

Licensed School Counselor Evaluation Rubric

Domain 1 for School Counselors: Planning and Preparation

Indicator	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.
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.

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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.
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.

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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.
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.

Domain 2 for School Counselors: The Environment

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	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.	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.	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.	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.
2b: Establishing a Culture for Learning	The counseling program and the environment are characterized by little to no commitment of effort by the School Counselor or students. Students show no regard for the importance of counseling work. 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.	The counseling program and environment are characterized by an 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. The School Counselor encourages some students to achieve at a higher level. School Counselor offers some students support for college and career readiness.	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 counseling work. School Counselor interacts with all students to encourage hard work and support learning. School Counselor seeks to ensure that all students are college and/or career ready.	The counseling program and environment is characterized by a high commitment of effort and investment of energy by the School Counselor and students. Students take an active roll in upholding the importance of counseling work. School Counselor/s interactions with students, staff and families support attainment of success for all students and involves these stakeholders in ensuring students are college and/or career ready.

Indicator	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 for the counseling center or classroom work are successful. Procedures for scheduling time with the counselor are established, but have been communicated to only students. Schedule and/or use-of-time data exist, but are not used or maintained. Students are aware of 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 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.

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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.
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 in accessible 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.

Domain 3 for School Counselors: Delivery of Services

Indicator	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.

Indicator	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.
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.

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3d: Assessing Student Needs	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. School Counselor does not use assessment to determine services that will address students' needs	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.	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.	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.
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.

Domain 4 for School Counselors: Professional Responsibilities

Indicator	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.
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.

Indicator	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families, Staff, and Community	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 vision and mission of the program. School Counselor does not attempt to engage families in the programs offered by the counseling department. Communications with staff and families violate confidentiality guidelines. Some communications contain socially or culturally inappropriate or offensive references.	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. School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be socially or culturally sensitive.	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. School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a culturally sensitive manner.	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. 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.

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4d:	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 promoting a professional learning community.
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	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	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

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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	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
4g. Contributing to School and District Goals	School Counselor declines to participate or contribute toward school/district goals and initiatives.	School Counselor intermittently participates and contributes toward school and district goals and initiatives.	School Counselor consistently participates and contributes toward school/district goals and initiatives.	School Counselor consistently provides leadership, ideas and expertise that further school/district goals and initiatives.