RSU5
Durham – Freeport – Pownal
Growth & Evaluation

School Counselor
Professional Practice Rubrics
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION FOR LEARNING

The Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a Knowledge of counseling theory and techniques	Demonstrates deep and thorough understanding of counseling theory and techniques.	Demonstrates understanding of counseling theory and techniques	Demonstrates basic understanding of counseling theory and techniques.	Demonstrates little understanding of counseling theory and techniques.
b Knowledge of child and adolescent development	Demonstrates accurate knowledge of the typical developmental characteristics of the age group and of the exceptions to the general patterns; understands the extent to which individual students follow the general patterns.	Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Demonstrates partial knowledge of child and adolescent development.	Demonstrates little or no knowledge of child and adolescent development.
c High expectations	Encourage ways that students can consistently accomplish challenging goals through effective effort.	Encourage ways that students can set and accomplish challenging goals through effective effort.	May tell students that a goal is challenging and that they need to work hard, but does encourage students to accomplish the goal through effective effort.	Gives up on some students or communicates that some cannot accomplish changing goals.
d Regulations and resources	Displays extensive awareness of regulations and of resources for students, including those available through the school, district and community.	Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.	Displays little or no awareness of regulations or of resources for students.
e Planning the counseling program	Provides highly coherent input in planning the counseling program that supports not only the individual students, but also the broader educational programs.	Provides input in planning the counseling program that includes the important aspects of counseling in the setting.	Provides input in planning the counseling program that includes a number of worthwhile activities, but some of them don't fit broader goals.	Provides input in planning the counseling program that consists of a random collection of unrelated activities, lacking coherence or an overall structure.
f Evaluating counseling program	Provides highly sophisticated input into evaluation plans supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis.	Provides clear, organized input into evaluation plans supported by evidence to indicate the degree to which the goals have been met.	Provides rudimentary input into the evaluation plan without supporting evidence that lacks clear goals or suggestions for improvement.	Provides no input into the evaluation plan or resists suggestion that such an evaluation is important.
g Analysis and conclusions	Individually and with colleagues, draws appropriate, actionable conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data that improve short and long-term planning decisions.	Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.
h Managing routines and procedures	Has clearly articulated, seamless routines for the guidance office and the classroom.	Has effective routines for the guidance office and the classroom.	Has rudimentary or partially successful routines for the guidance office and/or the classroom.	Does not have routines for the guidance office or the classroom, or routines are in disarray.

Overall rating: _____ Comments:

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II. COUNSELING

The Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Respect and rapport**	Establishes respect and rapport with all students so that they seek out the counselor, reflecting a high degree of comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.	Encourages students to engage in positive interactions. Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship.	Has some positive and negative rapport with students. Is partially successful in encouraging positive interactions among students.	Has at least some interactions with students that are negative or inappropriate. Does not promote positive interactions among students.
b **Respects differences**	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges.	Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.	Establishes an environment in which students generally demonstrate respect for individual differences.	Establishes an environment that does not support respect for individual differences.
c **Assessing students needs**	Conducts detailed assessments of student needs and knows the range of the student needs.	Conducts adequate assessments of student needs and knows the range of the student needs.	Conducts perfunctory assessments of the student.	Does not assess student needs or the assessments result in inaccurate conclusions.
d **Long range planning with students**	Helps individual students formulate academic and career plans based on knowledge of student needs.	Helps students formulate academic and career plans.	Is partially successful in attempts to help individual students formulate academic and career plans.	Develops academic and career plans that are unrelated to identified student needs.
e **Problem-solving**	Demonstrates strong problem-solving skills and provides meaningful knowledge and assistance to others in problem-solving and conflict resolution.	Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.	Demonstrates some ability to problem-solve and assist others.	Has limited ability to solve problems or offer insight.
f **Responsiveness to students**	Deals immediately and successfully with student concerns and makes students feel welcome at all times.	Responds successfully to student concerns and makes students feel welcome.	Is slow to respond to some student concerns and/or sometimes makes students feel unwelcome.	Does not respond to student concerns and/or makes students feel unwelcome.
g **Counseling techniques**	Uses an extensive range of counseling techniques to help students acquire decision-making and problem-solving skills.	Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.	Displays a narrow range of counseling techniques to help students acquire decision-making and problem-solving skills.	Has few counseling techniques to help students acquire decision-making and problem-solving skills.
h **Individual and group counseling services**	Provides high-quality, age appropriate activities and services that foster intellectual, psychological and social development.	Provides age-appropriate activities and services that foster positive self image, both in individual and group settings.	Provides few appropriate activities and services that foster a positive image.	Relationships and activities with students are negative or inappropriate.
i **Resources**	Collaborates with other programs/agencies, both within and beyond the school or district to meet individual student needs.	Collaborates with other programs within the school or district to meet individual student needs.	Is partially successful in collaborating with other programs within the school to meet student needs.	Does not make connections with other programs in order to meet student needs.

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j **Consultation with school staff**	Is proactive in providing faculty and staff with information regarding students. Frequently collaborates with faculty to advocate for students.	Provides faculty and staff with information regarding student progress. Collaborates with faculty to advocate for students if needed.	Provides limited information regarding students to faculty and does not seek out their support.	Provides no information to, and has little contact with faculty regarding students.

Overall rating: _____ Comments:

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III. FAMILY AND COMMUNITY OUTREACH

The Counselor:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standards**
a **Respect**	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b **Belief**	Demonstrates in-depth knowledge of each student to parents and a strong belief the student will meet or exceed standards.	Shows parents a genuine interest and belief in each student's ability to reach standards.	Expresses concern to parents about wanting the best for students.	Does not convey to parents any knowledge of individual students or concern for their future.
c **Communicating with families**	Is proactive and resourceful in providing thorough and accurate information to families about the counseling program as a whole and about individual students.	Provides accurate information to families about the counseling program as a whole and about individual students.	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.
d **Involvement**	Frequently communicates with and involves parents in the post-secondary planning process.	Updates parents on the post-secondary planning process as it unfolds.	Sends home occasional suggestions on how parents can help their children with postsecondary planning.	Rarely, if ever, communicates with parents regarding post-secondary planning.
e **Responsiveness to parents**	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and/or sometimes makes parents feel unwelcome.	Does not respond to parent concerns and/or makes parents feel unwelcome.
f **Reporting**	Gives parents helpful feedback on student progress throughout the school year.	Uses progress reports and report cards as opportunities to give parents feedback on student progress.	Relies only on report cards to communicate with parents regarding student progress.	Expects parents to deal with student progress and any areas that need improvement.
g **Outreach**	Successfully contacts and works with all parents, including those who are hard to reach.	Persistently tries to contact all parents, including those who are hard to reach.	Tries to contact most parents, but only reaches parents who are easily and readily accessible.	Makes little or no effort to contact parents.

Overall rating: _____ Comments:

IV. PROFESSIONAL RESPONSIBILITIES

The Guidance Counselor:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.
f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan, share ideas, and analyze data.	Collaborates with colleagues to plan, share ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas.	Rarely collaborates with colleagues to share ideas.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.

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i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

Evaluation Summary Page

Teacher's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Counseling

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Evaluator comments including goal progress:

School Counselor Comments:

Evaluator's Signature: _____ Date: _____

School Counselor's Signature: _____ Date: _____

(The counselor's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)