overall Professional  Practices Rating = |
| 8.75 – 13.74 points | Proficient |
| 13.75 – 18.74 points | Accomplished | **Proficient** |
| 18.75 – 20.00 points | Exemplary |