

Licensed Specialist in School Psychology Performance Evaluation

Name:

Position/Title:

Campus/Location:

Date:

Appraiser:

Title:

- District Administrator Evaluation
 Mid-Point Summative
 Campus Administrator Input
 Self-Report

*The Mid-point and Summative District Administrator Evaluation includes input from the Self-Report and other Campus Administrators.

Directions:

1. Each contract year, the District Administrator should complete a mid-point and summative evaluation with input provided by other campus administrators and a self-report. A Mid-Point Evaluation is recommended for new employees. It is highly encouraged that the District Administrator be familiar with school based psychological services, best practices, and ethical principles.
2. The following standards should be used to rate each of the items on the evaluation. There are ten areas to appraise and each area has a list of descriptors. The list of descriptors is to help the appraiser define the strengths and needs for that area. The list is not to be considered an exhaustive list of expectations nor an absolute list of requirements for the employee being appraised.
3. LSSP should provide evidence to support ratings within the rubric.

Evaluation Standards:

Highly Effective
Effective
Emerging
Ineffective

Standard 1: Practices that Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

LSSPs have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, LSSPs demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Examples: Conducts FIEs (psychoeducational and psychological), Conduct Functional Behavior Assessments and Behavior Intervention Plans, Participates in ARD meetings

TTESS 1.1 Standards and Alignment	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
1.1 Collects and uses data to develop and implement interventions within a problem-solving framework	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Ineffectively collects or uses data to inform interventions within a problem solving framework.
TTESS 1.2 Data and Assessment	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
1.2. Analyzes multiple sources of qualitative and quantitative data to inform decision making	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Data analysis is incorrect or based on inappropriate sources

TTESS 1.2 Data and Assessment	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
1.3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes at the student, grade, building and system level.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not utilize progress monitoring data
TTESS 2.3 Communication	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
1.4. Shares student performance data in a relevant and understandable way with students, parents, and administrators	Models and trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Information is not shared in understandable or effective ways.

Comments/Evidence:

Domain 2: Consultation and Collaboration

LSSPs have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. Distinguished LSSPs demonstrate skills to consult, collaborate, and communicate effectively with students, parents, teachers, school personnel, policy makers, and community leaders.

Examples: Provides consultation to various school personnel

TTESS 2.2 Knowledge and Expertise	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
2.1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	Provides a leadership role by modeling and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Ineffectively works with team to identify, problem solve, and plan academic and behavioral interventions
TTESS 2.2 Knowledge and Expertise	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
2.2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult or collaborate when planning, implementing, or evaluating academic and social-emotional/behavioral services

Comments/Evidence:

STANDARD 2: Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

LSSPs have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. Distinguished LSSPs use knowledge of instruction, curriculum and human learning processes to implement and evaluate services that support cognitive and academic skills.

Examples: Assists with in-service training of school personnel as requested

TTESS 2.1 Achieving Expectations	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
3.1 Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are poorly aligned with school improvement priorities and other mandates	Not currently part of job responsibilities
TTESS 2.1 Achieving Expectations	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
3.2 Applies evidence-based research and best practices to improve instruction/interventions.	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems)	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Inaccurately applies or fails to apply evidence-based and best practices when developing and planning instruction and intervention	Not currently part of job responsibilities

Comments/Evidence:

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

LSSPs have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. Distinguished LSSPs utilize this knowledge to develop, implement and evaluate services that support socialization, learning, and mental health.

Examples: Assists with in-service training of school personnel as requested; Conducts individual or group counseling for students; Conducts social skills lessons

TTESS 2.1 Achieving Expectations	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
4.1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports	Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not or inappropriately interacts with school personnel regarding school-wide positive behavior supports.	Not currently part of job responsibilities
TTESS 2.1 Achieving Expectations	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
4.2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	Examines need and feasibility for systemic intervention to support and increase student engagement districtwide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement.	Not currently part of job responsibilities

Comments/Evidence:

System-Level Services

Domain 5: School-Wide Practices to Promote Learning

LSSPs have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. Distinguished LSSPs demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Examples: Attends Response to Intervention meetings

TTESS 1.4 Activities & Administration	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
5.1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Ineffectively or does not contribute to the development and implementation of MTSS at the school level.	Not currently part of job responsibilities

Comments/Evidence:

Domain 6: Preventive and Responsive Services

LSSPs have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Distinguished LSSPs demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Examples: Assists with crisis intervention efforts in the district as needed.

TTESS 1.2 Data and Assessment	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
6.1. Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not utilize evidence-based practices when implementing interventions for individual students and targeted groups.	Not currently part of job responsibilities
TTESS 1.3 Knowledge of Students	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
6.2. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Inaccurately identifies barriers to learning or does not connect students with resources that support positive outcomes/goals	Not currently part of job responsibilities
	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
6.3. Promotes safe school environments	Interacts with the local and state community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not demonstrate understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.	Not currently part of job responsibilities
	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>

6.4. Provides a continuum of crisis intervention services	Engages the local and state community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not demonstrate skills related to collaboration for crisis intervention along the continuum of services.	Not currently part of job responsibilities
---	---	---	--	---	--

Comments/Evidence:

Domain 7: Family-School Collaboration Services

LSSPs have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. Distinguished LSSPs utilize knowledge to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Examples: Collaborates with community health/mental health and social welfare agencies as warranted

TTESS 4.4 School Community Involvement	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
7.1. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal	Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed or not developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal)	Not currently part of job responsibilities
TTESS 4.4 School Community Involvement	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
7.2. Engages parents and community partners in the planning and design of instruction/interventions	Develops systems-level strategies (e.g., validate participation, decision making, two-	Engages families, community, and educational stakeholders when planning and designing instruction and interventions.	Practice is emerging but requires supervision, support, and/or training	Ineffectively engages or does not engage families and community when planning and	Not currently part of job responsibilities

	way communication) for engaging families and community when planning and designing instruction and interventions.	Parent input is valued and incorporated into plans.	to be effective independently.	designing instruction/intervention.	
--	---	---	--------------------------------	-------------------------------------	--

Comments/Evidence:

STANDARD 3: Standards of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

LSSPs have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Distinguished LSSPs apply this knowledge to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Examples: Tailors evaluations and psychological services based on culture and other diverse characteristics

TTESS 1.3 Knowledge of Students	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
8.1. Integrates relevant cultural issues and contexts that impact family–school partnerships.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Ineffectively demonstrates or does not demonstrate knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.

Comments/Evidence:

Domain 9: Research and Program Evaluation

LSSPs have knowledge of research design, statistics, measurement, varied data collection and analysis techniques and program evaluation sufficient for understanding research and interpreting data in applied settings. Distinguished LSSPs use this knowledge to engage in sound practices in evaluation and application of research as a foundation for service delivery. Distinguished LSSPs utilize various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Examples: Attends staff, professional, and interagency meetings as requested

TTESS 2.1 Achieving Expectations	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	N/A <input type="checkbox"/>
9.1. Promotes effectiveness in programming by evaluating student outcomes related to career and college readiness	Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Ineffectively demonstrates or does not develop interventions that increase student engagement or support attainment of postsecondary goals	Not currently part of job responsibilities
TTESS 4.3 Professional Development	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>	
9.2. Implements knowledge and skills learned in professional development activities.	Integrates acquired knowledge and training into practice for campus and district professionals.	Integrates and applies acquired knowledge and training into personal professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little to no interest in altering practices and delivery of services to accommodate new knowledge and skills.	

Comments/Evidence:

Domain 10: Legal, Ethical and Professional Practice

LSSPs have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. Distinguished LSSPs provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Examples: Compliant with all federal, state, and district policies regarding record maintenance; Provides supervision to intern or practicum students as requested

	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
10.1 Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Shows ineffective effort or does not develop a personal professional growth plan with goals related to performance evaluation outcomes
TTESS 4.1 Professional Demeanor and Ethics	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
10.2. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for campus and district professionals.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

TTESS 3.1 Professional Environment, Routines, & Procedures TTESS 3.2 Professional Management of Behavior	Highly Effective <input type="checkbox"/>	Effective <input type="checkbox"/>	Emerging <input type="checkbox"/>	Ineffective <input type="checkbox"/>
10.3. Demonstrates effective recordkeeping and communication skills.	Supports record/data management system impact on practice and facilitates active listening among campus and district professionals.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not maintain reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.

Comments/Evidence:

Strengths	Specific Areas for Growth <i>(including plan to address any areas marked as N/A)</i>

Employee's Signature Date

My signature indicates that I have had an opportunity to review this evaluation and does not necessarily indicate agreement with my supervisor's evaluation.

Administrator's Signature Date