

# School Psychologist Evaluation Rubric

2025-2026 School Year

This rubric is for information purposes only.  
All evaluation rubrics must be completed/submitted online at <http://www.standardsforsuccess.com>.

## Domain 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

### 1.1 Utilizes appropriate assessment and data collection methods.

#### Ineffective

School Psychologist uses assessment and data collection methods that are:

Inappropriate for purpose and/or student,

Or

Are administered, scored, or interpreted incorrectly.

#### Minimally Effective

School Psychologist uses assessment and data collection methods that are:

Appropriate for the student, and Administered, scored, and interpreted correctly.

But are

Limited in variety for the intended purpose, or

Limited in individualization for the specific student(s).

#### Effective

School Psychologist uses assessment and data collection methods that are:

Appropriate for the intended purpose,

Appropriate and individualized for the specific student's cultural, linguistic and disability background,

And

Of sufficient variety for the intended purpose.

#### Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally.

Applies evaluation data and finds to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parent and/or school staff.

### 1.2 Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.

#### Ineffective

School Psychologist

Lacks knowledge about school-wide assessment and data-based decision making practices,

Lacks knowledge about the collection and use of school-wide data, and/or

#### Minimally Effective

School Psychologist is

Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and

Involved in continued professional growth and learning regarding school-wide practices.

#### Effective

School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).

Example activities include:

Collects, or assists with collection, of student data to inform core curriculum and instructional practices,

#### Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally:

Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), or

Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, or

Fails to take advantage of opportunities to engage in school-wide assessment practices.

Researches and helps select assessments for universal screening,

Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or

Summarizes universal screening and/or benchmarking data,

Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.

Applies data to curricular decisions and/or instructional practices.

### 1.3 Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.

#### Ineffective

School Psychologist

Lacks knowledge about data-based problem solving practices,

Lacks knowledge about the collection and use of progress monitoring data, and/or

Fails to take advantage of opportunities to engage in progress monitoring practices.

#### Minimally Effective

School Psychologist is

Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and

Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.

#### Effective

School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.

Example activities include:

Collects, or assists with collection, of student progress monitoring data,

Researches and helps select assessments for progress monitoring,

Summarizes progress monitoring data, and

Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.

#### Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally:

Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),

Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or

Conducts supplemental diagnostic assessments to assist in intervention selection, or

Assists with the development and/or delivery of staff professional development to support intervention practices.

### 1.4 Conducts special education evaluations to inform eligibility, service, and programming decisions.

#### Ineffective

#### Minimally Effective

#### Effective

#### Highly Effective

|   |  |  |  |
|---|--|--|--|
| School Psychologist conducts evaluations that are :                                     | School Psychologist conducts evaluations that are:   | School Psychologist conducts evaluations that are:   | School Psychologist fulfills the criteria for Level 3 and additionally:                                      |
| Not compliant with MARSE "" Michigan Administrative Rules for Special Education; and/or | Compliant with minimum requirements of MARSE "" Michigan Administrative Rules for Special Education. | Compliant with minimum requirements of MARSE "" Michigan Administrative Rules for Special Education. | Effectively communicates evaluation findings to school staff through written reports and conferences, and/or |
| Inappropriate for the student being evaluated.  | But are  | Appropriate for the student being evaluated, and   | Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.               |
|   | Limited in appropriateness for the student being evaluated and/or                                    | Informative for instructional and/or programming purposes.   |  |
|   | Limited in providing instructionally relevant information.   |  |  |

### 1.5 Utilizes technology as part of data-based decision making practices.

| Ineffective  | Minimally Effective  | Effective  | Highly Effective   |
|--|--|--|--|
| School Psychologist  | School Psychologist is   | School Psychologist utilizes technology to meet the expectations of role and responsibilities. | School Psychologist fulfills the criteria for Level 3 and additionally:  |
| Lacks knowledge about the use of technological tools and programs,                       | Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or | Example activities include using technological tools to:                                       | Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, or |
| Lacks the skills needed to use technological tools and programs, and/or                  | Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s).    | collect assessment data, when appropriate,   | Provides mentoring and coaching to colleagues regarding the use of technological tools and programs.                           |
| Fails to engage in professional growth and learning to gain needed knowledge and skills. |  | score data,  |  |
|  |  | summarize data,  |  |
|  |  | graph data, and/or   |  |
|  |  | share data and findings with others.   |  |

### 1.6 Completes evaluations in a timely manner.

| Ineffective | Minimally Effective | Effective | Highly Effective |
|-------------|---------------------|-----------|------------------|
|-------------|---------------------|-----------|------------------|

|   |  |  |   |
|---|--|--|---|
| Multiple evaluations completed past the compliance due dates.   | Few evaluations completed after compliance due dates for reasons within the school psychologists control Broad based report with minimum requirements (Cognitive/Academic scores for strength and weakness) and minimal recommendations. | Few evaluations completed after compliance due dates for reasons outside the school psychologist's control. Comprehensive report with broad based recommendations. | Completed all in a timely manner Comprehensive report with specific recommendations regarding deficit (i.e. strategies for cognitive weakness and or specific academic weaknesses). |
| Report does not exhibit required components (i.e. Cognitive/Academic comparison for strength and weaknesses). |  |  |   |

## Domain 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

### 2.1 Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.

| Ineffective  | Minimally Effective  | Effective   | Highly Effective  |
|--|--|---|---|
| School Psychologist  | School Psychologist is   | School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). | School Psychologist fulfills the criteria for Level 3 and additionally:   |
| Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains                        | Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and | Example activities include  | Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),             |
| Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or | Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.                           | Researches and helps select instructional strategies, approaches, or programs,  | Or  |
| Fails to take advantage of opportunities to engage in continued professional growth and learning.                            |  | Assists staff in learning and implementing new instructional strategies, approaches, or programs,   | Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or |
|  |  | Assists in the collection of information about implementation integrity.  | Assists with the development and/or delivery of staff professional development to support school-wide practices.        |
|  |  | Assists with student safety and bullying activities.  |   |

### 2.2 Contributes to intervention practices for academic, social-emotional, and behavioral domains.

| Ineffective | Minimally | Effective | Highly |
|-------------|-----------|-----------|--------|
|-------------|-----------|-----------|--------|

|   | Effective  |  | Effective  |
|---|--|--|--|
| School Psychologist   | School Psychologist is   | School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). | School Psychologist fulfills the criteria for Level 3 and additionally   |
| Lacks knowledge about intervention strategies and practices,                                      | Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and | Example activities include:  | Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), or                      |
| Fails to take advantage of opportunities to engage in continued professional growth and learning. | Involved in continued professional growth and learning regarding intervention practices.   | Researches and helps select intervention strategies and approaches for school(s),  | Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or |
|   |  | Helps develop intervention plans for individual students or small groups of students,                                    | Assists with the development and/or delivery of staff professional development to support intervention practices.        |
|   |  | Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.    |  |
|   |  | Assists staff in learning and implementing new intervention strategies, approaches, or programs,                         |  |
|   |  | Provides intervention services to individual students or small groups, or  |  |
|   |  | Assists in the collection of information about implementation integrity.   |  |

### 2.3 Contributes to crisis response and intervention practices.

| Ineffective   | Minimally Effective  | Effective  | Highly Effective  |
|---|--|--|---|
| School Psychologist   | School Psychologist is   | School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). | School Psychologist fulfills the criteria for Level 3 and additionally  |
| Lacks knowledge about crisis response and intervention practices                        | Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and | Example activities include   | Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or |
| Fails to take advantage of opportunities to engage in continued professional growth and | Involved in continued professional growth and learning regarding crisis response and   | Assists in the development of crisis response and intervention plans,  | Assists with the development and/or delivery of staff professional development on crisis  |

|           |               |  |   |
|-----------|---------------|--|---|
| learning. | intervention. |  | response and intervention, or   |
|           |               | Participates in school-wide crisis response and intervention training,   | Collaborates with community agencies to provide coordinated response and services to crisis situations. |
|           |               | Provides crisis intervention services to students, staff, and community. |   |

## 2.4 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.

| Ineffective   | Minimally Effective   | Effective  | Highly Effective   |
|---|---|--|--|
| School Psychologist   | School Psychologist   | School Psychologist  | School Psychologist fulfills the criteria for Level 3 and additionally:  |
| Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. | Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes. | Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and | Assists with the development and/or delivery of staff professional development on student diversity, or  |
| Fails to take advantage of opportunities to engage in continued professional growth and learning.   | But practices:  | Knowledge and skills meet the expectations of the role and school(s) population.   | Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, or   |
|   | Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.                    |  | Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data. |

## Domain 3: CONSULTATION AND COLLABORATION

### 3.1 Engages in consultation and collaboration with school staff.

| Ineffective  | Minimally Effective   | Effective  | Highly Effective   |
|--|---|--|--|
| School Psychologist  | School Psychologist   | School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). | School Psychologist fulfills the criteria for Level 3 and additionally:  |
| Lacks knowledge and skills about effective consultation strategies and practices, and/or | Is involved in continued professional growth regarding consultation and collaboration strategies, | Example activities include   | Assists with the development and/or delivery of staff professional development on collaboration and consultation, or |

Fails to take advantage of opportunities to engage in continued professional growth and learning.

However individual"s practices:

Demonstrate limited application of knowledge and skills to expected roles and responsibilities.

Assists teachers with identifying concerns to target through intervention practices,

Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc.,

Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or

Utilizes facilitation and conflict resolution skills and strategies.

Provides mentoring and coaching to colleagues regarding consultation strategies, or

Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.

### 3.2 Engages in consultation and collaboration with parents and families.

#### Ineffective

School Psychologist

Lacks knowledge about effective consultation strategies and practices, and/or

Fails to take advantage of opportunities to engage in continued professional growth and learning

#### Minimally Effective

School Psychologist

-Is involved in continued professional growth regarding consultation and collaboration strategies,

However, individual"s practices do not

Demonstrate application of this knowledge to expected roles and responsibilities

#### Effective

School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).

Example activities include:

Discusses parent concerns and provides suggestions for strategies to use at home,

Clearly explains assessment data and intervention strategies,

#### Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

Assists with the development and/or delivery of staff professional development on collaboration and consultations, or

Provides mentoring and coaching to colleagues regarding consultation strategies, or

Applies knowledge in innovative ways to assist students, families, schools, and community or

Conducts professional development for community agencies and providers.

### 3.3 Engages in consultation and collaboration with community agencies and providers.

#### Ineffective

School Psychologist

#### Minimally Effective

School Psychologist

#### Effective

School Psychologist effectively engages in

#### Highly Effective

School Psychologist fulfills the criteria for

|   |   |   |  |
|---|---|---|--|
|   |   | consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). | Level 3 and additionally   |
| Lacks knowledge about effective consultation strategies and practices, and/or                     | Is involved in continued professional growth regarding consultation and collaboration strategies, | Example activities include:   | Assists with the development and/or delivery of staff professional development on collaboration and consultation, or |
| Fails to take advantage of opportunities to engage in continued professional growth and learning. | However individual's practices do not   | Contacts community providers to obtain information needed for instructional programming,                              | Provides mentoring and coaching to colleagues regarding consultation strategies, or                                  |
|   | Demonstrate application of this knowledge to expected roles and responsibilities                  | Clearly explains school procedures for services and practices,  | Applies knowledge in innovative ways to assist students, families, schools, and community, or                        |
|   |   | Refers students and families to community providers for needed services,  | Conducts professional development for community agencies and providers   |
|   |   | Communicates with community providers in a clear and ethical manner.  |  |

## Domain 4: LEADERSHIP

### 4.1 Seeks professional growth and learning opportunities to advance own knowledge and skill.

| Ineffective   | Minimally Effective  | Effective  | Highly Effective   |
|---|--|--|--|
| School Psychologist   | School Psychologist  | School Psychologist  | School Psychologist fulfills the criteria for Level 3 and additionally                         |
| Fails to seek or take advantage of opportunities to engage in professional learning, and/or   | Attends mandatory professional learning events   | Responds well to constructive feedback,  | Reflects critically on own skills and identifies professional learning needs, or               |
| Fails to respond to feedback from supervisor(s) regarding the need for professional learning. | But does not:  | Utilizes feedback to identify areas for professional growth,                             | Shares newly learned knowledge and practices with colleagues and school staff, or              |
|   | Respond to constructive feedback,  | Initiates attendance at optional professional learning events,                           | Seeks opportunities to provide professional learning sessions for colleagues and school staff. |
|   | Demonstrate application of knowledge/skill addressed in professional learning events, or | Engages in professional reading of current research and practice,                        |  |
|   | Initiate attendance at optional professional learning events.                            | Demonstrates application of knowledge/skills addressed in attended professional learning |  |



events.

#### 4.2 Contributes to School and/or Profession of School Psychology

##### Ineffective

School Psychologist

Rarely or never contributes ideas to improve school, district, or cooperative efforts,

Rarely participates in activities that occur outside the typical school day hours,

Little or no involvement in activities designed to advance the professional practice of school psychologists.

##### Minimally Effective

School Psychologist

Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities.

But does not

Initiate involvement in such activities.

##### Effective

School Psychologist

Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, or

Participates in activities focused on improving the procedures and practices of the school, district, or cooperative,

Maintains membership in professional organizations and participates in sponsored activities.

##### Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

Assumes leadership positions in professional organizations or school or district committees, or

Mentors school psychology practicum students and interns.

#### 4.3 Advocates for student success

##### Ineffective

School Psychologist

Demonstrates limited commitment to the growth and learning of students.

Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

##### Minimally Effective

School Psychologist

Demonstrates a concern about student failure or lack of progress

But does not

Advocate for student needs.

##### Effective

School Psychologist

Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed,

Advocates in a respectful and effective manner.

##### Highly Effective

School Psychologist fulfills the criteria for Level 3 and additionally

Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, or

Seeks systems level changes that will benefit all students and families.