School Counselor Rubric 2017-2018
Domain 1 Planning and Preparation

Component	Ineffective	Developing	Skilled	Accomplished
1a: Demonstrating knowledge of content and service delivery*	School Counselor's plans and practice display little knowledge of the content, details relationships between different aspects of the content, or of the service delivery practices specific to that discipline.	School Counselor's plans and practice reflect some awareness of the important concepts in the discipline, details relationships between them and of the service delivery practices specific to that discipline.	School Counselor's plans and practice reflect solid knowledge of the content, details relationships between important concepts and of the service delivery practices specific to that discipline.	School Counselor's plans and practice reflect extensive knowledge of the content and of the structure of the school counseling program. School Counselor actively builds on knowledge of details and misconceptions when describing service delivery or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of stakeholders	School Counselor demonstrates little or no knowledge of stakeholders' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	School Counselor indicates the importance of understanding stakeholders' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	School Counselor actively seeks knowledge of clients' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of stakeholders.	School Counselor actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual stakeholders.
1c: Setting program goals and outcomes*	Service delivery outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Service delivery outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but School Counselor makes no attempt at coordination or integration.	Service delivery outcomes are stated as goals reflecting high-level learning and professional standards. They are suitable for most students in the group/individual, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Service delivery outcomes are stated as goals that can be assessed, reflecting rigorous professional standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources*	School Counselor demonstrates little or no familiarity with resources to enhance own knowledge, to use in counseling, or for students who need them. School Counselor does not seek such knowledge	School Counselor demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in counseling, or for students who need them. School Counselor does not seek to extend such knowledge	School Counselor is fully aware of the resources available through the school or district to enhance own knowledge, to use in counseling, or for students who need them.	School Counselor seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in counseling, and for students who need them.
1e: Designing coherent school counseling plan*	The series of experiences are poorly aligned with the service delivery outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of experiences demonstrates partial alignment with service delivery outcomes, some of which are likely to engage students in significant growth. The delivery of service has a recognizable structure and reflects partial knowledge of students and resources.	School Counselor coordinates knowledge of content, of students, and of resources, to design a series of experiences aligned to service delivery outcomes and suitable to group/individual student. The delivery of service has a clear structure and is likely to engage students in significant growth.	School Counselor coordinates knowledge of content, of students, and of resources, to design a series of experiences aligned to service delivery outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant growth. The delivery of service is clear and allows for differentiation according to client needs.
1f: Designing & managing student transition plan*	The School Counselor poorly aligns the student's transition plan with the service delivery outcomes, or is inappropriate to many students. Assessment results not used in planning.	The School Counselor partially aligns the student's transition plan with the service delivery outcomes, without clear criteria, and inappropriate for at least some students. School Counselor intends to use assessment results to plan for future service delivery for the class as a whole.	The School Counselor aligns the student's transition plan with the service delivery outcomes, using clear criteria, and is appropriate to the needs of students. School Counselor uses assessment results to plan for future service delivery for groups of students.	School Counselors work with designing student's transition plan is fully aligned with the service delivery outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the School Counselor uses assessment results to plan future service delivery for individual students.

School Counselor Rubric 2017-2018
Domain 2 The Counseling Environment

Component	Ineffective	Developing	Skilled	Accomplished
2a: Creating an environment of respect and rapport	Counseling interactions, both between the School Counselor and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Counseling interactions, both between the School Counselor and students among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Counseling interactions, between School Counselor and students among students are polite and respectful, reflecting warmth and care, and are appropriate to the cultural and developmental differences among groups of students.	Interactions between the School Counselor and individual students are highly respectful, reflecting warmth and care and sensitivity to students' cultures and levels of development. Students themselves demonstrate high levels of respect within the environment.
2b: Establishing a culture for goal achievement	The counseling environment conveys a negative culture for services, characterized by low School Counselor commitment to the profession, low expectations for stakeholder achievement and poor rapport.	School Counselor attempts to create a culture for services with partial success. School Counselor shows some commitment to the profession, modest expectations for stakeholder achievement and little rapport with stakeholder.	The counseling environment is characterized by high expectations for all stakeholders, genuine commitment to the services by both School Counselor and stakeholders, and a strong rapport with student in their work.	High levels of student energy and School Counselor's passion create an environment for services which everyone shares a belief in the importance of the goal, and all stakeholders hold themselves to high standards of performance.
2c: Managing procedures for service delivery (direct/indirect)	Much service delivery time is lost due to inefficient counseling routines and procedures, for transitions, and performance of non-service delivery duties.	Some service delivery time is lost due to only partially effective counseling routines and procedures, for transitions, and performance of non-service delivery duties.	Little service delivery time is lost due to effective counseling routines and procedures, time-management, and performance of non-service delivery duties, which occur smoothly.	School Counselor maintains a seamless operation of counseling routines and daily procedures, for transitions, and performance of program delivery duties.
2d: Managing student behavior within the counseling environment	There is no evidence that standards of conduct have been established, and little or no School Counselor monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity within a counseling environment.	It appears that the School Counselor has made an effort to establish standards of conduct for students. School Counselor tries, with uneven results, to monitor student behavior and respond to student misbehavior within a counseling environment.	Standards of conduct appear to be clear to students, and the School Counselor monitors student behavior against those standards. School Counselor response to student misbehavior is appropriate and respects the student's dignity within a counseling environment.	Standards of counseling environment conduct are clear, with evidence of student participation in setting them. School Counselor's monitoring of student behavior is subtle and preventive, and School Counselor's response to student misbehavior is sensitive to individual student needs within a counseling environment.
2e: Organizing physical space (May vary from school to school)	The counseling environment is unsafe, or some students don't have access to counseling services. There is poor alignment between the physical arrangement and the counseling activities.	The counseling environment is safe, and essential services are accessible to most students, and the School Counselor's use of physical resources, including computer technology, is moderately effective. School Counselor may attempt to modify the physical arrangement to suit counseling activities, with partial success.	The counseling environment is safe, and essential services are accessible to all students; School Counselor ensures that the physical arrangement is appropriate to the counseling activities. School Counselor makes effective use of physical resources, including computer technology.	The counseling environment is safe, and the physical environment ensures the comfort of all students, including those with special needs. Technology is used skillfully, as appropriate to the task.

School Counselor Rubric 2017-2018
Domain 3 Delivery of Services

Component	Ineffective	Developing	Skilled	Accomplished
3a: Communicating clearly with all stakeholders	Expectations for counseling, directions and procedures, and explanations of content are unclear or confusing to stakeholders. School Counselor's use of language contains errors or is inappropriate to stakeholders' cultures or levels of development.	Expectations for counseling, directions and procedures, and explanations of content are clarified after initial confusion; School Counselor's use of language is correct but may not be completely appropriate to stakeholders' cultures or levels of development.	Expectations for counseling, directions and procedures, and explanations of content are clear to stakeholders. Communications are appropriate to stakeholders' cultures and levels of development.	Directions, procedures, and explanations of material are clear to students. School Counselor's oral and written communication is clear and expressive, appropriate to stakeholders' cultures and levels of development, and clarifies students' misconceptions and offers clarification.
3b: Using appropriate questioning techniques	School Counselor's questions are low-level or inappropriate, eliciting limited stakeholder participation, and recitation rather than discussion.	Some of the School Counselor's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. School Counselor' attempts to engage all stakeholders in the discussion are only partially successful.	Most of the School Counselor's questions elicit a thoughtful response, and the School Counselor allows sufficient time for stakeholders to answer. Most stakeholders participate in the discussion, with the School Counselor stepping aside when appropriate.	Interactions reflect high expectations and are culturally and developmentally appropriate. Most stakeholders participate in the discussion, with the School Counselor stepping aside when appropriate.
3c: Engaging stakeholders in Service Delivery (direct and indirect)	Activities and assignments, materials, and groupings of stakeholders are inappropriate to the service delivery outcomes, or stakeholders' cultures or levels of understanding, resulting in little intellectual engagement. The lesson/activity has no structure or is poorly paced.	Activities and assignments, materials, and groupings of stakeholders are partially appropriate to the school counseling program outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson/activity has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of stakeholders are fully appropriate to the school counseling program outcomes, and stakeholders' cultures and levels of understanding. All stakeholders are engaged in work of a high level of rigor. The lesson/activity structure is coherent, with appropriate pace.	Stakeholders are highly intellectually engaged throughout the activities and assignments resulting in significant accomplishments, and make material contributions to the activities planned. The lesson/activity is adapted to the needs of stakeholder, and the structure and pacing allow for client reflection and closure.
3d: Providing Feedback	Feedback to stakeholder is not used in service delivery, little to no monitoring of progress.	Feedback to stakeholder is occasionally used in service delivery, through some monitoring of progress. Feedback to stakeholders is uneven.	Feedback to stakeholder is regularly used in service delivery, through some self-assessment by students, and monitoring of progress by School Counselor. High quality feedback to stakeholders is evident in student outcomes.	Feedback to stakeholder is used in a sophisticated manner in school counseling practice program, through involvement by both stakeholder and school counselor. A wide variety of resources are used by stakeholder and counselor with evidence of student ownership towards outcomes and goal(s) progress.
3e: Demonstrating flexibility and responsiveness	School Counselor adheres to the service delivery plan, even when a change would improve the student's lack of interest. School Counselor brushes aside stakeholder questions; when students experience difficulty, the School Counselor blames the students or their home environment.	School Counselor attempts to modify the service delivery plan when needed and to respond to stakeholder questions, with moderate success. School Counselor accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	School Counselor promotes a successful service delivery plan for all students, and successful support of stakeholders, making adjustments as needed to service delivery plans and accommodating stakeholder questions, needs and interests.	School Counselor seizes an opportunity to enhance the school counseling program, building on a need or student interests. School Counselor ensures the success of all students using an extensive repertoire of service delivery strategies.

School Counselor Rubric 2017-2018
Domain 4 Professional Responsibilities

	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on School Counseling Practice	School Counselor's reflection does not accurately assess the school counseling practice effectiveness, the degree to which outcomes were met and/or has no suggestions for how a plan could be improved.	School Counselor's reflection is a generally accurate impression of the school counseling practice effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a plan could be improved.	School Counselor's reflection accurately assesses the school counseling practice effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for plan improvement	The School Counselor's reflection accurately, and thoughtfully assesses the school counseling practice effectiveness to which goals were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills
4b: Maintaining Accurate Records	The School Counselor ineffectively uses the information management systems on student records, completion of tasks, student progress in counseling and/or non-service delivery activities are either absent or in disarray.	The School Counselor sometimes uses the information management systems for student records, completion of tasks, progress in counseling and/or non-service delivery activities is rudimentary, and/or requires frequent monitoring for accuracy.	The School Counselor accurately uses the information management systems for student records, completion of task, and student progress in counseling and/or non-service delivery activities for fully effective programming.	The School Counselor effectively uses the information management systems for maintaining client records, completion of tasks, progress in counseling and/or program delivery activities for fully effective programming, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The School Counselor provides little/no information to families about the school counseling program and/or individual stakeholders; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the service delivery program.	The School Counselor provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the school counseling program.	The School Counselor provides frequent, culturally- appropriate information to families about the school counseling program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the school counseling program.	The School Counselor provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the school counseling program to enhance student counseling.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; School Counselor avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district initiatives.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district initiatives when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district initiatives, with School Counselor making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district initiatives.
4e: Growing and Developing Professionally	School Counselor engages in no professional development activities and/or resists feedback on counseling performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	School Counselor engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on counseling performance and/or finds limited ways to contribute to the profession.	School Counselor engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	School Counselor engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	School Counselors professional interactions are characterized by questionable integrity, lack of awareness of stakeholder needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations	School Counselor interactions are characterized by honest, genuine but inconsistent attempts to serve stakeholders, decision-making based on limited data, and/or minimal compliance with school/district regulations.	School Counselor interactions are characterized by honesty, integrity, confidentiality and/or assurance that all stakeholders are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	School Counselor displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving stakeholders, challenging negative attitudes/practices, in ensuring full compliance with regulations.