

Center Grove Rubric for Counselor Effectiveness (v.2016)

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Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1: Purposeful Planning and Preparation (30.00%)

1.1 Utilize Assessment Data to Plan *IEP *Data Teams *RTI *PSAT *Grades *AimsWeb

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: (1.1.HE.1)

Incorporates differentiated strategies in planning (1.1.HE.2)

Counselor uses student achievement-related, survey and other student data to formulate plans (1.1.E.2)

Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate plans (1.1.IN.2)

Counselor does not use student achievement data or survey results when planning (1.1.I.2)

1.2 Reviews Professional Guidelines and Best Practices

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: (1.2.HE.1)

Routinely reviews or utilizes professional guidelines or best practices and uses them in-depth as situations allow (1.2.HE.2)

Based on program and student goals, the counselor routinely reviews or utilizes professional guidelines or best practices (1.2.E.2)

Counselor rarely reviews or utilizes professional guidelines or best practices (1.2.IN.2)

Counselor does not review or utilize professional guidelines or best practices (1.2.I.2)

1.3 Track Student Data and Analyze Progress *AimsWeb

*Skyward

*SAT

*Family Connection (HS)

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: (1.3.HE.1)

Uses assessment/progress data in planning future programming accordingly (1.3.HE.2)

Counselor uses a data tracking system for analyzing data on a routine basis (1.3.E.2)

Counselor rarely uses a data tracking system for analyzing data (1.3.IN.2)

Counselor never uses provided data tracking systems to analyze data (1.3.I.2)

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1.4 Planning the student support program, integrated with the overall school programs

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: *(1.4.HE.1)*

Counselor's guidance program plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers *(1.4.HE.2)*

Counselor's plan is well designed and supports teachers in improving their knowledge base of available resources or strategies to use regarding student assistance *(1.4.E.2)*

Counselor's plan has a guiding principle and includes a number of worthwhile activities for teachers, but some of them don't fit with the broader goals *(1.4.IN.2)*

Counselor's plan consists of random collection of unrelated activities, lacking coherence or an overall structure *(1.4.I.2)*

1.5 Developing a plan to evaluate the guidance support program

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: *(1.5.HE.1)*

Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis *(1.5.HE.2)*

Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met *(1.5.E.2)*

Counselor has a plan that is rudimentary and does not totally evaluate the instructional guidance program *(1.5.IN.2)*

Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important *(1.5.I.2)*

1.6 Reflecting on Practice

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: *(1.6.HE.1)*

Counselor's reflection is highly accurate and perceptive, citing specific examples. Counselor draws on extensive repertoire to suggest alternative strategies *(1.6.HE.2)*

Counselor's reflection provides an accurate and objective description of practice citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the guidance program might be improved. *(1.6.E.2)*

Counselor's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved *(1.6.IN.2)*

?Counselor does not reflect on practice, or the reflections are inaccurate or self-serving *(1.6.I.2)*

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Domain 2: Delivery of Effectives Counseling Services (40.00%)

2.1 Follows laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning *S504

*IEP process *CPS Services

Highly Effective	Effective	Improvement Necessary	Ineffective
At Highly Effective, a counselor fulfills criteria for Effective as well as some of the following: (2.1.HE.1)			
Is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality (2.1.HE.2)	An Effective Counselor is efficient at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality (2.1.E.2)	An Improvement Necessary Counselor struggles at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality (2.1.IN.2)	An Ineffective Counselor does not follow laws, rules and policies, adhere to professional ethical standards or respect student confidentiality (2.1.I.2)
Counselor stays current with changes to laws, rules, policies and ethical standards (2.1.HE.3)	Ethical and legal codes are followed (2.1.E.3)	Ethical and legal codes are mostly followed (2.1.IN.3)	Lacks compliance to ethical and legal codes (2.1.I.3)
	Professional conduct and integrity is exhibited (2.1.E.4)	Professional conduct and integrity is occasionally lacking (2.1.IN.4)	Reflects professional conduct and integrity that is generally lacking (2.1.I.4)
	Consultation and supervision are used when needed (2.1.E.5)	Consultation and supervision are used when needed but not sought (2.1.IN.5)	Consults and supervises students when needed but opportunities are not sought (2.1.I.5)
	Student interventions appear appropriate to the situation (2.1.E.6)	Student interventions appear questionable at times (2.1.IN.6)	Prepared interventions appear questionable (2.1.I.6)

2.2 Provides counseling, guidance, consultation, crisis intervention or referral as needed

Highly Effective	Effective	Improvement Necessary	Ineffective
A Highly Effective fulfills the criteria of Effective as well as some of the following: (2.2.HE.1)			
Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed (2.2.HE.2)	An Effective Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed (2.2.E.2)	An Improvement Necessary Counselor is somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed (2.2.IN.2)	An Ineffective Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed (2.2.I.2)
Works well with school staff and administrators to facilitate identification of students in need of service (2.2.HE.3)	Is proficient at delivering or referring students to receive appropriate service (2.2.E.3)	Is somewhat deficient at delivering or referring students to receive appropriate service (2.2.IN.3)	Is not proficient at delivering or referring student to receive appropriate service (2.2.I.3)

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Meets the diverse needs of students addressed through appropriate counseling, guidance, consultation, crisis intervention or referral (2.2.E.4)

Meets the needs of some students through counseling, guidance, consultation, crisis intervention or referral (2.2.IN.4)

Inadequately addresses needs of students through counseling, guidance, consultation, crisis intervention or referral (2.2.I.4)

Has the appropriateness of their service questioned (2.2.IN.5)

Has appropriateness of service questioned (2.2.I.5)

2.3 Develops student understanding of safety, survival and prevention skills *Safe Place

*Girls Fight Back

*Bullying Prevention

*Body Safety Program

*Prom-lead up activities

*SADD

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Counselor fulfills the criteria of Effective and as well as some of the following: (2.3.HE.1)

Coordinates prevention- training programs to help students/staff/parents understand their right to a safe and secure school environment (2.3.HE.2)

Helps students understand their right to a safe and secure school environment (2.3.E.2)

Rarely helps students to understand their right to a safe and secure school environment (2.3.IN.2)

Does nothing to help students to understand their right to a safe and secure school environment (2.3.I.2)

Assists students to identify safety concerns and needs, as needed (2.3.E.3)

Is inconsistent in helping students identify safety concerns and needs, as needed (2.3.IN.3)

Does not help students identify safety concerns and needs when they are apparent (2.3.I.3)

Organizes and communicates information regarding resources for peer, adult, and/or community support (2.3.HE.4)

Helps students identify resources for peer, adult and/or community support (2.3.E.4)

Rarely helps students identify resources for peer, adult and /or community support (2.3.IN.4)

Does not help students to identify resources for peer, adult and/or community support (2.3.I.4)

2.4 Connects student learning to future plans

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Counselor fulfills the Effective criteria as well as some of the following: (2.4.HE.1)

Is highly Effective at connecting student learning to future plans (2.4.HE.2)

Helps students see connection between achievement and career/future success (2.4.E.2)

Infrequently helps students see connection between achievement and career/future success (2.4.IN.2)

Does not help students see connection between achievement and career/future success (2.4.I.2)

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Utilizes resources outside of the school setting (MS/HS) (2.4.HE.3)

Provides age-appropriate career awareness, information preparation or planning assistance to students (MS/HS) (2.4.E.3)

Provides minimal career awareness, information, preparation or planning assistance to students (2.4.IN.3)

Does not provide career awareness, information, preparation or planning assistance to students (2.4.I.3)

Helps families see connections between achievement and career/future success (2.4.HE.4)

Helps student learn about interests, abilities, and aptitude (2.4.E.5)

Help some students learn about interests, abilities and aptitude (2.4.IN.5)

Does not help students learn about interests, abilities and aptitude (2.4.I.5)

Provides information for students to practice decision- making when selecting course work or career planning (MS/HS) (2.4.E.6)

Minimally practices decision- making skills with students during course selection and/or career planning (MS/HS) (2.4.IN.6)

Does not practice any decision-making skills during course selection and/or career planning (MS/HS) (2.4.I.6)

2.5 Supports students/staff/parents in assessment interpretation and goal-setting

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effect Counselor fulfills the Effective criteria as well as some of the following: (2.5.HE.1)

Is Highly Effective at interpreting assessment results and goal-setting to students/staff/parents (2.5.HE.2)

Is Effective at interpreting assessment results and goal- setting to students/staff/parents (2.5.E.2)

Is only somewhat effective at interpreting assessment results and goal-setting to students/staff/parents (2.5.IN.2)

Is Ineffective at interpreting assessment results and goal- setting to students/staff/parents (2.5.I.2)

Assessment interpretation and goal-setting is systematic and well-planned (2.5.HE.3)

Assists students/staff/parents in interpreting and understanding assessment results (2.5.E.3)

Only occasionally assists students/staff/parents in interpreting and understanding assessment results (2.5.IN.3)

Does not assist students in interpreting and understanding assessment results (2.5.I.3)

Helps students set challenging academic goals and/or make course plans based on results (2.5.E.4)

Helps students/staff/parents make course plans (MS/HS) (2.5.IN.4)

Allows students to make course plans without any guidance or assistance (MS/HS) (2.5.I.4)

Applies knowledge of student interests and aptitudes to goal-setting (2.5.E.5)

Allows students to infrequently apply knowledge of interests and aptitudes to goal-setting (2.5.IN.5)

Does not encourage students to apply knowledge of interests and aptitudes to goal-setting (2.5.I.5)

2.6 Creates Culture of Respect

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Counselor meets the criteria for Effective as well as some of the following: (2.6.HE.1)

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<p>Is Highly Effective at creating a classroom culture of respect and collaboration (2.6.HE.2)</p> <p>Seeks out opportunities to reinforce positive behavior and/or skillfully defuses emotionally charged situations (2.6.HE.3)</p>	<p>Is Effective at creating a classroom culture of respect and collaboration (2.6.E.2)</p> <p>Reinforces positive behavior and explains consequences appropriately in order to discourage negative behavior (2.6.E.3)</p> <p>Requires students to be respectful during time spent together (2.6.E.4)</p>	<p>Needs Improvement at creating a classroom culture of respect and collaboration (2.6.IN.2)</p> <p>Works with students that are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms (2.6.IN.3)</p>	<p>Is Ineffective at creating a classroom culture of respect and collaboration (2.6.I.2)</p> <p>Works with students that are frequently disrespectful of the them as evidenced by discouraging remarks or disruptive behavior (2.6.I.3)</p>
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Domain 3: Effective Leadership and Collaboration (15.00%)

3.1 Contributes to School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: (3.1.HE.1)			
Seeks out leadership roles (3.1.HE.2)	Contributes ideas and expertise to further the schools' mission and initiatives (3.1.E.2)	Contributes occasional ideas and expertise to further the school's mission and initiatives (3.1.IN.2)	Rarely or never contributes ideas aimed at improving school efforts (3.1.I.2)
Goes above and beyond in dedicating time for students and peers (3.1.HE.3)	Dedicates time efficiently, when needed, to helping students and peers (3.1.E.3)	Infrequently dedicates time to help students and peers (3.1.IN.3)	Dedicates little or no time towards helping students and peers (3.1.I.3)
	Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions (3.1.E.4)	Occasionally praises positive behavior or occasionally addresses negative behavior (3.1.IN.4)	Rarely or never praises positive behavior (3.1.I.4)

3.2 Collaborates with Peers

Highly Effective	Effective	Improvement Necessary	Ineffective
At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: (3.2.HE.1)			
Goes above and beyond in seeking out opportunities to collaborate (3.2.HE.2)	Seeks out and participate in regular opportunities to work with and learn from others (3.2.E.2)	Participates in opportunities to work with and learn from others (3.2.IN.2)	Rarely or never attends professional development opportunities (3.2.I.2)

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Coaches peers through difficult situation
(3.2.HE.3)

Asks for assistance, when needed, and
provide assistance to others in need
(3.2.E.3)

Does not ask for or perceive need for
assistance or collaboration (3.2.IN.3)

Shows little or no interest in new ideas,
programs, or classes to improve counseling
and learning (3.2.I.3)

Takes on leadership roles within collaborative
groups (3.2.HE.4)

3.3 Seeks Professional Skills and Knowledge

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the
criteria for Effective as well as some of the
following: (3.3.HE.1)

Regularly shares newly learned knowledge
and practices with others (3.3.HE.2)

Seeks out ways to implement new practices
where applicable (3.3.E.2)

Does not see out ways to implement new
practices (3.3.IN.2)

Rarely or never displays commitment to the
education of his/her students (3.3.I.2)

Seeks out opportunities to lead professional
development sessions (3.3.HE.3)

Actively pursues opportunities to improve
knowledge and practice (3.3.E.3)

Attends all mandatory professional
development opportunities (3.3.IN.3)

Accepts failure as par for the course and
does not seek any professional development
(3.3.I.3)

Welcomes constructive feedback to improve
practice (3.3.E.4)

Does not accept constructive feedback well
(3.3.IN.4)

Does not actively pursue optional
professional development opportunities
(3.3.IN.5)

3.4 Advocates for Student Success *Food

*Clothes

*Tutors

*Fast Track

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the
criteria for Effective as well as some of the
following: (3.4.HE.1)

Displays commitment to the education of all
students (3.4.HE.2)

Displays commitment to the education of all
his/her students (3.4.E.2)

Inconsistently displays commitment to the
education of all his/her students (3.4.IN.2)

Rarely or never displays commitment to the
education of his/her students (3.4.I.2)

Proposes creative changes to ensure
student success (3.4.HE.3)

Attempts to remove or remedy obstacles to
student achievement (3.4.E.3)

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Advocates for students' individual needs
(3.4.E.4)

Advocates inconsistently for students' needs
(3.4.IN.4)

Accepts failure as par for the course and does not advocate for students' needs
(3.4.I.4)

3.5 Engages Families in Student Learning

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a counselor fulfills the criteria for Effective as well as some of the following: (3.5.HE.1)

Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)

Proactively reaches out to parents to engage them in student learning (3.5.E.2)

Does not necessarily reach out to parents to engage them in student learning (3.5.IN.2)

Rarely or never reaches out to parents (3.5.I.2)

Is available to address concerns in a timely and positive manner, when necessary (3.5.HE.3)

Responds to contact from parents in a timely, respectful manner (3.5.E.3)

Responds to contact from parents (3.5.IN.3)

Frequently does not respond when contacted by parents (3.5.I.3)

Domain 4: Professionalism (15.00%)

4.1 Attendance

Meets Standard

Does Not Meet Standard

Individual meets or exceeds established corporation attendance requirements/guidelines (4.1.MS)

Individual fails to meet established corporation attendance requirements/guidelines (4.1.DNMS)

4.2 On-Time Arrival

Meets Standard

Does Not Meet Standard

Individual meets or exceeds established corporation Arrival and Departure time requirements/guidelines (4.2.MS)

Individual fails to meet established corporation Arrival and Departure time requirements/guidelines (4.2.DNMS)

4.3 Policies, Procedures and Expectations

Meets Standard

Does Not Meet Standard

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Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.MS)

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.DNMS)

4.4 Respect

Meets Standard

Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.MS)

Does Not Meet Standard

Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.DNMS)

4.5 District/Building Goals

Meets Standard

Individual implements District/Building/Grade-level/Department goals and or initiatives (4.5.MS)

Does Not Meet Standard

Individual fails to or refuses to implement District/Building/Grade-level/Department goals and or initiatives (4.5.DNMS)