



Domain 1: Planning and Preparation				
	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
1 Knowledge of a Comprehensive Guidance Counseling Program	Is an expert in comprehensive guidance counseling programs and has cutting edge grasp of how to implement the CGCP in alignment with state and national standards.	Has a solid understanding of comprehensive guidance counseling programs and how to implement the CGCP in alignment with state and national standards.	Is somewhat familiar with comprehensive guidance counseling programs and how to implement them.	Has little familiarity with comprehensive guidance counseling programs state and national standards.
2 Comprehensive Guidance Counseling Program Plan and Goals	Has a detailed, written plan for the year including goals for CGCP based on student and school data which are appropriate to the setting, students, and stakeholders.	Has a plan for the year including goals for the CGCP, which are appropriate to the setting, students, and stakeholders.	Has a plan for the year, but may not have specific goals for the CGCP, appropriate to the setting, students, and stakeholders.	Does not have a plan for the year or any goals for the program.
3 Comprehensive Guidance Counseling Program Evaluation	Evaluates the CGCP for completeness and effectiveness, using multiple sources of evidence and makes data driven recommendations that are then used to develop department and individual action plans for improvement.	Evaluates the CGCP for completeness and effectiveness, using multiple sources of evidence and makes recommendations for continuous program development.	Evaluates the CGCP and makes recommendations for continuous program development.	Does not evaluate the CGCP and makes no recommendations for continuous program development.
Domain 2: Delivery of Service				
	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
4 Counseling Techniques	Effectively uses an extensive range of counseling techniques that address the academic, career, social-emotional, and community needs of students.	Uses a range of counseling techniques that address the academic, career, social-emotional, and community needs of students.	Displays a narrow range of counseling techniques that address student need.	Has few counseling techniques that address student need.
5 Collaboration and Consultation with all Staff	Is proactive in collaborating with staff including providing pertinent/necessary information about the student(s) and advocating on their behalf.	Provides staff with pertinent/necessary information regarding student progress and advocates as needed.	Provides minimal information to staff and does not seek out their support.	Has limited contact with staff and does not provide student information, or provides inappropriate or unnecessary information.



6 Responsive Services	Uses an extensive range of evidence-based activities and identifies and shares resources that address the academic, career, social-emotional and community needs of students.	Uses a range of activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of counseling activities that address student need.	Has no specific counseling activities that address student need.
7 Classroom Curriculum	Uses an extensive range of evidence based curriculum in the classroom that addresses the academic, career, social-emotional and community needs of students.	Uses curriculum or classroom activities that address the academic, career, social-emotional and community needs of students.	Displays a narrow range of classroom activities that address student need.	Has not been in the classroom or assisted in implementing specific classroom activities that address student need.

Domain 3: Accountability

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
8 Analyzes School Data	Collaborates in a leadership capacity within system structures to implement data-based decisions school-wide	Initiates decision making based on effective school-wide data analysis	May look at school-wide data but doesn't use it to make program decisions	Does not know how to access or use school-wide data to make program decisions
9 Analyzes Student Data	Develops a student's capacity through data and a personal relationship to anticipate his/her own needs and growth potential for the short and long term	Advocates for short term student self-advocacy through understanding individual data	Does not help the student develop self-advocacy based on his/her personal data.	Counselor does not integrate skills, knowledge, or individual student data to make decisions.

Domain 4: Family and Community Outreach

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
10 Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs and always makes parents feel welcome in the school.	Communicates respectfully with parents and is sensitive to different families' culture and values, making parents feel welcome in the school.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has difficulty connecting to families or making the feel welcome.	Is often insensitive to the culture and beliefs of students' families and/or makes people feel unwelcome in the school.



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**Counselor Performance Rubric
and Self-Evaluation Tool**

11 Belief	Shows parents an in-depth knowledge of their child and a strong belief he or she will succeed academically, socially and emotionally.	Shows parents a genuine interest and belief in each child's ability to succeed academically, socially and emotionally.	Tells parents that he or she cares about their child and wants the best for him/her.	Does not communicate to parents his or her knowledge of individual children or concern for their future.
12 Communication	Is proactive in providing information to ALL families about the counseling program and about individual students through a variety of means and responds to parent concerns in a timely manner.	Provides thorough and accurate information to families about the counseling program as a whole and about individual students and responds to parent concerns in a timely manner.	Provides limited though accurate information to families about the counseling program as a whole and about individual students.	Provides no information to families, either about the counseling program as a whole, or about individual students and/or does not respond to parent concerns in a timely manner.
13 Involvement	Frequently communicates with and involves parents in their student's progress and in the post-secondary planning process as applicable (HS).	Updates parents on their student's progress and on the post-secondary planning process as applicable (HS), and suggests ways to provide support.	Relies on report cards as a means of communication with parents regarding progress, and sends home occasional suggestions for post-secondary planning as applicable (HS).	Rarely, if ever, communicates with parents on ways to help their children at home and expects parents to deal with areas that need improvement based on report cards alone.

Domain 5: Family and Community Outreach

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet
14 Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.