

SCHOOL COUNSELOR RUBRIC

Domain 1: Planning and Preparation			
1a - Demonstrating knowledge of counseling theory and techniques			
UNSATISFACTORY Demonstrates little or no understanding of counseling theory and techniques.	PROGRESSING Demonstrates a basic understanding of counseling theory and techniques.	EFFECTIVE Demonstrates knowledge by applying counseling theory and techniques.	HIGHLY EFFECTIVE Demonstrates comprehensive understanding of counseling theory and techniques. Uses knowledge to offer differentiated support appropriate to each situation.
1b - Demonstrating knowledge of child and adolescent development			
UNSATISFACTORY Displays little or no knowledge of child and adolescent development.	PROGRESSING Displays partial knowledge of child and adolescent development.	EFFECTIVE Understands developmental characteristics of the age group. Uses developmentally appropriate sources and materials. Recognizes exceptions to general patterns.	HIGHLY EFFECTIVE Uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. Thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.
1c – Establishing goals for the counseling program appropriate to the setting and the students served			

<p>UNSATISFACTORY</p> <p>Has no clear goals for the counseling program or appropriate goals for either the situation or the age of the students.</p>	<p>PROGRESSING</p> <p>Has goals for the counseling program that are undeveloped and/or are partially suitable to the situation and the age of the students.</p>	<p>EFFECTIVE</p> <p>Collects and analyzes data and stakeholder feedback in order to establish program goals.</p>	<p>HIGHLY EFFECTIVE</p> <p>Goals for the counseling program are highly appropriate to the situation, the school, and the age of the students.</p> <p>Develops goals following collaboration with students, colleagues, and staff.</p>
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1d – Planning the counseling program with appropriate resources

<p>UNSATISFACTORY</p> <p>Lacks coherence and is developed without input from stakeholders or inclusion of individual, school, and district needs.</p>	<p>PROGRESSING</p> <p>Contains guiding principles but is not consistent with individual, school, and district goals.</p> <p>Seeks minimal input from stakeholders.</p>	<p>EFFECTIVE</p> <p>Indicates services and resources through plans.</p> <p>Actively collaborates with colleagues in designing plans.</p>	<p>HIGHLY EFFECTIVE</p> <p>Provides extensive knowledge of resources including those available through the school or district and in the community.</p> <p>Has a deep understanding of the student needs and the best practice and resources for meeting those needs.</p> <p>Identifies all stakeholders, ensuring collaboration with them when designing a program of services.</p>
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1e – Developing measures to evaluate the counseling program

<p>UNSATISFACTORY</p> <p>Has not created a plan to evaluate the program.</p>	<p>PROGRESSING</p> <p>Has a rudimentary plan to evaluate the counseling program.</p> <p>Has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.</p>	<p>EFFECTIVE</p> <p>Develops a program evaluation plan that involves all stakeholders.</p> <p>Collects data to indicate if goals have been met.</p>	<p>HIGHLY EFFECTIVE</p> <p>Evaluates the program in a highly sophisticated manner, with a wide- variety of sources of evidence and a clear path toward improving the program on an ongoing basis.</p> <p>Provides for active involvement of stakeholders and careful data collection on program goals.</p>
<p>Domain 2: The Classroom Environment</p>			

2a - Creating an environment of respect and rapport			
<p>UNSATISFACTORY</p> <p>Does not create a safe and inviting environment.</p> <p>Interactions between counselor and students are negative, inappropriate, or insensitive.</p>	<p>PROGRESSING</p> <p>Creates an environment that is safe and accessible.</p> <p>Interactions with students are generally appropriate and free from conflict. They may be characterized by occasional displays of insensitivity or lack of responses to developmental differences.</p>	<p>EFFECTIVE</p> <p>Creates a safe and inviting environment.</p> <p>Interactions with students are appropriate, respectful, and caring.</p>	<p>HIGHLY EFFECTIVE</p> <p>Creates an environment that is always inviting and appealing reflecting sensitivity to the developmental characteristics of the population.</p> <p>Interactions reflect general warmth and caring and are appropriate to the developmental characteristics of the population served.</p> <p>Individual students seek out the counselor, reflecting a high degree of comfort and trust in the relationship.</p>
2b - Establishing a culture for productive communication			
<p>UNSATISFACTORY</p> <p>Makes no attempt to establish a culture for productive communication in the counseling setting between student and counselor.</p>	<p>PROGRESSING</p> <p>Attempts to promote a culture of productive and respectful communication between student and counselor in the counseling setting.</p>	<p>EFFECTIVE</p> <p>Promotes a culture for productive and respectful communication.</p>	<p>HIGHLY EFFECTIVE</p> <p>Promotes a culture in the counseling setting for productive and respectful communication with the expectation of more in-depth responses and commitment to the counseling process from the student.</p>
2c - Managing routines and procedures in the counseling setting			

<p>UNSATISFACTORY</p> <p>Sets routines for the counseling center or classroom work are nonexistent or in disarray.</p> <p>Is unable to prioritize time-sensitive tasks.</p> <p>Does not have an organized plan to address emergencies.</p>	<p>PROGRESSING</p> <p>Has rudimentary and partially successful routines for the counseling center or classroom Is inconsistent in prioritizing tasks.</p> <p>Has a rudimentary plan for handling emergencies.</p>	<p>EFFECTIVE</p> <p>Develops effective procedures for counseling center or classroom work.</p> <p>Has a defined plan on how to handle emergencies.</p>	<p>HIGHLY EFFECTIVE</p> <p>Sets routines for the counseling center or classroom that are seamless, and students assist in maintaining them.</p> <p>Prioritizes all tasks.</p> <p>Develops and communicates an emergency response plan collaborating with all stakeholders.</p>
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2d – Establishing expectations/norms for student behavior in the counseling setting			
<p>UNSATISFACTORY</p> <p>Has established no standards of conduct for students during counseling sessions.</p> <p>Makes no effort to maintain an environment of civility in the school.</p>	<p>PROGRESSING</p> <p>Establishes partially successful standards of conduct for counseling sessions.</p> <p>Attempts, with limited success, to contribute to the level of civility in the school.</p>	<p>EFFECTIVE</p> <p>Establishes clear norms standards of conduct for counseling sessions.</p> <p>Communicates, models, and encourages high expectations for student behavior.</p>	<p>HIGHLY EFFECTIVE</p> <p>Has established clear standards of conduct for counseling sessions, and students contribute to maintaining them.</p> <p>Makes a significant contribution to the environment of civility in the school.</p> <p>Collaborates with all stakeholders.</p> <p>Is responsive to intervention needs related to student behaviors as they arise.</p>

Domain 3: Delivery of Service			
3a - Communicating with students to determine their needs			
<p>UNSATISFACTORY</p> <p>Does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions.</p> <p>Does not communicate or collaborate with colleagues to assess student needs.</p>	<p>PROGRESSING</p> <p>Assesses the basic needs of student behaviors and academics.</p> <p>Sporadically communicates and collaborates with colleagues regarding student needs.</p>	<p>EFFECTIVE</p> <p>Assesses student behavior or academic needs.</p> <p>Provides opportunities for all students to be involved in the counseling program.</p> <p>Use communication with colleagues and parents as part of the assessment of student needs.</p>	<p>HIGHLY EFFECTIVE</p> <p>Conducts detailed and individualized behavior and/ or academic assessments of student needs to develop a program plan.</p> <p>Provides opportunities for all students to be involved in the counseling program either through individual, group, or classroom counseling.</p> <p>Uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.</p>
3b – Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student Needs			
<p>UNSATISFACTORY</p> <p>Does not attempt to help students formulate academic, personal/social, and career plans.</p>	<p>PROGRESSING</p> <p>Attempts to help students formulate academic, personal/social, and career plans.</p>	<p>EFFECTIVE</p> <p>Uses data to help students formulate academic, personal, and social needs.</p> <p>Helps students in career planning.</p>	<p>HIGHLY EFFECTIVE</p> <p>Helps individual students formulate academic, personal/social, and career plans while using data regarding student needs.</p> <p>Encourages students to take part in the creation of their academic, personal/social, and career plan.</p>

3c – Delivering counseling services and resources to support students			
<p>UNSATISFACTORY</p> <p>Does not make connections with other programs to meet student needs.</p> <p>Does not provide appropriate services and is unaware of resources or does not make appropriate referrals.</p>	<p>PROGRESSING</p> <p>Collaborates somewhat successfully with other programs in the school.</p> <p>Has a basic understanding of services to be delivered but makes minimal use of resources and makes appropriate referrals inconsistently.</p>	<p>EFFECTIVE</p> <p>Collaborates with colleagues to meet student needs.</p> <p>Provides appropriate services using available resources.</p> <p>Makes appropriate referrals.</p>	<p>HIGHLY EFFECTIVE</p> <p>Collaborates with other colleagues, programs, and agencies both within and beyond the school or district to meet individual student needs.</p> <p>Utilizes available resources to provide appropriate services.</p> <p>Makes the appropriate referrals on a consistent basis in collaboration with school service personnel based upon the needs of individual student needs.</p>
3d - Using assessment to guide counseling services			
<p>UNSATISFACTORY</p> <p>Does not evaluate student progress or consult with team members to meet students' needs.</p>	<p>PROGRESSING</p> <p>Evaluates student progress.</p> <p>Consults with team members to meet students' needs inconsistently.</p>	<p>EFFECTIVE</p> <p>Evaluates student progress.</p> <p>Consults with team members to meet student needs.</p>	<p>HIGHLY EFFECTIVE</p> <p>Evaluates student progress using multiple measures and consults with team members.</p> <p>Students demonstrate some self-assessment techniques and self-advocacy.</p>

3e - Demonstrating flexibility and responsiveness			
<p>UNSATISFACTORY</p> <p>Does not adjust and prioritize routines to meet student needs.</p>	<p>PROGRESSING</p> <p>Makes minor revisions and adjustments in the daily schedule as needed.</p> <p>Attempts to modify priorities to meet student and building needs through use of technology and best practice.</p>	<p>EFFECTIVE</p> <p>Routinely modifies priorities to meet the needs of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Proposes changes and quickly incorporates new developments that will best serve needs of students.</p> <p>Is continually aware of student needs.</p> <p>Proactively adjusts daily routines to serve student needs.</p>
Domain 4: Professional Responsibilities			
4a - Reflecting on counseling practice			
<p>UNSATISFACTORY</p> <p>Does not reflect, adjust, or evaluate practice.</p>	<p>PROGRESSING</p> <p>Writes moderately accurate and objective reflections, adjustments, and evaluation.</p> <p>Makes general suggestions as to how the counseling program might be improved based on some data sources.</p>	<p>EFFECTIVE</p> <p>Uses reflection and data to evaluate the program.</p> <p>Makes some specific suggestions as to how the program might be improved.</p>	<p>HIGHLY EFFECTIVE</p> <p>Provides a highly accurate and perceptive description of the practice and process of evaluation.</p> <p>Makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.</p>

4b - Maintaining accurate records			
<p>UNSATISFACTORY</p> <p>Tends to produce reports, records, and documentation that are either missing, delivered late, or contain inaccuracies.</p>	<p>PROGRESSING</p> <p>Writes accurate reports, records, and documentation but turns them in late occasionally.</p>	<p>EFFECTIVE</p> <p>Keeps accurate records and submits in a timely manner.</p>	<p>HIGHLY EFFECTIVE</p> <p>Manages record-keeping in a methodical and effective manner.</p>
4c - Communicating with families			
<p>UNSATISFACTORY</p> <p>Provides no information to families, either about the counseling program, affiliated student service programs or about individual students.</p>	<p>PROGRESSING</p> <p>Provides limited information to families about the counseling program, affiliated student service programs or about individual students.</p>	<p>EFFECTIVE</p> <p>Provides accurate information to all stakeholders.</p>	<p>HIGHLY EFFECTIVE</p> <p>Provides thorough and accurate information to families about the counseling program, affiliated student service programs, and individual students, in a variety of ways.</p> <p>Includes other colleagues when necessary.</p>
4d - Participating in a professional community			

<p>UNSATISFACTORY</p> <p>Forms relationships with colleagues that are negative or self-serving.</p> <p>Avoids being involved in school and district events and projects.</p> <p>Does not support and is not involved in the implementation of the district mission.</p>	<p>PROGRESSING</p> <p>Participates in school and district meetings and events when specifically requested to do so.</p> <p>Forms relationships with colleagues that are cordial.</p> <p>Supports the district mission and is somewhat involved in its implementation.</p>	<p>EFFECTIVE</p> <p>Participates in school and district meetings.</p> <p>Maintains a positive and productive relationship with colleagues.</p> <p>Supports the district mission and is engaged in the implementation.</p>	<p>HIGHLY EFFECTIVE</p> <p>Assumes a leadership role and makes a substantial contribution to school and district meetings and events.</p> <p>Creates positive and productive relationships with colleagues.</p> <p>Is highly supportive of the district mission and actively involved in its implementation.</p>
4e - Growing and developing professionally			
<p>UNSATISFACTORY</p> <p>Does not participate in professional development even when the need is evident.</p>	<p>PROGRESSING</p> <p>Participates in required or convenient professional development activities.</p>	<p>EFFECTIVE</p> <p>Seeks opportunities for professional development to enhance best practices.</p>	<p>HIGHLY EFFECTIVE</p> <p>Provides a leadership role in seeking out professional development opportunities for increasing district counseling services.</p> <p>Makes a substantial contribution to the profession.</p> <p>Takes on a leadership role by presenting information to colleagues.</p>
4f - Showing professionalism			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Does not adhere to district, state, and federal regulations.</p>	<p>Displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Is inconsistent in adherence to district, state, and federal regulations.</p>	<p>Displays high standards of honesty, integrity, and confidentiality with all stakeholders.</p> <p>Advocates for students.</p> <p>Has practices that reflect professional and ethical standards and adhere to district, state, and federal regulations.</p>	<p>Maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations.</p> <p>Advocates for all students.</p> <p>Models professionalism with colleagues.</p>

