

# Center Grove School Psychologist Effectiveness Rubric (v.2019)

Printed: December 10, 2020 at 9:12am



Center Grove  
Community School Corporation  
Greenwood, Indiana

## DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION (25.00%)

### 1.1 Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains

Highly Effective	Effective	Needs Improvement	Ineffective
Systematically plans to serve as a member of school level teams (i.e. school improvement team, intervention team, etc.) (1.1.HE)	Regularly serves as a member of school level teams (i.e. school improvement team, intervention team, etc.) (1.1.E)	Inconsistently serves as a member of school level teams (i.e. school improvement team, intervention team, etc.) (1.1.NI)	Does not serve as a member of school level teams (i.e. school improvement team, intervention team, etc.) (1.1.I)

### 1.2 Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, & Behavioral Domains

Highly Effective	Effective	Needs Improvement	Ineffective
Meaningfully interprets universal screening and/or bench marking data and collaborates with school personnel to apply that data to curricular decisions and/or instructional practices (1.2.HE)	Meaningfully interprets universal screening and/or bench marking data (1.2.E)	Inconsistently interprets universal screening and/or bench marking data (1.2.NI)	Does not meaningfully and understandably interpret and apply universal screening and/or bench marking data (1.2.I)

### 1.3 Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents

Highly Effective	Effective	Needs Improvement	Ineffective
Systematically plans to conduct supplemental diagnostic assessments/ screenings to assist in intervention selection or to determine the needs of the child (1.3.HE)	Regularly obtains consents for diagnostic assessments/ screening within one week and shares information with school and/or parents within 4 weeks of parent consent (1.3.E)	Inconsistently conducts supplemental diagnostic assessments/ screenings (1.3.NI)	Does not conduct supplemental diagnostic assessments/ screenings (1.3.I)

### 1.4 Special Education Evaluation Procedures

Highly Effective	Effective	Needs Improvement	Ineffective
Creates a report that is concise, logically structured, and provides a clear diagnostic view of the student and suggestions are clearly linked to needs of the student (1.4.HE)	Creates a report that is concise, logically structured, and provides a clear diagnostic view of the student (1.4.E)	Educational evaluations provide limited analysis and interpretation of the evaluation findings (1.4.NI)	Educational evaluations fail to analyze and interpret results accurately (1.4.I)

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## DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT (25.00%)

### 2.1 School Wide Practices to Promote Learning

Highly Effective

Demonstrates knowledge of school-wide core curricular and instructional practices by comparing individual student performance outcomes to school-wide curricular and instructional practices (2.1.HE)

Effective

Demonstrates knowledge of school-wide core curricular and instructional practices (2.1.E)

Needs Improvement

Demonstrates limited knowledge of school-wide core curricular practices (2.1.NI)

Ineffective

Is unaware of, or lacks understanding of school-wide core curricular practices (2.1.I)

### 2.2 School Wide Practices to Promote Learning

Highly Effective

Demonstrates knowledge of the school's supplemental resources for remediation and/or instructional support by comparing individual student performance outcomes to school wide curricular and instructional practices (2.2.HE)

Effective

Demonstrates knowledge of the district and school's supplemental resources for remediation and/or instructional support (2.2.E)

Needs Improvement

Demonstrates limited knowledge of the school's resources for remediation and/or instructional support (2.2.NI)

Ineffective

Is unaware of or lacks knowledge of the school's resources for remediation and/or instructional support (2.2.I)

### 2.3 Diversity and Development in Learning

Highly Effective

Systematically applies understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes (2.3.HE)

Effective

Apply understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes (2.3.E)

Needs Improvement

Demonstrates limited understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes (2.3.NI)

Ineffective

Does not demonstrate an understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes (2.3.I)

### 2.4 Intervention and Instructional Support to Develop Academic Skills

Highly Effective

Systematically links available assessment information in developing instructional strategies to meet individual learning needs (2.4.HE)

Effective

Links available assessment information in developing instructional strategies to meet individual learning needs (2.4.E)

Needs Improvement

Links available assessment information in developing instructional strategies to meet individual learning needs on a limited basis (2.4.NI)

Ineffective

Does not link available assessment information in developing instructional strategies to meet individual learning needs (2.4.I)

### 2.5 Intervention and Instructional Support to Develop Academic Skills

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Highly Effective

Systematically addresses fidelity of instructional and behavioral interventions (2.5.HE)

Effective

Addresses fidelity of instructional and behavioral interventions (2.5.E)

Needs Improvement

Addresses fidelity of instructional and behavioral interventions on a very limited basis (2.5.NI)

Ineffective

Does not address fidelity of instructional or behavioral interventions (2.5.I)

## 2.6 Preventative and Responsive Services

Highly Effective

Systematically promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide (2.6.HE)

Effective

Promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide (2.6.E)

Needs Improvement

Promote recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide (2.6.NI)

Ineffective

Does not Promote recognition of risk and protective factors that are necessary to understand and address (2.6.I)

## 2.7 Intervention and Mental Health Services

Highly Effective

Systematically collaborates with school personnel, parents, students, and community resources to provide mental health resources (2.7.HE)

Effective

Collaborates with school personnel, parents, students, and community resources to provide mental health resources (2.7.E)

Needs Improvement

Collaborates with school personnel, parents, students, and community resources to provide mental health resources on a limited basis (2.7.NI)

Ineffective

Does not collaborate with school personnel, parents, students, and community resources to provide mental health resources (2.7.I)

## 2.8 Interventions and Instructional Support to Develop Academic and Social Emotional Behavioral Skills

Highly Effective

Works with staff to develop strategies and provide resources to assist with implementation of those strategies to address student needs (2.8.HE)

Effective

Assists staff with development of evidence based instructional and behavioral strategies (2.8.E)

Needs Improvement

Engages in limited consultation and collaboration with school staff regarding student needs (2.8.NI)

Ineffective

Fails to consult and collaborate with school staff (2.8.I)

## 2.9 Family-School Collaboration Services

Highly Effective

Listens to and discusses concerns of the parents, and provides suggestions for strategies to use at home (2.9.HE)

Effective

Addresses and discusses concerns of parents and provides resources, websites, and handouts (2.9.E)

Needs Improvement

Engages in limited consultation and collaboration with parents and families regarding student needs (2.9.NI)

Ineffective

Fails to consult and collaborate with parents and families (2.9.I)

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## 2.10 Interventions and Instructional Support to Develop Academic Skills (AND BEH?)

Highly Effective	Effective	Needs Improvement	Ineffective
Has systematic procedures for meeting or communicating with parents to clearly explain school wide assessment data and intervention strategies (2.10.HE)	Clearly explains school wide assessment data and intervention strategies (2.10.E)	Explanation of school wide assessment data and intervention strategies is limited in content (2.10.NI)	Routinely uses a form letter or impersonal manner to contact or communicate with parents (2.10.I)

## 2.11 School-Wide Practices to Promote Learning

Highly Effective	Effective	Needs Improvement	Ineffective
Systematically works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students (2.11.HE)	Works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students (2.11.E)	On a limited basis, works collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students (2.11.NI)	Fails to work collaboratively with other school personnel to create and maintain a multi-tiered continuum of services to support all students. (2.11.I)

## DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES (25.00%)

### 3.1 Advocates for Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Participates in systems level changes that will benefit all students and families. (3.1.HE)	Advocates for positive student learning, outcomes, and for a change in instruction and services when needed. Supports all students by collaborating with stakeholders to evaluating practices, policies, and programs and make decisions for improvement (3.1.E)	Demonstrates limited advocacy for student learning and outcomes (3.1.NI)	Does not advocate for a change in instruction /services when needed (3.1.I)

### 3.2 Advocates for Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Provides suggestions in the evaluation report that address student needs and could be incorporated in IEP goals and accommodations. Continues to systematically monitor progress (3.2.HE)	Provides suggestions in the evaluation report that address student needs and could be incorporated in IEP goals and accommodations (3.2.E)	Suggestions are limited and do not address goals or accommodations (3.2.NI)	Reports do not include meaningful suggestions (3.2.I)

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## 3.3 Fulfills Professional (Case Manager) Responsibilities

### Highly Effective

Brings all appropriate records, documents, and written report to case conference, and provides visuals such as graphs or work samples to further explain or support interpretation of results (3.3.HE)

### Effective

Participates in the case conference committee, brings all appropriate records and documents including written evaluation report. Effectively communicates evaluations results and checks for parent understanding, requests parent input and answers parent questions (3.3.E)

### Needs Improvement

Inconsistently brings appropriate records and documents to case conferences (3.3.NI)

### Ineffective

Does not bring appropriate records/documentation to case conferences (3.3.I)

## DOMAIN 4: CORE PROFESSIONALISM (25.00%)

### 4.1 Attendance

#### Meets Standard

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

#### Does Not Meet Standard

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

### 4.2 Arrival/Departure

#### Meets Standard

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

#### Does Not Meet Standard

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

### 4.3 Policies, Procedures, and Expectations

#### Meets Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures (4.3.MS)

#### Does Not Meet Standard

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures. (4.3.DNMS)

### 4.4 Respect

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## 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 or refuses to interact with students, colleagues, administrators, guests, parent/guardians, and community members in a professional manner (*4.4.DNMS*)