



School Counselors Rubric

*Example framework
for School Counselors*



School Counselor Rubric

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the *Framework for Teaching* (FFT) is just that, a definition of *teaching* that did not address the work of many specialists, including school counselors. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the *Framework for Teaching* in 2007. In those specialist rubrics, the basic architecture of the *Framework for Teaching* remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the *Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013*. The *Evaluation Instrument* contained rubric language for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance. Four members of the Danielson Group, each with masters' degrees in counseling, began in 2013 to create a framework similar to the *Evaluation Instrument*, that would accurately and specifically reflect the work of school counselors.

It is the role of school counselors, just as with other educators, to ensure student success. Counselors not only respond to the immediate needs of students but also plan for proactive services. At the elementary level, the emphasis is on helping all students acquire skills such as being able to communicate in effective ways, developing a healthy self-image, and forming appropriate relationships with their peers. Secondary school counselors continue the same skills acquisition, but also focus on post-secondary planning, and cultivating skills that will help them become college- and career-ready. School counselors carry out their work in various settings, including individual, small group, and classroom guidance.

School counselors serve as a resource to individual students, teachers, parents and guardians, the school as a whole, and their communities. They counsel individual students regarding such matters as making positive choices, reducing excessive tardiness, addressing behavioral issues, and designing an appropriate academic program. They also collaborate with teachers to present curriculum-based guidance lessons or to offer advice on the development of interpersonal or study skills. School counselors regularly confer with parents about any number of issues that affect student learning, often including issues related to behavior and emotions. In addition, the counselor might work at the school level, interpreting cognitive, aptitude, and achievement tests; maintaining student records; and assisting the school principal and school psychologist in identifying and resolving student needs, issues, and problems.

A seminal document that informed this process was the ASCA (American School Counselor Association) National Model. Throughout the writing process, the group also consulted practicing school counselors to ensure alignment with their practice. As noted in the ASCA National Model, "Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow."

We offer this rubric example to support and enhance professional conversations in the school counseling community.

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School Counselor Rubric

Domain 1 for School Counselors: Planning and Preparation

| Component | Level of Performance | | | |
|--|---|---|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 1a: Demonstrating Knowledge of School Counseling Theory | School Counselor demonstrates little or no understanding of school programming, counseling techniques, and theory. | School Counselor demonstrates limited understanding of school programming, counseling techniques, and theory. | School Counselor demonstrates solid understanding of school programming, counseling techniques, and theory. | School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory. School Counselor's plans and practice reflect familiarity with a wide range of effective counseling approaches. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor displays minimal understanding and application of the district/school programming and counseling techniques. • School Counselor's plans use inappropriate strategies. | <ul style="list-style-type: none"> • School Counselor displays rudimentary understanding and application of the district/school programming. • School Counselor's knowledge and use of counseling techniques is of moderate value or suitability in meeting the needs of some students. | <ul style="list-style-type: none"> • School Counselor demonstrates solid understanding and application of the district/school programming and counseling techniques. • School Counselor is able to select and employ suitable and effective techniques to meet the needs of most students. | <ul style="list-style-type: none"> • School Counselor demonstrates extensive knowledge and application of the district/school programming and counseling techniques. • School Counselor actively investigates new counseling theories and techniques, and skillfully selects and employs those that meet the needs of individual students. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor says, “Services for our ELL students and their families should be identical to those for everyone else.” • When a student indicates she has thoughts of harming herself, the School Counselor gives her a booklet on mental health issues and tells her to come back after she has read it. • School counselor says, “We have our own plan. I don’t see why it has to align with the American School Counselor Association (ASCA) National Model.” | <ul style="list-style-type: none"> • School Counselor meets with a student who is struggling with anger management issues, but does not apply research-based counseling techniques to the sessions, such as cognitive behavioral therapy. • School Counselor says, “I know there are social skills programs out there for students with autism, but I just don’t know how I am going to find out about them.” | <ul style="list-style-type: none"> • School Counselor alerts the principal to issues of students sexting on their phones and offers suggestions related to positive interventions for students. • School Counselor incorporates social justice advocacy services into the counseling program based upon student demographics and needs. • School Counselor downloads the ASCA “Mindsets & Behaviors for Student Success” program planning tool and works with colleagues to address gaps in the current school counseling program. | <ul style="list-style-type: none"> • School Counselor surveys students on her roster about bullying, both personal experiences and observed occurrences. She brings in an expert to advise the department and launches an effective anti-bullying program for the district. • School Counselor leads a regional training event for colleagues to raise awareness of how counseling traditions and one's own views may be based on culturally biased concepts. |



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| | Unsatisfactory | Basic | Proficient | Distinguished |
| 1b: Demonstrating Knowledge of Students | School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritages. . | School Counselor displays limited knowledge of child and adolescent development. and some knowledge of the varied students' skills, special needs, interests and cultural heritages. | School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages. | In addition to the characteristics of "proficient," School Counselor displays knowledge of the extent to which individual students follow the general patterns of development. School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor does not understand child development characteristics and has unrealistic expectations for students. • School Counselor is unaware of the individualized needs of students and ignores students' cultures, language, interests, special needs, history | <ul style="list-style-type: none"> • School Counselor cites developmental theory, but does not seek to integrate theory into interactions with students. • School Counselor inconsistently attempts to gain knowledge of individual needs of students and sometimes seeks to understand students' cultures, | <ul style="list-style-type: none"> • School Counselor integrates knowledge of developmental theory with knowledge of students on their counseling roster to inform their practice. • School Counselor actively seeks to gain knowledge of student background and experiences, culture, special needs, history | <ul style="list-style-type: none"> • School Counselor applies understanding of developmental attributes to differentiate practice and decision-making based on individual students' circumstances. • School Counselor demonstrates thorough knowledge of student background and experiences, culture, special needs, history |



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|--------------------------|---|---|---|--|
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| | <p>and/or circumstances.</p> <ul style="list-style-type: none"> • School Counselor is unaware of medical issues and learning disabilities of students. | <p>language, interests, special needs, history and/or circumstances.</p> <ul style="list-style-type: none"> • School Counselor is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of those issues and conditions. | <p>and circumstances and uses this knowledge in practice and decision-making.</p> <ul style="list-style-type: none"> • School Counselor is aware of medical issues and learning disabilities of all students on her caseload and works collaboratively with colleagues to understand the implications of those issues and conditions. | <p>and circumstances, as well as knowledge of individualized techniques to support student. School Counselor uses this knowledge to proactively communicate with or about the student.</p> <ul style="list-style-type: none"> • School Counselor researches medical and learning issues of students on her caseload, and works with those students to ensure their own understanding and ability to advocate on their own behalf. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor uses materials and resources for a kindergarten student that have been designed for third grade students. • School Counselor does not know how to address the behavioral responses of a student with sensory issues. She issues a detention to the student for covering his ears in the cafeteria and shouting that everyone should | <ul style="list-style-type: none"> • School Counselor provides for the kosher dietary restrictions of Jewish students for an evening event, but does not make accommodations for vegetarians or those with gluten sensitivities. • School Counselor uses a check in and check out strategy with a student, but does not share the progress of the student | <ul style="list-style-type: none"> • School Counselor uses conversational turn-taking in a class designed for students with Asperger syndrome to support the acquisition of social skills. • School Counselor ascertains each student's background knowledge about the college application process before providing guidance. | <ul style="list-style-type: none"> • After reviewing anonymous school surveys related to smoking, the School Counselor works with the school assistance team and student representatives to develop a smoking cessation program. • The School Counselor holds a meeting with a student and his mother to discuss the recent |



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|-----------|----------------------|--------------------------|------------|--|
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| | “Shut up.” | with teacher and parent. | | incarceration of a sibling. Together they design a plan to inform the student’s teachers and to design strategies that will support the student. |



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| 1c: Establishing Counseling Outcomes | School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students. Counseling outcomes represent low expectations for students. | School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. Counseling outcomes represent moderate expectations and rigor. | School Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. Counseling outcomes represent rigorous and important expectations for student learning and achievement. | School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues. Counseling outcomes represent high-level learning and achievement. Outcomes are differentiated and reflect multiple career and college ready paths based on student aspirations and input. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor cannot identify goals for students. • Goals do not represent the needs of the student population. | <ul style="list-style-type: none"> • Goals represent low expectations for students. • Goals reflect minimal consideration of student population needs. | <ul style="list-style-type: none"> • Goals represent high expectations and rigor for students. • Goals reflect consistent consideration of student population needs. | <ul style="list-style-type: none"> • Goals represent high expectations and rigor and are differentiated to encourage individual students to take educational risks. • Goals are carefully tailored and differentiated to meet the needs of the entire student population. |



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| Possible Examples | <ul style="list-style-type: none"> • School Counselor states college and career readiness outcomes in terms of student awareness of information rather than achievement goals. • School Counselor says that reducing the over-representation of minority students in out-of-school suspensions is not a goal that is related to her job as a School Counselor. | <ul style="list-style-type: none"> • The School Counselor creates outcomes for Social Skills learning that do not address generalization of skills to novel environments. • School Counselor begins to research evidence-based programs to reduce out-of-school-suspensions, but sets modest goals for improving outcomes. • | <ul style="list-style-type: none"> • School Counselor works with students to establish learning outcomes for counseling sessions. • School Counselor successfully establishes an advisory council that includes all stakeholders reflective of the collaborative components of the ASCA National Model. | <ul style="list-style-type: none"> • School Counselor revises the counseling program outcomes to include data from student self-assessments. • School Counselor works collaboratively with administration, colleagues, and student leaders to set goals for reducing out-of-school suspensions. The goals are research-based and aligned to the district and school program goals. A key feature is student self-monitoring and assessment of outcomes. |



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| | Unsatisfactory | Basic | Proficient | Distinguished |
| 1d: Demonstrating Knowledge of Resources | School Counselor demonstrates little or no knowledge of resources available to students through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills. | School Counselor displays some awareness of resources available to students through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge. | School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school. School Counselor seeks resources to extend their own professional skills and knowledge. | School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources. School Counselor makes extensive use of resources provided by professional organizations, universities and on the internet. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor does not seek resources outside the district to expand his/her knowledge. • School Counselor is unable to suggest or identify resources that meet the needs of students. | <ul style="list-style-type: none"> • School Counselor sometimes seeks resources outside the district to expand his/her knowledge. • School Counselor has limited suggestions for resources to meet the needs of students. | <ul style="list-style-type: none"> • School Counselor knows how to gain access to resources outside the district and effectively shares them with students and parents. • The School Counselor makes detailed suggestions for evidence-based resources to meet the needs of a diverse student population. | <ul style="list-style-type: none"> • School Counselor proactively and routinely seeks resources outside the district and makes extensive effort to share with students, colleagues, parents and all community stakeholders. • The School Counselor works collaboratively with colleagues, parents and students to create a list of evidence-based resources that will support the needs of a diverse student population. |



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| Possible Examples | <ul style="list-style-type: none"> • School Counselor gives the same college resource information to all students, regardless of their career plans. • School Counselor is not able to recommend local mental health care providers or community resources to the family of a severely depressed student. | <ul style="list-style-type: none"> • School Counselor hands a list of local mental health care providers to a student without trying to determine the most appropriate provider for the individual student's issue. • School Counselor knows she needs to learn more about working with secondary students with autism, but doesn't contact autism specialists to support professional learning. | <ul style="list-style-type: none"> • School Counselor gives a student several resource options when asked about local businesses that offer job apprenticeships in the hospitality industry. • School Counselor tells her supervisor about an online course in social justice programs she would like to take in order to expand her knowledge in the area. | <ul style="list-style-type: none"> • School Counselor creates an online "clearinghouse" of resources that is used by all counseling staff in the district for local and regional resources to meet the developmental needs of all students. • School Counselor spends the summer meeting with the Commerce Commission and Better Business Bureau to develop a resource library with a broad array of student internship opportunities. |



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| Component | Level of Performance | | | |
|--|---|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 1e: Designing a Coherent Counseling Program | School Counselor plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes. School Counselor plan is developed without input from stakeholders or inclusion of individual, school, and district needs. | School Counselor plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals. There is little differentiation for students. School Counselor seeks minimal input from stakeholders. | School Counselor plan includes important aspects of counseling in the school setting and includes school goals. Counseling programs follow an organized progression with differentiation for different groups of students. School Counselor routinely seeks input from stakeholders. | School Counselor plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. The plan provides opportunity for student choice. Input from stakeholders is incorporated throughout the plan. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor plan lacks structure and is not aligned to social decision-making, behavioral, mental health, and academic goals. • There is no effort to connect counseling activities to counseling outcomes. • School Counselor plan lacks a mission statement describing the school counseling program goals and vision of how students will benefit from the program. • School Counselor designs | <ul style="list-style-type: none"> • School Counselor plan may be unrealistic about expectations for social decision-making, behavioral, mental health, and academic goals. • Counseling activities are loosely connected to counseling outcomes. • School Counselor plan includes an incomplete mission statement describing the school counseling program goals and partial vision of how the students will benefit from the program. | <ul style="list-style-type: none"> • School Counselor plan is well structured and reasonable about expectations for social decision making, behavioral, mental health, and academic goals. • Counseling activities match counseling outcomes. • School Counselor plan includes an appropriate mission statement describing the school counseling program goals and clear vision of how the students will benefit from the program. • School Counselor | <ul style="list-style-type: none"> • School Counselor plan is holistic, systemic, balanced, proactive, integrated into the academic agenda, and reflective in addressing individual student's social decision making, behavioral, mental health, and academic goals. • Counseling activities are aligned with counseling outcomes and ensure student choice. • School Counselor plan includes a mission statement and a comprehensive vision of |



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|--------------------------|---|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | the plan without collaboration with stakeholders. | <ul style="list-style-type: none"> School Counselor designs the plan with minimal collaboration with stakeholders. | consistently engages in collaborative planning with all in-district stakeholders. | <p>how students' individualized needs will be met though differentiated program goals.</p> <ul style="list-style-type: none"> School Counselor actively seeks input from multiple stakeholders within and beyond the district to maximize collaborative planning process. |
| Possible Examples | <ul style="list-style-type: none"> School Counselor says, "The program does not need to address academic goals; that is the job of their teachers." School Counselor does not design programs to support the post-secondary plans of students who do not want to attend a four-year college. School Counselor states that he does not have time to learn more about the core curriculum. | <ul style="list-style-type: none"> School Counselor says, "I know that we need to involve community leaders in order to develop student internships. I just don't know how I am going to structure that." School Counselor reads information about cyberbullying, but offers only general statements about its impact, and does not explore preventative strategies. | <ul style="list-style-type: none"> School Counselor designs a meet-and-greet evening where students can learn how adults with disabilities navigated both school and workplace challenges. School Counselor participates in a community forum to seek input from local mental healthcare providers on improving mutual collaboration. School Counselor works with her department chair on a presentation to her colleagues and school administration that recommends an evidence-based program for reducing out-of-school suspensions. | <ul style="list-style-type: none"> School Counselor implements a program where students can self-assess their own learning styles and suggest individualized accommodations and modifications that would successfully support their learning goals. School Counselor holds a series of feedback sessions after the first year of implementing a new counseling plan, to identify both highly successful components of the plan as well as gaps in the program that need to be addressed. |



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| Component | Level of Performance | | | |
|---|---|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 1f: Designing Program Assessment | School Counselor has no plan to assess services or resists suggestions that such an evaluation is important. | School Counselor has a rudimentary plan to assess services. Assessment criteria and standards have been developed, but they are not clear. School Counselor's approach to using formative assessment is partially developed and includes only some of the program outcomes. | School Counselor's plan to assess services is organized around clear goals, criteria, and standards related to the collection of evidence. School Counselor has a well-developed strategy for using formative assessment data. | School Counselor's assessment plan is highly sophisticated, with a variety of evidence sources and clear criteria for assessing outcomes. The plan includes student contributions to its development. Assessment plan includes multiple methodologies to ensure accurate assessment of program effectiveness for diverse student groups. |
| Critical Attributes | <ul style="list-style-type: none"> • There is no program assessment plan to gather feedback from stakeholders and evaluate services. • The program assessment plan has no provision for data collection. • School Counselor does not use data/assessments to plan future program priorities. | <ul style="list-style-type: none"> • The program assessment plan contains minimal provision for feedback from stakeholders. • The program assessment plan has limited provision for data collection. Only some of the counseling outcomes are addressed in the planned assessments. • School Counselor minimally uses assessment data to plan future program priorities | <ul style="list-style-type: none"> • The program assessment plan is updated based upon feedback from stakeholders. • The program assessment plan provides for collection of relevant data and is consistent with program goals. • School Counselor synthesizes data to plan effective future program priorities. | <ul style="list-style-type: none"> • The program assessment plan includes cycles for reviewing progress of the counseling program, so that formative adjustments can be made as needed. • The program assessment plan uses a variety of methods to collect data in order to assess program goals and services, including soliciting student input. • School Counselor continually synthesizes |



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| Component | Level of Performance | | | |
|--------------------------|---|---|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | | | data to plan for effective program priorities, monitors progress, and makes adjustments as needed. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor states that he is too busy providing services to figure out how to assess program effectiveness. • When asked about data to support continuation of a program, School Counselor states that quantitative data would not be helpful. | <ul style="list-style-type: none"> • School Counselor attempts to aggregate student data to assess program effectiveness. but states that he is often very behind in maintaining the data. • School counselor states that he has data for some of the counseling programs, but has not had time to analyze it. • School Counselor tells student internship supervisors that the school is very interested in their feedback, but does not provide a document or method for them to provide feedback. | <ul style="list-style-type: none"> • School Counselor explains to the principal how she has used students' academic and behavioral progress data to assess program effectiveness. • As part of the design of a new program to reduce out-of-school suspensions, the School Counselor participates as a team member in developing measurable program outcomes. • School Counselor reports the results of quantitative and qualitative data about the school counselor program at quarterly department meetings. | <ul style="list-style-type: none"> • School Counselor initiates a committee to develop an efficient system for managing the large amounts of data collected on each student. The counselor states, "We are collecting but not effectively using data to inform our decisions about programs and students." • School Counselor mentors a student committee that analyzes the data related to the school code of conduct and the effectiveness of current school procedures. |



School Counselor Rubric

Domain 2 for School Counselors: The Environment

| Component | Level of Performance | | | |
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| | Unsatisfactory | Basic | Proficient | Distinguished |
| 2a: Creating an Environment of Respect and Rapport | <p>School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The counselor does not promote positive interactions among students, parents, or staff. The Counselor does not deal with disrespectful behavior. The counseling environment is not a place where students, teachers, and/or parents feel safe and respected.</p> | <p>School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity. The counselor makes occasional attempts to promote positive interactions among students, parents, or staff. The counselor attempts to respond to disrespectful behavior with uneven results. Students, teachers and/or parents feel somewhat safe and respected in the counseling environment.</p> | <p>School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students. The counselor actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected.</p> | <p>School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity. The counselor has successfully involved students in promoting positive student-to-student interactions.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor is insensitive to students' cultural backgrounds and developmental levels. • School Counselor displays no familiarity with or caring about students. • School Counselor speaks disrespectfully to students, parents, staff, or colleagues. | <ul style="list-style-type: none"> • School Counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels. • School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster. • Quality of interactions | <ul style="list-style-type: none"> • School Counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff. • School Counselor demonstrates detailed knowledge of each of the students on her | <ul style="list-style-type: none"> • School Counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations. • School Counselor consistently demonstrates knowledge |



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| Component | Level of Performance | | | |
|--------------------------|--|--|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <ul style="list-style-type: none"> School Counselor displays a lack of responsiveness to students, parents, staff and colleagues. School Counselor fails to convey an atmosphere of respect and encouragement. | <p>between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity.</p> <ul style="list-style-type: none"> School Counselor is responsive to a small number of students, parents, staff and colleagues. School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate. | <p>roster.</p> <ul style="list-style-type: none"> Interactions between School Counselor and students, parents, and staff are consistently respectful. School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload. School Counselor consistently creates an atmosphere of support and rapport. | <p>of, compassion for, and responsiveness to all students.</p> <ul style="list-style-type: none"> School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations. School Counselor is responsive to all school, district, and community stakeholders. School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students. |
| Possible Examples | <ul style="list-style-type: none"> During a school meeting, School Counselor openly makes disparaging remarks about groups of students and their cultural background. School Counselor does not call students by name. | <ul style="list-style-type: none"> School Counselor responds to disparaging remarks between students in an inconsistent manner. School Counselor calls some students by name. School Counselor agrees to be the faculty sponsor | <ul style="list-style-type: none"> School Counselor advocates for students whose developmental and social needs are typically underserved by forming a unified soccer team. School Counselor | <ul style="list-style-type: none"> School Counselor challenges a student who makes disparaging remarks about others' cultural background and provides education about diversity and tolerance. School Counselor works |



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| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <ul style="list-style-type: none"> • School Counselor refuses to work with a Future Farmers student group, stating, “The students should aim higher than that.” • School Counselor consistently interrupts and talks over students in a group session in order to get her point across. | <ul style="list-style-type: none"> • for a Model United Nations group, but does not attend their meetings. • School Counselor listens attentively to a student, but does not reflect back or ask questions to clarify. | <ul style="list-style-type: none"> • reaches out to the family of a student with special needs to better understand how to support the student. • School Counselor works with the Academic Quiz Bowl group, attending practice sessions and meets. • School Counselor models a variety of active listening skills with students and builds positive relationships with them as a result. • School Counselor acts as a mentor to a student. • The School Counselor and students use social courtesies such as, “Please, may I offer an opinion?” | <ul style="list-style-type: none"> • with students in the Drama Club, running lines and helping build sets. Students express respect for the counselor. • School Counselor teaches active listening skills to students. • School Counselor works with a student after school because the student has limited access to the counselor during the school day. • Students, staff and parents report that the School Counselor is accessible to them and keeps appointments unless there is a crisis. • School Counselor attends the play of a student on his caseload when he learns the family is uninvolved. • During a group session, students clap for one another • Student says, “I feel safe here sharing ideas I thought were different.” |



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|--|---|---|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 2b: Establishing a Culture for Learning | <p>The counseling program and environment are characterized by little to no commitment of effort by the School Counselor or students. Students show no regard for the importance of the counseling work.</p> <p>School Counselor makes no attempt to encourage students to work hard and achieve at their highest level. School Counselor does not offer students support for college and career readiness.</p> | <p>The counseling program and environment are characterized by a inconsistent commitment of effort or investment of energy by the School Counselor or students. Students show little regard for the importance of the counseling work.</p> <p>The School Counselor encourages some students to achieve at a higher level. School Counselor offers some students support for college and career readiness.</p> | <p>The counseling program and environment is characterized by a consistent commitment of effort and investment of energy by the School Counselor and students. Students show positive regard for the importance of the counseling work.</p> <p>School Counselor interacts with all students to encourage hard work and support learning. School Counselor seeks to ensure that all students are college and career ready.</p> | <p>The counseling program and environment are characterized by a high commitment of effort and investment of energy by the School Counselor and students. Students take an active role in upholding the importance of the counseling work.</p> <p>School Counselor's interactions with students, staff, and families support attainment of success for all students and involves these stakeholders in ensuring all students are college and career ready.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor conveys to some students that counseling work is too challenging for them. • School Counselor sets no expectations for engagement and participation. • Students are not encouraged to work hard. | <ul style="list-style-type: none"> • School Counselor conveys a neutral position to students regarding their ability to meet the demands of counseling work. • School Counselor sets limited expectations for engagement and participation. • Some students receive encouragement to work | <ul style="list-style-type: none"> • School Counselor communicates to students the importance of counseling work, and the conviction that with hard work they will succeed. • School Counselor expects all students to engage with and participate in the counseling program. • All students receive encouragement to work | <ul style="list-style-type: none"> • School Counselor communicates a passion for counseling work to students, staff, and families and a conviction that students can acquire the skills necessary to be successful. • The School Counselor sets high expectations for engagement in the counseling program and communicates this |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|--|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | hard from the counselor. | hard in order to achieve. | importance to all students, staff, and families. <ul style="list-style-type: none"> The School Counselor supports students' initiative in improving the quality of their work. |
| Possible Examples | <ul style="list-style-type: none"> School Counselor is surprised when a student comes with news at the end of the semester that he is failing a course, and responds by saying, "Well, you should have worked harder at the beginning of the semester." School Counselor only meets for academic advising with twenty percent of the students in her caseload. School Counselor says, "This advocacy program for the homeless takes valuable time away from my day." School Counselor says, "Why don't you pursue an easier career?" | <ul style="list-style-type: none"> School Counselor is aware that a student is struggling academically, but is not sure in what areas, or what the best intervention strategies would be. School Counselor explains to a student who does not participate in classes, "If you just raise your hand more, your teachers won't be so hard on you." School Counselor suggests that someone form a peer mentoring group for students in need of additional academic support, but does not follow up on that suggestion. School Counselor says that the homelessness advocacy program is important, but only attends | <ul style="list-style-type: none"> School Counselor holds a study skills session every Wednesday so that students can develop strategies and techniques to support their work. School Counselor creates classroom activities, group counseling, and individual sessions focused on rigorous academic programs and recruits students from underserved socio-economic backgrounds to participate. School Counselor frequently participates in meetings and study sessions held by the homelessness advocacy group. School Counselor meets with the special education staff in order to make | <ul style="list-style-type: none"> School Counselor gathers support teams for individual students that includes teachers, specialists, family members, and the student themselves, to proactively monitor the student's progress and determine strategies for increased success. School Counselor asks students to contribute to a top ten list of effective strategies for meeting the demands of long-term projects. School Counselor fosters a college and career ready culture by helping students form a number of different career-interest clubs, insuring that they assess and address the needs of the diverse members they |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|----------------------|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | <p>meetings by the group when told to do so.</p> <ul style="list-style-type: none"> School Counselor makes some minor adjustments in the student's schedule because the special education teacher requested it. | <p>adjustments to a student's schedule.</p> <ul style="list-style-type: none"> School Counselor holds regular departmental meetings to advocate for student success by reviewing individual student concerns and brainstorming possible solutions. | <p>attract.</p> <ul style="list-style-type: none"> School Counselor mentors a homelessness advocacy student group that researches and applies for grant funding to support the work of a local community shelter. School Counselor involves a special education student and his family in proactively rearranging the student's schedule to better meet his learning needs. School Counselor discusses and defines beliefs about the ability of all students to achieve at a district in-service presentation. |



School Counselor Rubric

| Component | Level of Performance | | | |
|---|--|--|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 2c: Managing Routines and Procedures | School Counselor's routines for the counseling center or classroom work are nonexistent or disorderly. There are no procedures established for scheduling time with the counselor. No schedule or use-of-time data is available. There is little evidence that students know or follow established routines. | School Counselor's routines for the counseling center or classroom work are partially successful. Procedures for scheduling time with the counselor are established, but have been communicated to only some students. Schedule and/or use-of-time data exist, but are not used or maintained. Students are aware of some routines and procedures, but they are only partially effective or are inconsistently followed. | School Counselor's routines and procedures for the counseling center or classroom work are effective. Procedures for scheduling time with the counselor are established, communicated to students, and followed. Schedule and use-of-time data are available, used, and fully maintained. Students know and follow established routines with minimal guidance and prompting. | School Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Procedures for scheduling time with the counselor are established with input from students and well communicated to all stakeholders. Schedule and use-of-time data are detailed and used in a highly effective manner. Routines and procedures are well understood and may be initiated or improved by students. |



School Counselor Rubric

| Component | Level of Performance | | | |
|----------------------------|---|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor has not established procedures or routines. • School Counselor is unable to prioritize time-sensitive tasks. • Lack of procedures or routines during classroom work or a counseling session result in student time off task. | <ul style="list-style-type: none"> • School Counselor has inconsistently established procedures and routines. • School Counselor is inconsistent in prioritizing tasks. • Counseling office has some procedures and routines related to counseling activities and access to materials and resources. | <ul style="list-style-type: none"> • School Counselor has established consistent routines and procedures. • School Counselor consistently prioritizes tasks. • Counseling office has clear and consistent procedures and routines that are organized to facilitate various counseling sessions and access to materials and resources. | <ul style="list-style-type: none"> • School Counselor has seamlessly established routines and procedures. Students take initiative in the development and maintenance of counseling session routines and procedures. • School Counselor seeks feedback from students and faculty regarding task prioritization. • Counseling routines and procedures maximize student engagement, opportunities, and time on task. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor fails to develop and/ or circulate clear operational schedules. • Students ask why they have been called to the counseling office and express concern that they are missing an important test. | <ul style="list-style-type: none"> • School Counselor circulates operational schedules only during the first half of the school year. • School Counselor organizes some classroom guidance sessions, but changes the schedule or sometimes fails to show up. • Students ask what they are to do when materials | <ul style="list-style-type: none"> • In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • School Counselor maintains a calendar so students miss little class time. The schedule is flexible enough to allow for crisis counseling. • School Counselor | <ul style="list-style-type: none"> • School Counselor communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media. • A student reminds a classmate that it is his turn to research then present information about |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|----------------------|-------------------------------------|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | are being distributed or collected. | organizes and communicates the schedule for classroom guidance to students as well as teachers. | one of the local community college's programs. <ul style="list-style-type: none"> • Students independently check themselves into the counseling center. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------------------|---|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 2d: Managing Student Behavior | School Counselor has established no standards of conduct for students during counseling or classroom sessions. No assistance with student behavior is offered to staff or families. | School Counselor's efforts to establish standards of conduct for counseling sessions or classroom are partially effective. School Counselor inconsistently attempts to monitor student behavior and sometimes offers behavioral assistance to staff or families. | School Counselor has established clear standards of conduct for counseling sessions or classroom. Student behavior in counseling sessions is generally appropriate. School Counselor makes significant effort to offer assistance to staff or families with student behavior. | School Counselor has established clear standards of conduct for counseling and classroom sessions and students contribute to maintaining them. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. School Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families. |
| Critical Attributes | <ul style="list-style-type: none"> • Counseling sessions are chaotic, with no standards of conduct evident. • School Counselor disregards students' violation of rules. • Some students disrupt the counseling session, without apparent School Counselor awareness or with an ineffective response. | <ul style="list-style-type: none"> • Standards have been established but are not consistently applied or monitored by the School Counselor. • School Counselor maintains order with uneven success. • Response to student misbehavior is inconsistent during the counseling and/or classroom guidance sessions. | <ul style="list-style-type: none"> • Standards of conduct have been established and are monitored by the School Counselor. • School Counselor maintains order with overall success. • School counselor consistently and appropriately responds to student misbehavior during the counseling and classroom guidance sessions. | <ul style="list-style-type: none"> • School Counselor's monitoring of student behavior is subtle and preventative. Students actively monitor their own behavior. • Students are involved in the development of appropriate behavioral guidelines for counseling sessions and actively contribute to maintaining order by addressing peer behavior based upon established behavioral guidelines. • School Counselor models and promotes student ownership of behavior. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|--|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Possible Examples | <ul style="list-style-type: none"> • Students are talking among themselves, rather than attending to the counseling agenda; the School Counselor does not attempt to redirect them. • Students are running around the room, resulting in a chaotic environment. • Students use their phones during a meeting and the School Counselor ignores them. | <ul style="list-style-type: none"> • The School Counselor addresses the misbehavior in a group of girls, but ignores similar behavior in a group of boys. • Neither the School Counselor nor students refer to posted classroom rules when they are violated. | <ul style="list-style-type: none"> • Students respond to School Counselor request for participation during classroom presentations. • School Counselor recommends use of positive behavior support strategies with a student who exhibits behavioral difficulties, and the School Counselor monitors the student's response. | <ul style="list-style-type: none"> • The School Counselor effectively uses nonverbal communication to quiet a classroom during a presentation. • School Counselor effectively de-escalates the behavior of a student who is acting out physically by using calming words and an even tone of voice. • School Counselor works with a student to practice self-monitoring strategies. • Student points out a rule about active listening to a distracted student. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------------------|--|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 2e: Organizing Physical Space | School Counselor's physical environment is in disarray, unsafe, or is inappropriate for the planned activities. Physical barriers make the counseling area inaccessible to students with special needs. | School Counselor's attempts to create an inviting and well-organized physical environment are partially successful. Accommodations are made for some students' special needs. | The School Counseling center or classroom arrangements are inviting and conducive to the planned activities. All areas of the counseling center are accessible to students with special needs. | The School Counseling center and classroom arrangements are flexibly arranged to support a range of individual and group counseling activities. Students have contributed ideas to the organization of physical space. Arrangements provide individualized accommodations for students with special needs. |
| Critical Attributes | <ul style="list-style-type: none"> School Counselor does not consider or is unaware of the need to arrange the counseling space. There are physical hazards in the counseling center. There is no attempt to arrange the counseling center to meet the needs of students with physical or sensory disabilities. School Counselor does not help teachers design ways to enhance their environment for student safety and learning even when asked. | <ul style="list-style-type: none"> School Counselor makes some attempt to arrange the environment and make the counseling office inviting. School Counselor makes some attempt at arranging the counseling center to accommodate students with physical disabilities. School Counselor helps teachers design ways to enhance their environment for student safety and learning only when asked. | <ul style="list-style-type: none"> School Counselor makes a concerted effort to make the counseling environment inviting and accessible for students. School Counselor successfully arranges the counseling center to accommodate groups with special needs. School Counselor volunteers to help teachers design ways to enhance their | <ul style="list-style-type: none"> School Counselor enlists the input of students on how to make the counseling environment inviting and welcoming. School Counselor solicits and implements innovative ideas from students, parents, and experts on environmental accommodations to make the counseling center safe, comfortable, and inviting for students with special needs. Students take the initiative to adjust the environment based on planned activities. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|--|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | | environment for student safety and learning. | <ul style="list-style-type: none"> School Counselor serves as a district-wide resource for space arrangement and accommodation issues. |
| Possible Examples | <ul style="list-style-type: none"> Students say they do not want to share concerns in the center because. "It is a fishbowl and everyone can hear what you are saying and see you when you are upset." Books and resources are piled in disarray around the counseling center. School Counselor can offer no suggestions to a classroom teacher who inquires about reducing environmental distractions for a student who is often off task. | <ul style="list-style-type: none"> School Counselor offers a suggestion to a classroom teacher regarding physical space, but the ideas are neither evidence-based nor effective. Books and other resources are neatly shelved, but some are placed too high for students to reach. The School Counselor places sound machines in the waiting area outside of the office, but often forgets to turn them on. | <ul style="list-style-type: none"> School Counselor has posted guidelines for how students can access the computer station in the counseling center. Comfortable chairs are arranged in a semicircle to support the social skills group. School Counselor suggests to classroom teachers that they place seating mats facing away from a hallway door in order to reducing environmental distractions. | <ul style="list-style-type: none"> School Counselor has meetings with students representing various demographics to solicit ideas on how to make the counseling environment inviting and welcoming. Students take initiative and arrange chairs side by side for a peer mediation session. School Counselor provides a district-wide in-service presentation on how to organize physical space to enhance the learning environment and promote student safety and a sense of belonging. |



School Counselor Rubric

Domain 3 for School Counselors: Delivery of Services

| Component | Level of Performance | | | |
|--|---|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 3a: Communicating with Students | School Counselor rarely communicates with students. Communications contains major errors and/or are unclear. The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Communication is strictly one-way from School Counselor to students. | School Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students. School Counselor does not take opportunities to explain academic or counseling vocabulary. School Counselor makes minimal efforts at two-way communication with students. | School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding. School Counselor makes regular efforts at two-way communication with students. | School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills. School Counselor takes the opportunity to extend students' knowledge of concepts and vocabulary. Students use correct vocabulary. School Counselor frequently uses multiple means of soliciting input from, and communicating with, students. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor does not share information, or makes serious errors that will affect student understanding. • Students indicate, through | <ul style="list-style-type: none"> • School Counselor shares limited information or provides only partially accurate information to students. • School Counselor | <ul style="list-style-type: none"> • School Counselor consistently shares accurate information with students. • School Counselor clearly states the purpose of the | <ul style="list-style-type: none"> • School Counselor has consistent and accurate collaborative communication with students. • Students contribute to |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <p>body language or questions, that they do not understand the purpose or content of the session provided by the School Counselor</p> <ul style="list-style-type: none"> • School Counselor does not seek input from students. | <p>provides little explanation about the purpose of the session.</p> <ul style="list-style-type: none"> • School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input. | <p>session, as well as session goals.</p> <ul style="list-style-type: none"> • School Counselor regularly seeks input from students, and effectively acts on such input. | <p>defining the purpose of the session; if asked, students are able to explain the purpose of the session.</p> <ul style="list-style-type: none"> • School Counselor's extensive gathering of input from students is skillfully applied to make program improvements. |
| Possible Examples | <ul style="list-style-type: none"> • The student says, "My counselor has not gotten back to me about the college application process." • The student says that the School Counselor gave him the wrong date for the SAT test. | <ul style="list-style-type: none"> • The student says, "My counselor did not keep two appointments with me, and didn't let me know ahead of time." • School Counselor says, "I offered to help a student with smoking cessation, but they were uncooperative." | <ul style="list-style-type: none"> • Before engaging in a guided group discussion on human sexuality, the School Counselor describes what topics will be covered. • School Counselor discusses with a student the conditions under which sensitive information would need to be shared with crisis intervention services. | <ul style="list-style-type: none"> • School Counselor sets up a meeting with a student with special needs saying, "Let's talk about your upcoming IEP meeting and see if we can look at your progress and set some new goals." • School Counselor asks students, "List the top two things you would like to learn from our intergenerational service project." |



School Counselor Rubric

| Component | Level of Performance | | | |
|--|--|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 3b: Using Appropriate Counseling Techniques | School Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning. | School Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning. | School Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning. | School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor does not attempt to assist students in decision-making, goal setting, or problem solving. • School Counselor makes poor use of questioning techniques, using low level or inappropriate questions. • School Counselor's questions do not invite student response. | <ul style="list-style-type: none"> • School Counselor attempts to assist students in decision-making, goal setting, or problem solving. • School Counselor's use of questioning and discussion techniques is adequate. • School Counselor's questions invite students to respond, but most do not. | <ul style="list-style-type: none"> • School Counselor assists students in decision-making, goal setting, or problem solving. • Questioning and discussion techniques are employed effectively, encouraging students to comfortably disclose information after having established confidentiality guidelines for discussions. • School Counselor uses open-ended questions, inviting students to think and/or offer multiple | <ul style="list-style-type: none"> • School Counselor mentors students as they use available data to make decisions, set goals, or solve problems. • Questioning and discussion techniques provide opportunities for students to use higher order thinking skills. • School Counselor builds on and uses student responses to deepen student understanding and skill building. Students initiate, maintain, and extend discussions during the session. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | | possible answers. | |
| Possible Examples | <ul style="list-style-type: none"> • Student says, “I don’t want to talk to the School Counselor. She never helps me.” • School Counselor mainly asks yes-no questions of students. • School Counselor generally spends five hours of his day working on paperwork in an office. | <ul style="list-style-type: none"> • School Counselor conducts group sessions on coping with stress and anger, but only invites students with significant behavioral issues to the group, limiting the possibility for models of appropriate behavior and problem solving. • School Counselor allows discussions about topics unrelated to those previously identified to dominate their small group time together. | <ul style="list-style-type: none"> • School Counselor has students work in pairs to generate strategies that people their age use for dealing with anger, then debrief with the group about which strategies are healthy/helpful vs. unhealthy/harmful. • School Counselor holds small group and individual sessions to assist students with personal goal setting. | <ul style="list-style-type: none"> • School Counselor holds an individual goal setting session with a student, as a precursor to the student’s participation in her own IEP. • A student independently decides to keep an “anger journal” to track triggers, levels, and responses after attending a seminar with the School Counselor. |



School Counselor Rubric

| Component | Level of Performance | | | |
|---|--|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 3c: Engaging Students in the Formulation of Current and Future Plans | School Counselor does not assist students in formulating personalized plans. | School Counselor attempts to assist some students in formulating personalized plans, but efforts are inconsistent. | School Counselor assists the students in formulating clear, purposeful, and personalized plans. | School Counselor supports students as they formulate personal academic, social/emotional, and career plans. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning. |
| Critical Attributes | <ul style="list-style-type: none"> School Counselor does not assist students in developing appropriate skills needed for formulating personalized plans. | <ul style="list-style-type: none"> School Counselor attempts to help students develop the skills needed for formulating personalized plans. | <ul style="list-style-type: none"> School Counselor provides clear strategies that assist students in developing successful skills for formulating personalized plans, goal setting, and decision making. | <ul style="list-style-type: none"> School Counselor enables student exploration of multiple strategies that will assist them in developing solid, lifetime skills for formulating personalized plans. |
| Possible Examples | <ul style="list-style-type: none"> The student says, "I really have no idea what my course of study is supposed to be next year. My counselor can't find time to meet with me." Students do not have individual plans that | <ul style="list-style-type: none"> The student says, "My counselor just gives me a list of courses to sign up for. We don't discuss any of it." School Counselor meets with a few students to help them create | <ul style="list-style-type: none"> The student says, "Since I want to be a sign language interpreter, my counselor is helping me explore whether a sign language class at the community college might be available to me next | <ul style="list-style-type: none"> The student says, "My counselor showed me how I can use the new computer system to search for colleges in this state that offer pre med programs." The student says, "I went |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|---------------------------------|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | address their future interests. | individual plans that address their future interests. | fall.” <ul style="list-style-type: none"> • School Counselor holds a series of small group seminars to help students create individual plans that address their future interests. | to the school’s website and found which courses are required for graduation.” <ul style="list-style-type: none"> • School Counselor meets with individual students and coaches them in strategies for designing individual plans that best address their future interests. |



School Counselor Rubric

| Component | Level of Performance | | | |
|------------------------------------|--|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 3d: Assessing Student Needs | <p>School Counselor neither assesses the progress students are making in programs nor consults with team members to address students' needs. Feedback is absent or of poor quality. Students do not engage in self-assessment.</p> <p>School Counselor does not use assessment to determine services that will address students' needs</p> | <p>School Counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students' needs. Feedback to students is general, and few students assess their own work. School Counselor sometimes uses assessments to determine services that will address students' needs.</p> | <p>School Counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs. Feedback to students is accurate and specific; students frequently engage in self-assessment. School Counselor uses assessment to determine appropriate school-wide services to address the needs of the student population.</p> | <p>School Counselor consistently assesses students' progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students' needs. A variety of forms and methods are used to provide accurate and specific feedback. Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies. School Counselor successfully assesses individual students' needs and differentiates services to address them.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor makes no effort to determine students' understanding of assessment results. • School Counselor has no | <ul style="list-style-type: none"> • School Counselor attempts to determine student understanding of assessment results. • School Counselor makes | <ul style="list-style-type: none"> • School Counselor elicits clear evidence of student understanding of assessment results. • School Counselor | <ul style="list-style-type: none"> • Students demonstrate a solid understanding of assessment results and the ability to identify their own needs based on the data. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <p>plan to engage students in self-assessment.</p> <ul style="list-style-type: none"> • School Counselor uses inappropriate assessment techniques for the student or setting. • School Counselor provides feedback that is inaccurate, non-specific and/or lacks timeliness. • School Counselor ignores or does not know how to interpret student assessment data. | <p>only minimal attempts to engage students in self-assessment.</p> <ul style="list-style-type: none"> • School Counselor attempts to use appropriate assessment techniques for the general student population. • School Counselor provides feedback that is timely, but is not specific or consistent. • School Counselor displays limited ability to interpret student assessment data. | <p>frequently invites students to engage in self-assessment, and provides appropriate strategies for doing so.</p> <ul style="list-style-type: none"> • School Counselor uses assessment techniques that are differentiated for specific student population groups. • School Counselor provides feedback that is specific, timely, and consistent. • School Counselor accurately interprets student assessment data and makes program decisions or recommends courses of action based on the data. | <ul style="list-style-type: none"> • Students assess their own needs/progress using assessment criteria they have helped establish. • School Counselor skillfully determines and uses assessment techniques that are differentiated for individual students. • School Counselor and students discuss high quality feedback that is proactive, pertinent and focused on improvement. • School Counselor partners with individual students to interpret assessment data, and discusses program direction and individual action plans with them based on the data. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor takes assessment results and files them without reviewing them or sharing them with students. | <ul style="list-style-type: none"> • School Counselor gives the student the raw score of a workplace readiness assessment, but does not interpret results or make | <ul style="list-style-type: none"> • School Counselor meets with a group of students who are struggling with English II and analyzes test errors with them. | <ul style="list-style-type: none"> • School Counselor assists students in establishing a homework self-study group that meets weekly in the conference room. |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <ul style="list-style-type: none"> A student says, "How do I know if I am doing well?" | <ul style="list-style-type: none"> plans for improvement with the student. School Counselor tells a student that she should try harder, but does not analyze areas in need of additional support and study. | <ul style="list-style-type: none"> School Counselor shows benchmarking data to a student with special needs. Based on the data, the counselor sets up after-school assistance in the target subject. | <ul style="list-style-type: none"> School Counselor analyzes available course of study data compared to college admissions rates to recommend successful strategies to students who want to enter pre-med programs. Students access their own progress reports, then sign up for online help with their teachers. |



School Counselor Rubric

| Component | Level of Performance | | | |
|---|--|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 3e: Implementing Responsive Services | School Counselor does not provide counseling sessions for individual students and/or small groups to help them overcome issues that arise. | School Counselor makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns. Sessions are not goal-focused and offer only moderate assistance. | School Counselor holds individual and/or small group counseling sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns. | School Counselor holds individual and/or small group counseling sessions, that help students identify problems, causes, alternatives, and possible consequences. Students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor does not provide responsive services to address students' needs. • School Counselor does not adjust priority of tasks with student or school goals in mind. • School Counselor is unable adjust a session when students are confused or unresponsive. | <ul style="list-style-type: none"> • School Counselor inconsistently provides responsive services to address students' needs. • School Counselor attempts to adjust priorities to address student needs. • School Counselor is partially successful in adjusting a session when students are confused or unresponsive. | <ul style="list-style-type: none"> • School Counselor recognizes change in students' needs and provides responsive services to meet the current, identified needs. • School Counselor routinely adjusts priorities to meet the needs of students. • School Counselor routinely makes adjustments to a session as needed. | <ul style="list-style-type: none"> • School Counselor's anticipates adjustments to services based on deep knowledge of students and current social and environmental events and conditions. • School Counselor uses various data sources and input from stakeholders to anticipate the needs of students, and adjusts priorities accordingly. • School Counselor seizes a teachable moment to enhance a session. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor tells a student, “I know you are upset, but I don’t have time in my schedule to see you today.” • School Counselor tells a student that he can’t come running to the counseling office for every little thing and to sort issues out himself. | <ul style="list-style-type: none"> • School Counselor tells a student whom she knows is upset, “I don’t have an opening in my schedule until tomorrow afternoon. Please come back and see me then and we will problem-solve the issue.” | <ul style="list-style-type: none"> • School Counselor asks a colleague to cover her office for an hour so that she can accompany a student to the crisis center. • School Counselor reviews possible strategies to deal with a student pregnancy and decides to cancel a scheduled peer mediation session in favor of a one-on-one session with the student. | <ul style="list-style-type: none"> • School Counselor meets with a student with a physical disability and shares a variety of community resources related to driver’s ed training with modified vehicles. • School Counselor helps a student to complete a shared assessment of risk when the student discloses thoughts of harming herself. School Counselor brings in parents and sets up an immediate appointment with the crisis center of the local hospital. |



School Counselor Rubric

Domain 4 for School Counselors: Professional Responsibilities

| Component | Level of Performance | | | |
|-----------------------------------|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 4a: Reflecting on Practice | School Counselor's reflection on practice is inaccurate and not based on evidence-based standards. School Counselor has no suggestions for how counseling services could be improved. | School Counselor's reflection on practice is sometimes accurate and objective, but not based on evidence-based standards. Reflection includes some general suggestions for how counseling services might be improved. | School Counselor's reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics. School Counselor makes specific suggestions for improving practice based on the ASCA Model. | School Counselor's reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success. School Counselor draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the ASCA Model. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor does not use ASCA Model of Competencies or data to reflect on counseling practices. • School Counselor makes no suggestions for professional improvement. • School Counselor is not aware of the ASCA School Counseling Program Assessment and does not create the ASCA School Counselor Annual Agreement. | <ul style="list-style-type: none"> • School Counselor uses ASCA Model of Competencies but does not gather data to reflect on counseling practices. • School Counselor suggests general modifications for professional improvement. • School Counselor is aware of the ASCA School Counseling Program Assessment but does not use it as a guide to create the ASCA School Counselor Annual Agreement. | <ul style="list-style-type: none"> • School Counselor uses the ASCA Model of Competencies and data to guide decision-making and to standardize and reflect on counseling practice. • School Counselor draws upon appropriate resources to suggest alternative strategies to refine professional performance. • School Counselor uses the ASCA School Counseling Program Assessment as a guide to | <ul style="list-style-type: none"> • School Counselor uses program assessment data; input from school officials, Advisory Council, and students; and the ASCA Model of Competencies to guide decision-making and reflect on counseling practice. • School Counselor uses extensive resources to identify areas for improvement and professional growth opportunities. • School Counselor uses deep and nuanced |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|---|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | | create and revise the ASCA School Counselor Annual Agreement. | understanding of the ASCA Model of Competencies and the School Counseling Program Assessment to make a subtle but impactful supplement to the ASCA School Counselor Annual Agreement. |
| Possible Examples | <ul style="list-style-type: none"> • The counselor says, “I have identified students’ needs and helped many,” but is unable to provide data to support the statement. • School Counselor says, “Few students come to seek me out, and when they do, I am not sure what they want.” • School Counselor says, “I don’t need standards; I know what ethical means.” | <ul style="list-style-type: none"> • Without evidence, the School Counselor says, “I hope I am meeting the needs of most students.” • School Counselor says, “I suppose I could ask a colleague about some strategies to use.” • School Counselor says, “Are there professional practice and ethical standards available?” | <ul style="list-style-type: none"> • School Counselor says, “I use the ASCA Model of Competencies and the School Counseling Program Assessment when determining if the needs of students are being met.” • The School Counselor uses the ASCA Model to study School Counselor competencies and determine areas for improvement. • The School Counselor decides on a course of action based on the ASCA Ethical Standards for School Counselors. | <ul style="list-style-type: none"> • School Counselor says, “Evidence tells me these strategies are working with the majority of the students most of the time. I am exploring additional resources to address the needs of student outliers.” • School Counselor shows data collected from all students and stakeholders; he works with stakeholders to interpret the data and make improvements in the ASCA School Counselor Annual Agreement and Action Plan. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--|---|---|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice | School Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. School Counselor does not understand the importance of safekeeping and maintenance of student records. School Counselor does not use student data to guide decision-making. | School Counselor's reports, records, and documentation are uneven and occasionally late. School Counselor has a rudimentary understanding of the safekeeping and maintenance of student information. School Counselor makes scant use of student data to guide decision-making. | School Counselor's reports, records, and documentation are accurate and are submitted in a timely manner. School Counselor's practices related to safekeeping and maintenance of student records are consistent with district and national standards. School Counselor uses student data to guide decision-making. | School Counselor's practices related to record keeping are highly systematic and efficient. Maintenance and safekeeping practices serve as a model for colleagues in other schools. School Counselor engages parents and students in using student data to guide decision-making. Students contribute information to their portfolios. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor has no system for record keeping. Records are in disarray and provide incorrect or confusing information. • School Counselor does not maintain and submit records/reports in a timely manner when requested. • School Counselor does not know how to use data to guide students. | <ul style="list-style-type: none"> • School Counselor has a process for recording information; however it is out of date, incomplete, or inaccurate. • School Counselor inconsistently maintains and submits records/reports. • School Counselor has limited knowledge of how to use data to guide students. | <ul style="list-style-type: none"> • School Counselor's process for record keeping is efficient and effective. • School Counselor consistently maintains and submits records/reports in a timely manner. • School Counselor has a clear understanding of how to use data to guide students. | <ul style="list-style-type: none"> • School Counselor collaborates with colleagues regarding best practice for record-keeping and shares systems and processes. • School Counselor consistently makes records/reports available to stakeholders to support self-advocacy and future planning. • School Counselor engages and educates appropriate stakeholders on how to best use data to guide students. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|--|---|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor does not keep a daily journal. • School Counselor says, “I did not keep a record of the students’ classes, but I can remember.” • School Counselor says, “Several students were scheduled to stop by, but I didn’t write down the times or what they needed.” • School Counselor says, “I don’t have time to look at student data and don’t know why I should; I’m a counselor!” | <ul style="list-style-type: none"> • School Counselor says, “I have met with several students, but was able to take notes on only half of the meetings.” • The student says, “I don’t know what classes to register for because the requirements are not in my e-file.” • School Counselor inconsistently reviews student data prior to counseling sessions. | <ul style="list-style-type: none"> • School Counselor keeps a confidential daily journal that contains a record of meetings. • The student says, “I used the guidelines that you gave me, logged on to the website, and found which courses are required.” • School Counselor reviews data with a student prior to guiding the student in setting goals. | <ul style="list-style-type: none"> • School Counselor consults her confidential daily journal to aid in making decisions with students. • When a student is asked about how she will register for courses, she quickly demonstrates and explains the updated website for her parents. • School Counselor analyzes data from a confidential student survey about bullying to support the proposal for a new program addressing the issue. • School Counselor refers to testing, conduct, and report card data on each of her students when designing intervention strategies. |



School Counselor Rubric

| Component | Level of Performance | | | |
|--|--|---|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 4c: Communicating with Families, Staff, and Community | <p>School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or about individual students. School Counselor does not publicize vision and mission statement of the program. School Counselor does not attempt to engage families in the programs offered by the counseling department.</p> <p>Communications with staff and families violate confidentiality guidelines. Some communications contain socially or culturally inappropriate or offensive references.</p> | <p>School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students. School Counselor shares vision and mission statement of the program if asked. School Counselor attempts to engage families in the programs offered by the counseling department.</p> <p>School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be socially or culturally sensitive.</p> | <p>School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students. School Counselor successfully communicates the vision and mission statement of the program. School Counselor frequently engages families in the programs offered by the counseling department.</p> <p>School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a culturally sensitive manner.</p> | <p>School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor makes certain that community, staff, parents, and students are aware of and contribute to the vision and missions statement of the program. School Counselor engages families in using and contributing to the resources of the counseling department.</p> <p>School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community. School Counselor responds to concerns with social and cultural sensitivity.</p> |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor provides limited or inaccurate | <ul style="list-style-type: none"> • School Counselor infrequently provides | <ul style="list-style-type: none"> • School Counselor regularly makes information about | <ul style="list-style-type: none"> • School Counselor is innovative in finding |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|--|--|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <p>information regarding the counseling program to stakeholders.</p> <ul style="list-style-type: none"> • School Counselor does not seek input from stakeholders regarding the most effective means of communicating. • School Counselor does not comply with school/district procedures for communicating with families. • School Counselor doesn't know who should have access to information or what can be disseminated. • School Counselor does not know about the ASCA National Model, that includes the program's mission and vision. | <p>information about the counseling program to stakeholders; parents are randomly informed.</p> <ul style="list-style-type: none"> • School Counselor seeks input only from district stakeholders regarding the most effective means of communicating. • School Counselor complies with school/district procedures for communicating with families but efforts are inconsistent. • School Counselor has limited knowledge of who should have access to information, or does not communicate helpful confidential information to those with whom it would be appropriate. • School Counselor knows how to access the ASCA Model website, but does not communicate the program's mission and vision with stakeholders. | <p>the program available and uses more than one means to disseminate information.</p> <ul style="list-style-type: none"> • School Counselor seeks input from all stakeholders, including community organizations, regarding the most effective means of communication. • School Counselor complies with all school/district procedures for communicating with families and successfully engages them at the appropriate times. • School Counselor is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate. • School Counselor directs stakeholders to the ASCA National Model and communicates its mission and vision. | <p>multiple means to provide information to stakeholders.</p> <ul style="list-style-type: none"> • School Counselor is a leader in facilitating a communication network of district and diverse community organizations and seeks input from stakeholders regarding the most effective means of communicating. • School Counselor complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders. School Counselor provides appropriate information at appropriate times. • School Counselor serves as the district consultant for the appropriate dissemination of records and educates all stakeholders about confidentiality policies. • School Counselor engages stakeholders, particularly the Advisory Council, in |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|--|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | | | | conversations about the mission and vision of the ASCA National Model, focusing on plans for the future of the program. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor does not respond to requests to provide information to the school/district newsletters. • Registration booklets are not up to date for parents and the School Counselor refuses to post information online. • The School Counselor does not know that financial information is confidential and posts a list of student financial waivers. • The School Counselor says, "Why would the counseling program need a vision and mission statement?" • School Counselor says she only sends information to parents via email and if families don't have email at home they can go to the | <ul style="list-style-type: none"> • School Counselor periodically shares a schedule of office hours in a newsletter. Changes to hours or procedures are not updated. • Parent says, "I wish I could find out more about the counseling program and registration online, but there is little information posted." • School Counselor says, "I am not always sure what information can be shared and don't have time to research it." • School Counselor says, "I am not aware of a National Model; we have local vision and mission statements." | <ul style="list-style-type: none"> • School Counselor regularly submits articles to the school/district website and community newspapers about the local counseling program. • Student says, "I was struggling with some friends and found information about how to contact our school counselor on the district website." • School Counselor says, "This information is confidential and only available to the custodial parents." • School Counselor coordinates with colleagues to communicate to stakeholders the changes to the counseling program's mission and vision statements after | <ul style="list-style-type: none"> • School Counselor works with the district to survey parents and students to determine their available and preferred modes of communication and provides communication formats based on the survey data. • Parent says, "I do not have access to the internet, but my child brings home hard copies of newsletters so I know what is going on with the counseling services at her school." • School Counselor meets with translators to inform them of confidentiality guidelines. • School Counselor schedules a time at the staff meeting and provides detailed information about the rules of confidentiality. |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|--|-------|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | library. <ul style="list-style-type: none"> A parent says, "I had no idea students were doing course selection this week." | | aligning them with ASCA National Model. <ul style="list-style-type: none"> School Counselor ensures that a sign language interpreter is present at meetings with parents who are deaf or hard of hearing. | <ul style="list-style-type: none"> School Counselor assists other schools/districts to understand the local and ASCA mission and vision statements and how to communicate their meaning to stakeholders. |

| Component | Level of Performance | | | |
|--|---|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 4d: Participating in the Professional Community | School Counselor's interactions with other counselors and/or other colleagues in the school/district are negative. The counselor avoids becoming involved in school or district events or projects. School Counselor does not participate in a professional learning community. | School Counselor interacts with other counselors and/or colleagues to fulfill required duties. The School Counselor participates in school events, district projects, and professional learning communities when specifically asked or invited. | School Counselor's interactions with other counselors and colleagues are characterized by mutual support and collaboration. The counselor volunteers to participate in school events and school/district projects, making a substantial contribution. The School Counselor actively participates in a professional learning community. | School Counselor interactions are characterized by mutual support and collaboration, with the School Counselor taking initiative in assuming leadership among other counselors and colleagues. The School Counselor volunteers to participate in school/district events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school/district life. The School Counselor takes a leadership role in promoting a professional learning community. |



School Counselor Rubric

| Component | Level of Performance | | | |
|----------------------------|---|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor's interactions with other counselors and colleagues are characterized by negativity or combativeness. • School Counselor purposefully avoids involvement in school/district events and projects. • School Counselor avoids contributing to activities promoting professional learning communities. | <ul style="list-style-type: none"> • School Counselor engages in interactions with colleagues to fulfill department mandates, but does not initiate collaborative, professional conversations. • When asked, the School Counselor participates in school events and projects. • When invited, the School Counselor participates in activities related to professional learning communities. | <ul style="list-style-type: none"> • School Counselor has supportive, collaborative and professional interactions with other counselors and colleagues. • School Counselor frequently volunteers to participate in school events and projects. • School Counselor regularly participates in activities related to professional learning communities. | <ul style="list-style-type: none"> • School Counselor initiates and models collaborative interactions with other counselors, colleagues and organizations. • School Counselor contributes to and leads significant school/district and community projects. • School Counselor takes a leadership role in promoting activities related to professional learning communities. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor doesn't share positive behavioral intervention strategies with other school counselors and colleagues. • School Counselor does not attend school/district meetings. • School Counselor does not serve on any committees because he says his workday is from 8:30 to 3:30. | <ul style="list-style-type: none"> • School Counselor reluctantly shares strategies with other counselors and colleagues. • School Counselor attends school/district meetings when reminded by supervisor. • The principal says, "I wish I didn't have to ask the counselor to 'volunteer' every time we need someone to chaperone a | <ul style="list-style-type: none"> • School Counselor frequently volunteers to share strategies with other counselors and colleagues. • School Counselor volunteers to share program information at a school meeting. • School Counselor volunteers to chaperone the middle school Valentine's Day dance. | <ul style="list-style-type: none"> • School Counselor mentors other counselors and colleagues as they work with students to implement new strategies. Mentees highly value the School Counselor's guidance. • School Counselor creates a webinar to share program information with parents who could not attend a meeting. • School Counselor coordinates the Awards Day at the high school, working |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|---|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <ul style="list-style-type: none"> School Counselor is on the professional learning committee agenda to present program information and does not attend the meeting. | <p>dance.”</p> <ul style="list-style-type: none"> School Counselor attends the one professional learning committee meeting in which s/he presents program information. | <ul style="list-style-type: none"> School Counselor volunteers to have the professional learning committee meetings in the counselor’s office at a time when there are no student drop-ins. | <p>with the community to secure scholarships.</p> <ul style="list-style-type: none"> School Counselor collaborates with colleagues to create meaningful, student-focused agendas for the professional learning community. School Counselor leads the group of veteran mentor counselors that is devoted to supporting peers during their first years of school counseling. School Counselor asks a teacher who is having difficulty with group dynamics in the classroom, “Would you like me to come in and hold a classroom meeting so you can observe some group management techniques?” |



School Counselor Rubric

| Component | Level of Performance | | | |
|--|--|--|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 4e: Growing and Developing Professionally | School Counselor does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of counseling skills. School Counselor actively avoids professional conversations with colleagues and supervisors. School Counselor does not contribute to the collective knowledge of colleagues or the profession. | School Counselor participates in limited individual and/or collaborative professional development activities. School Counselor engages in limited professional conversations with colleagues and supervisors. School Counselor rarely assists other counselors or contributes to the profession. | School Counselor seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need. School Counselor actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice. School Counselor frequently contributes to the collective knowledge of colleagues. | School Counselor actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession. School Counselor takes a leadership role in organizing opportunities for professional conversation, including feedback about practice. School Counselor initiates important research or activities that contribute to the profession. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor is not involved in any activity that might enhance his/her knowledge or skills. • School Counselor purposefully resists discussing performance with supervisors or colleagues. • School Counselor does not participate in school/district professional development | <ul style="list-style-type: none"> • School Counselor participates in professional development activities when required by district or for recertification. • School Counselor reluctantly accepts feedback from supervisors and colleagues. • School Counselor participates in school/district professional development activities when specifically assigned, | <ul style="list-style-type: none"> • School Counselor participates in individual professional development to enhance knowledge and skills beyond district and recertification requirements. • School Counselor welcomes colleague and supervisor input in order to gain insight into improving practice. • School Counselor participates actively in a | <ul style="list-style-type: none"> • School Counselor provides professional development activities in the district to create opportunities for counselors and/or colleagues to collaboratively enhance knowledge and skills. • School Counselor actively seeks feedback from supervisors and colleagues on a regular basis. • School Counselor works with school/district |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|--|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <p>activities and makes no effort to share knowledge.</p> <ul style="list-style-type: none"> • School Counselor does not know the ASCA Competencies. | <p>providing limited opportunities for sharing knowledge.</p> <ul style="list-style-type: none"> • School Counselor is aware of the ASCA Competencies but does not make the connection to professional growth. | <p>variety of required and optional school/district professional development activities and shares knowledge with colleagues.</p> <ul style="list-style-type: none"> • School Counselor uses the ASCA Competencies to guide professional growth. | <p>professional development leaders to assess professional development needs, and finds or creates activities that promote knowledge sharing that will have a positive impact on students.</p> <ul style="list-style-type: none"> • School Counselor works with other School Counselors to create understanding of the ASCA Competencies and uses the competencies to guide professional growth. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor says, “I don’t need to attend any professional development; I earned my degree.” • School Counselor refuses to attend the post-observation conference and receive feedback. • School Counselor says, “Local professional development does not apply to me,” and does not attend. • School Counselor says, “I | <ul style="list-style-type: none"> • School Counselor attends only the required professional development for all counselors in the district and doesn’t make much use of the materials received. • School Counselor attends the post-observation conference but has few comments or does limited follow-up on feedback. • School Counselor says, “I know there are published competencies, but I am so | <ul style="list-style-type: none"> • School Counselor says, “I would benefit from more professional development offered about the cultural diversity of students. • School Counselor thanks a colleague for feedback given after a classroom counseling session. • School Counselor serves on the school/district professional development committee. • School Counselor identifies an area for | <ul style="list-style-type: none"> • School Counselor seeks out and attends professional development specific to individual students’ needs. • School Counselor sends a survey to parents, students, and staff to gather feedback for individual professional development. • School Counselor takes a leadership role in planning, scheduling, advertising, and leading a district-wide “Toolkit for Writing IEPs” training event. |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|---|---|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <p>don't know about competencies; I am on my own."</p> <ul style="list-style-type: none"> • School Counselor says, "I am too busy to talk with colleagues because I am responsible for all (too many) students." | <p>busy it is hard for me to find time to become more familiar with them."</p> <ul style="list-style-type: none"> • School Counselor says, "I have office hours and will confer with colleagues then." | <p>growth after an ASCA Competencies-based assessment, and creates an action plan to address the growth goal.</p> <ul style="list-style-type: none"> • School Counselor says, "I know you need additional support. I can be there." | <ul style="list-style-type: none"> • School Counselor establishes an ASCA Competencies study group for counselors to explore how to implement them with fidelity. |



School Counselor Rubric

| Component | Level of Performance | | | |
|------------------------------------|--|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| 4f: Showing Professionalism | School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School Counselor does not advocate for families or for the students' social, behavioral or academic needs. School Counselor does not comply with school, district, and professional regulations even when directed. | School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs. School Counselor requires prompting to comply with school, district, and professional regulations. | School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor consistently advocates for families' or students' social, behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations. | School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members. School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs. School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations. |
| Critical Attributes | <ul style="list-style-type: none"> • School Counselor demonstrates lack of honesty and integrity according to the ASCA Ethical Standards. • School Counselor does not exhibit willingness or ability to work collaboratively with other professionals. • School Counselor does not notice or advocate for the needs of students and families. | <ul style="list-style-type: none"> • School Counselor demonstrates honesty and general compliance with the ASCA Ethical Standards. • School Counselor is willing to collaborate occasionally with other professionals. • School Counselor notices needs of students and families but is inconsistent in advocating for their needs. | <ul style="list-style-type: none"> • School Counselor is honest and is known for having high standards of integrity according to the ASCA Ethical Standards. • School Counselor seeks opportunities to participate in ongoing collaboration with other professionals. • School Counselor actively and consistently advocates for student and family needs. | <ul style="list-style-type: none"> • School Counselor provides opportunities for other counselors and staff to engage in professional conversations to ensure shared understanding of honesty and integrity according to the ASCA Ethical Standards. • School Counselor exhibits skill and leadership in professional collaboration. • School Counselor takes a leadership role in the |



School Counselor Rubric

| Component | Level of Performance | | | |
|--------------------------|---|--|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <ul style="list-style-type: none"> • School Counselor does not provide opportunities for student success as described in the Annual Agreement. • School Counselor willfully rejects district regulations. | <ul style="list-style-type: none"> • School Counselor is inconsistent in providing opportunities for student success as described in the Annual Agreement. • School Counselor complies with district regulations only when prompted. | <ul style="list-style-type: none"> • School Counselor consistently provides opportunities for student success as described in the Annual Agreement. • School Counselor continually assesses planned actions to insure compliance with district regulations. | <ul style="list-style-type: none"> school, district and community, proactively advocating for the needs of students and families. • School Counselor makes differentiated efforts to ensure opportunities are available for individual students to be successful as described in the Annual Agreement. • School Counselor takes a leadership role in complying with and training colleagues on district regulations. |
| Possible Examples | <ul style="list-style-type: none"> • School Counselor manipulated a student transcript to show an inflated grade. • School Counselor knowingly shares confidential information. • School Counselor says, "I only do group counseling because that's all I have time for. Individual students and families' needs have to wait." • School Counselor does | <ul style="list-style-type: none"> • School Counselor was asked by a student to check her transcript for errors, but the School Counselor only makes the check after two reminders from the student. • School Counselor says, "I only have time to work with groups this week; next week I'll try to work with some individuals and their families." • School Counselor sends | <ul style="list-style-type: none"> • The principal states, "The School Counselor is a trusted individual. She always does what she says she is going to do." • School Counselor says, "That information is confidential and I am not able to share it." • School Counselor knows the students' individual needs and works collaboratively with administration and staff to find time to work with | <ul style="list-style-type: none"> • Parents, staff and students seek out School Counselor because s/he is known to be trustworthy. • School Counselor explains to staff, students and parents what information is confidential and what types of information has to be shared with authorities. • School Counselor brings stakeholders together to address students' needs. • School Counselor guides the classroom teacher, |



School Counselor Rubric

| Component | Level of Performance | | | |
|-----------|--|---|--|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | <p>not respond to the classroom teacher who wants help advocating for a student who needs special assistance.</p> <ul style="list-style-type: none"> • School Counselor says, "I am too busy to attend case conferences. These regulations weren't meant for me." | <p>a pamphlet to a classroom teacher outlining the steps to use to advocate for her student.</p> <ul style="list-style-type: none"> • School Counselor attended two out of eleven required meetings. | <p>more individuals and their families.</p> <ul style="list-style-type: none"> • School Counselor initiates a conversation with the classroom teacher and offers help in advocating for a student with special needs. • School Counselor attends all meetings that involve students in need unless crisis counseling takes precedence. | <p>student, and parents through the necessary process to determine if a student needs special assistance.</p> |