



School Counselors Evaluation Rubric

Domain 1: Academic Support

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1: The PSC demonstrates accurate and appropriate facilitation of standardized tests.	The PSC does not facilitate standardized tests.	The PSC has minimal involvement in the facilitation of standardized tests.	The PSC facilitates the standardized tests accurately and appropriately.	The PSC is knowledgeable about each test and the mandated guidelines for administration.
2: The PSC demonstrates accurate and appropriate interpretation and presentation of standardized test data to staff and students. **not at DMS as of 11/16	The PSC does not interpret data or present information accurately and appropriately.	The PSC interprets data and information inconsistently and poorly.	The PSC interprets data and presents information accurately and appropriately. Assessment data are used in an ethical confidential manner.	The PSC is knowledgeable about each test used and can accurately interpret results. Demonstrates to the student how the information can be helpful in educational and career planning.
3: The PSCs work directly with students to support their academic progress and goals	The PSC does not assist students in identifying academic goals.	The PSC rarely assists students in identifying academic goals.	The PSC assists students in identifying academic goals and begins to develop a process of achieving that goal with the student.	The PSC and student work together on identified academic goals and takes steps to implement and achieve that goal.
4: The PSC uses data to identify indicators for appropriate	The PSC's competency is not present.	Rarely collects and uses data to demonstrate that counselor responsive	Periodically collects and uses data to demonstrate that counselor responsive	Frequently collects and uses data to demonstrate that counselor responsive

interventions and supports to promote student success.		services affect student success.	services affect student success.	services affect student success.
5: The PSC matches appropriate academic interventions for students as needed.	The PSC does not match students to interventions.	The PSC rarely matches interventions to meet the student's academic needs.	The PSC periodically matches appropriate academic interventions for the student's academic needs.	The PSC frequently matches appropriate academic interventions for the student's academic needs.
6: The PSC advocates on behalf of students.	The PSC's competency is not present.	The PSC advocates only for students referred to the Counseling Office.	The PSC is aware of and seeks out students who need advocacy.	The PSC is aware of and seeks out students who need advocacy in collaboration with staff and/or parents.

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Domain II: Personal Support

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1: The PSCs work directly with students to support their social/emotional development, skills and mindsets.	The PSC does not support student social/emotional well being.	The PSC attempts to deliver counseling activities that promote student social/emotional well being.	The PSC delivers counseling activities that promote social/emotional well being.	The PSC plans and delivers effective counseling activities in collaboration with stakeholders to promote students social/emotional development.
2: Demonstrates positive interpersonal relationships with students.	The PSC's competency is not present.	Does not relate well with students. Has difficulty establishing a professional and appropriate counseling relationship.	Develops relationships that are professional, warm and appropriate with students.	The PSC has excellent interpersonal skills and uses them very effectively with students. The PSC works closely with students providing a climate of trust.

3: Provides accurate identification of personal issues and develops appropriate actions.	The PSC's competency is not present.	The PSC lacks depth of understanding of main issues and is rarely able to develop appropriate action plans.	The PSC accurately identifies main issues and helps students develop appropriate action plans.	The PSC accurately identifies issues, causes and dynamics underlying student behavior in order to support students in making appropriate action plans.
4: Uses listening and responding skills when counseling and advising.	The PSC's competency is not present.	The PSC rarely uses effective listening and responding skills when counseling and advising.	The PSC often uses effective listening and responding skills when counseling and advising.	The PSC always uses effective listening and responding skills when counseling and advising.
5: The PSCs develop appropriate interventions for students as needed for personal issues.	The PSC does not match students to interventions for personal issues.	The PSC rarely matches interventions to meet the student's needs for personal issues.	The PSC periodically matches appropriate interventions for students for personal issues.	The PSC frequently matches appropriate interventions for students for personal issues.

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DOMAIN III: Career Planning

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1: The PSC plans and conducts student meetings using Career Cruising consistent with identified student grade level.	The PSC's competency is not present.	The PSC follows a prepared format without consideration of individual students characteristics/needs.	The PSC follows a prepared format in ISP meetings with accurate information that is clear, unbiased with consideration of individual student characteristics/needs.	The PSC pre-plans and facilitates the ISP meeting with accurate information that is clear, unbiased, and with consideration of individual student characteristics/needs.
2: The PSCs work with students to develop and support age appropriate college and career-related knowledge, skills	The PSC does not work with students to support college and career related skills.	The PSC attempts to work with students to develop age appropriate college and career related skills.	The PSC works with students to develop and support age appropriate college and career related skills.	The PSC works with students to develop and support age appropriate college and career related skills and utilizes outside resources to

<p>and pathways.</p>				<p>expand their career knowledge and experiences. **outside resources not available at DMS as of 11/16</p>
<p>3: The PSC initiates the scheduling process by conducting student scheduling assemblies and collection and individual review of course selection sheets.</p>	<p>The PSC fails to provide information or assistance on the scheduling process with students.</p>	<p>The PSC attempts to assist students with the scheduling process. A prepared format is followed with little consideration for individual student needs.</p>	<p>The PSC assists students with the scheduling process. A prepared format is followed that demonstrates consideration for individual student needs.</p>	<p>The PSC pre-plans and follows a prepared format that provides information and feedback to students regarding their course selection and how it relates to graduation requirements and college and/or career planning.</p>
<p>4: The PSC completes the data entry of student selection choices, supports the scheduling team, and has direct impact to the master scheduling process.</p>	<p>The PSC fails to provide information or assistance on the master schedule.</p>	<p>The PSC attempts to gather information and provide feedback on the master schedule process.</p>	<p>The PSC gathers information and provides assistance and feedback on building the master schedule.</p>	<p>The PSC provides information, gathers student materials, and provides feedback on potential conflicts. Guidance is also given on teacher availability, number of teacher preps and conference hours.</p>
<p>5: The PSC facilitates a variety of presentations to support college planning and career readiness for parents and students.</p> <p>**not at DMS as of 11/16</p>	<p>The PSC fails to offer any presentations for parents and/or students.</p>	<p>The PSC only provides a single type of presentation.</p>	<p>The PSC is involved in providing a variety of presentations which address topics applicable to college and career readiness.</p>	<p>The PSC is involved in providing a variety of presentations which address topics applicable to college and career readiness and collaborates with post secondary institutions.</p>

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Domain IV: Communication and Collaboration

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1: The PSCs coordinate school and community resources and provide referrals as needed to support students and promote their success.	The PSC fails to coordinate school and community resources to make referrals.	The PSC attempts to coordinate school and community resources to make referrals.	The PSC makes referrals on behalf of students to appropriate professionals or agencies for services.	The PSC makes referrals on behalf of students to appropriate professionals or agencies for services and follows up within the guidelines of confidentiality.
2: The PSC demonstrates positive interpersonal relations with education staff.	The PSC has poor interpersonal relations with educational staff.	The PSC's displays limited interpersonal relations with educational staff.	The PSC uses professionally appropriate interpersonal skills when interacting with staff.	The PSC has excellent interpersonal skills and uses them very effectively with staff. The PSC works closely with educational staff providing a climate of trust.
3: The PSC demonstrates positive interpersonal relations with parents and students.	The PSC fails to demonstrate positive interpersonal relations with parents and students.	The PSC displays limited interpersonal relations with parents and students.	The PSC has effective interpersonal relations with parents and students that are professional and facilitate open lines of communication.	The PSC works closely with parents and students providing a climate of trust that facilitates open communication. The PSC handles expressions of conflict effectively and in a constructive manner.

4: The PSC uses written communication that is clear, grammatically correct, and well organized.	The PSC's competency is not present.	The PSC uses written communication that includes most important points but needs more clarity and organization. Contains grammatical errors.	The PSC uses written communication that clearly explains its purpose, is instructive to its audience, and is error-free.	The PSC uses written communication that is clear, instructive, accurate, and error-free. It maintains a warm but professional style.
5: The PS uses technology to enhance program delivery.	The PSC competency is not present.	The PSC has limited use of basic technology tools.	The PSC demonstrates fundamental use of technology to communicate, present, and disseminate data/information.	The PSC uses many available forms of technology for the enhancement of the school counseling program and encourages student use of technology in informed decision-making.
6: The PSC provides support for other school initiatives.	The PSC fails to provide support to other school programs.	The PSC rarely provides support to other school programs.	The PSC contributes effectively and on a regular basis supporting other school programs.	The PSC supports and looks for opportunities to take on leadership roles in supporting other school programs. The PSC works cooperatively with other school personnel in the best interest of students and for the betterment of the district.

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Domain V: Professional Development

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1: The PSC demonstrates a commitment to ongoing	The PSC does not participate in professional development activities.	The PSC participates in professional development activities provided by the District.	The PSC seeks out opportunities for additional professional development in addition to what is	The PSC seeks out opportunities for additional professional development through membership in

professional development.			provided by the District.	professional organizations, coursework, workshops and/or conferences.
2: The PSC possesses professional and responsible work habits.	The PSC does not display professional and responsible work habits in carrying out guidance responsibilities.	The PSC attempts to display professional and responsible work habits in carrying out guidance responsibilities.	The PSC displays professional and responsible work habits in carrying out guidance responsibilities.	The PSC carries out guidance responsibilities promptly and accurately in line with the established job description. Consistently displays professional demeanor.
3: The PSC follows the profession's ethical and legal standards and guidelines in school policy and interpersonal relationships.	The PSC does not follow the profession's ethical standards, district policies, and legal guidelines.	The PSC has limited knowledge of the profession's ethical standards, district policies, and legal guidelines.	The PSC adheres to the profession's ethical standards, district policies, and legal guidelines.	The PSC adheres to the profession's ethical standards, district policies, and legal guidelines. The PSC follows standards in regard to confidentiality, does not impose values on others, and demonstrates impartiality with regard to gender, ethnicity, and promotes diversity.
4: The PSC seeks consultation for continuous professional growth.	The PSC's competency is not present.	The PSC asks questions of a basic nature.	The PSC consults with other professionals. Asks questions about procedures. Upon suggestion may observe others as a model to gain new ideas.	The PSC frequently contacts other professionals seeking suggestions and feedback-for continuous growth.
5:	The PSC's competency	The PSC takes a	The PSC takes the lead	The PSC frequently

The PSC demonstrates initiative within the department.	is not present.	support role in projects and tasks.	in assigned projects or tasks. Can establish workable objectives and procedures for tasks which are well-defined and which have set goals.	takes the lead in projects or tasks which are assigned or self-initiated. Establishes clear goals, objectives, and procedures where needed and can communicate those expectations effectively to all.
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