

Name:
School:

Date:
Evaluator:

PERFORMANCE RUBRICS

Standard 1: Program Planning, Implementation, and Evaluation

The school counselor collaboratively plans, implements, and evaluates a comprehensive and developmentally appropriate school counseling program.

Indicators:

1. Collaborates to facilitate a comprehensive and developmentally appropriate school counseling program that meets the needs of all students.
2. Reviews the school counseling program and goals with the school administrator and stakeholders.
3. Shares the school counseling program calendar with students, parents/guardians, administrators, and other stakeholders.
4. Uses a variety of data to develop and evaluate activities, lessons, and action plans based on student needs.
5. Conducts an annual assessment to determine program implementation and effectiveness and to modify services as needed.
6. Monitors and assesses students' academic progress, attendance, behavior, development, and safety to inform and improve the school counseling program.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Score
Leads efforts to consistently facilitate, plan, monitor, evaluate, and modify components, activities, and services of the comprehensive school counseling program.	Consistently facilitates the planning, monitoring, and evaluating—on an annual basis-- and modifying components, activities, and services of the comprehensive school counseling program.	Inconsistently facilitates, plans, evaluates, and modifies components, activities, and services of the comprehensive school counseling program.	Does not facilitate, plan, evaluate, and modify components, activities, and services of the comprehensive school counseling program.	
Regularly analyzes a variety of data to assess student needs and evaluates outcomes.	Analyzes a variety of data to assess student needs and evaluates outcomes.	Sometimes analyzes a variety of data to assess student needs and evaluates outcomes.	Does not analyze data to assess student needs and evaluates outcomes.	
Leads the counseling department and collaborates consistently with the supervisor and stakeholders in the development and evaluation of program goals and action plans.	Collaborates with the counseling department and supervisor and stakeholders in the development and evaluation of program goals and action plans.	Inconsistently collaborates with the counseling department and supervisor in the development and evaluation of program goals and action plans.	Does not collaborate with the counseling department and supervisor in the development and evaluation of program goals and action plans.	
			Average	

Standard 1 – Sample Artifacts

Action Plan	Handbooks and school forms
Assessments/audits	Lesson plans aligned with standards
Calendars	Logs
Committee meeting minutes and reports	Plans
Comprehensive school counseling program	Program audit
Counseling curriculum	Technology integration
Data and survey results	

Standard 2: Program Delivery

The school counselor uses the majority of time to provide direct services that promote optimal student development.

Indicators

1. Develops trusting, caring relationships with students that promote their personal/social, career, and, academic development.
2. Provides individual counseling, group counseling, and crisis intervention using evidence-based practices.
3. Conducts activities that assist students in developing educational goals and career plans.
4. Delivers the counseling curriculum through structured activities and lessons to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.
5. Communicates and consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and make referrals.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Score
Consistently models high quality evidence-based practices delivering direct student services for the personal/social, career, and academic development of all students.	Consistently delivers evidence-based direct student services for the personal/social, career, and academic development of all students.	Inconsistently delivers direct student services for the personal/social, career, and academic development of all students.	No evidence of delivering direct student services for the personal/social, career, and academic development of all students.	
Consistently models high quality evidence-based practices delivering responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Serves as a role model and mentor to school counselors and stakeholders.	Consistently delivers evidence-based responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	Inconsistently delivers some responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	No evidence of the delivery of responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	
Consistently models high quality evidence-based practices that enhance consultations with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Consistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Inconsistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	No evidence of consultation with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	
			Average	

Standard 2 – Sample Artifacts

Action Plans	Documents	School Crisis Plan
Calendar	Logs	Technology integration
Committee minutes and reports	Observations	Lesson Plans
Counseling Curriculum	Student Personal Profiles	
Data results	Satisfaction surveys	

Standard 3: Leadership and Advocacy

The school counselor advocates for a safe, supportive, and inclusive school where all students can learn.

Indicators

1. Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.
2. Provides culturally responsive school counseling activities that promote student learning and achievement.
3. Advocates for policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
4. Promotes prevention and intervention programs and activities that address student needs.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Score
Is a role model who consistently leads collaborative efforts with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Consistently collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	No evidence of collaboration with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	
Leads in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Consistently develops policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Sometimes participates in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	No evidence of developing policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	
Leads counselors and stakeholders in providing culturally responsive school counseling activities that promote student learning and achievement.	Consistently provides culturally responsive school counseling activities that promote student learning and achievement.	Sometimes provides culturally responsive school counseling activities that promote student learning and achievement.	No evidence of providing culturally responsive school counseling activities that promote student learning and achievement.	
			Average	

Standard 3 – Sample Artifacts

Committee minutes and reports	Policies and procedures
Calendars	School climate reports
Cultural programs and activities	School profile
Data and survey results	Self-assessment/reflection
Handbooks	Website, listservs, blogs
Newsletters	Lesson Plans

Standard 4: Professionalism and Growth

The school counselor improves his/her knowledge, skills, and practices and advances the school counseling profession.

Indicators

1. Acts ethically and professionally with all students and stakeholders.
2. Seeks ongoing relevant professional development.
3. Actively reflects on professional practice and supervision feedback.
4. Identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students.
5. Promotes the professionalism of school counselors.
6. Communicates and collaborates effectively with all stakeholders.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Score
Consistently seeks and contributes to the professional development of other school counselors. Consistently reflects on professional practice and applies supervision feedback.	Consistently seeks counselor professional development. Actively reflects on professional practice consistently seeks supervision.	Seeks some counselor professional development. Sometimes reflects on practice. Seeks and uses supervision sometimes.	Little or no evidence of counselor professional development. Little or no evidence of reflective practice or seeking and using supervision.	
Always acts ethically and professionally with all stakeholders and consults on ethical and professional matters with counselors and colleagues.	Consistently acts ethically and professionally with stakeholders. Seeks consultation with counselors on ethical issues.	Acts ethically and professionally with stakeholders.	Little or no evidence of ethical and professional practice with stakeholders.	
Is a role model for other counselors for how to communicate and collaborate effectively with all stakeholders.	Consistently communicates and collaborates effectively with stakeholders.	Inconsistently communicates and collaborates with some stakeholders	Little or no evidence of effective communication and collaboration with stakeholders.	
Leads and serves as a role model for counselors in collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Consistently demonstrates collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Demonstrates some collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Does not demonstrate effort to improve the school, the program, and the professionalism of school counselors.	
			Average	

Standard 4 – Sample Artifact

Awards and recognition	Professional development participation/presentations
Best practices contributions	Publications
Ethical and legal standards and regulations	Reflections
Logs	School service
Professional association membership and involvement	Self-assessment
Mentoring	Volunteer service
Observations	

Feedback:

Scheduled Non-tenured	Unscheduled Tenured
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School Counselor's Signature	Date
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Observer's Signature	Date