



TLE Evaluation Rubric

Counselors

2026-2027

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
Professional Growth & Continuous Improvement 10%	9. Exhibits Professional Behaviors and Efficiencies	8
	10. Uses Professional Growth as an Improvement Strategy	9
Interpersonal Skills 20%	11. Effective Interactions/ Communications with Stakeholders	10
	12. Participates in Fair Share Duties	11
Leadership 20%	13. Leadership Involvements	11
	14. Advocates for Educational Equity	12

1	Domain: Counselor Center Management			Dimension: Work Area Environment	
	The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not utilized as designed and instructionally intended.	The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not optimized for effective utilization.	The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.	The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources that enhance their functions and do not interfere with other functions.	Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.	

2	Domain: Counselor Center Management		Dimension: Comprehensive Counseling Plan	
	The Counselor plans for delivery of the school’s counseling plan relative to short term and long term objectives.			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has no guidance program to support students’ academic, career and personal / social development.	Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.	Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students. Coordinates ongoing systemic activities to help students on an individual and small group basis.	Provides all students with a guidance curriculum that is comprehensive, proactive and developmental. Coordinates ongoing systemic activities to help students on an individual and small group basis Creates and distributes an event calendar to meet short and long term programmatic school counseling goals. Has developed curriculum to meet students’ academic, career and personal / social development.	Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program. Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.

The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor makes no contribution to the building's climate.	The school counselor's contributions to the building climate are haphazard and random.	School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these. School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.) School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.	Includes the narrative descriptions in performance category 3. In addition, collaborates with parents, teachers and staff regarding school's needs.	Includes the narrative descriptions in performance category 4. Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.

School Counselor monitors student progress to maximize student achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has no system for ensuring that students meet district promotional criteria. Does not inform parents / guardians that a student needs intervention(s) to meet with school success. Does not communicate progress to parents / guardians in a consistent and reliable manner.	Utilizes an inconsistent system for ensuring that students meet district promotional criteria. Rarely informs parents / guardians that a student needs intervention(s) to meet with school success. Communicates progress to parents/guardians in an inconsistent and unreliable manner.	Has a consistent system for ensuring that students meet district promotional criteria. Informs parents / guardians that a student needs intervention(s) to meet with school success. Communicates progress to parents/guardians in a consistent and reliable manner. Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.	Includes the narrative descriptions in performance category 3. Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests. Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.	Includes the narrative descriptions in performance category 4. Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)

School Counselor demonstrates accountability.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor does not use data to measure program effectiveness.	The school counselor uses data in a random, inconsistent manner.	School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement. School counselor demonstrates accountability for time spent working with students.	School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline. Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner. Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.	Includes the narrative descriptions in performance category 4. Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.

The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.	The school counselor participates in some school committees, but does not engage fully in collaborative activities.	The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth. The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth. School counselor establishes contact with outside agencies and school community partners to respond to student crisis.	Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth. The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth. School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.	Includes the narrative descriptions in performance category 4. Additionally, shares advisory team input with building leadership to facilitate any needs as determined. The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parents, etc. School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.

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Domain: **School Counseling Effectiveness** Dimension: **Student Assessment (testing, surveys)****School Counselor participates in the school-wide assessment program.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School counselor rarely or never attends mandatory meetings required at the building level related to student assessment. School counselor rarely or never attends district mandatory meetings required for building level assessments. School counselor shows no evidence of planning and executing an effective building assessment program.	School counselor inconsistently attends mandatory meetings required at the building level related to student assessment. School counselor inconsistently attends district mandatory meetings required for building level assessments. School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.	School counselor attends all mandatory meetings required at the building level related to student assessment. School counselor attends district mandatory meetings required for building level assessments. School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.	Includes the narrative descriptions in performance category 3. Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule. As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions. Assists in the organization and delivery of testing results to students, parents, and faculty.	Includes the narrative descriptions in performance categories 3 and 4. In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap. The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.

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Domain: **School Counseling Effectiveness**Dimension: **Skills and Temperament****School Counselor exhibits the skills and temperament to manage students' crises.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.	The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.	Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.) School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.	Includes the narrative descriptions in performance category 3. Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.	Includes the narrative descriptions in performance categories 3 and 4. School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.

Exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.

10	Domain: Professional Growth and Continuous Improvement Uses professional growth as a continuous improvement strategy.		Dimension: Strategy	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

Effective interactions and communications with stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and makes no attempt to engage them in the educational program. Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension Makes decisions based on self-serving interests. Never consults other staff or team members.	Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program. Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion. Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Interacts with families in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and makes an effort to engage families in the educational program. Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations. Collaborates appropriately and makes decisions that reflect genuine professional consideration. Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.	Communicates frequently and sensitively with families and engages them in the educational program. Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. Further explanations to avoid confusion are not needed. Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators. Willingness to share site -designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.	Includes the narrative descriptions in performance category 4. Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive. Communication is clearly and respectfully understood by diverse stakeholders. Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.

12	Domain: Interpersonal Skills			Dimension: Fair Share Duties	
	Counselor participates in Fair Share Duties and Responsibilities.				
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.	

13	Leadership		Dimension: Involvements		
	School Counselor leads and participates in school-wide efforts to involve parents.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events. Avoids becoming involved in school and district projects. Makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in school events when asked. Participates in school and district projects when asked. Finds ways to contribute to the profession and follows through.	Volunteers to participate in school events making a substantial contribution. Volunteers to participate in school and district projects making a substantial contribution. Participates actively in assisting other educators.	Includes the narrative descriptions in performance category 4. Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life. Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.	

School Counselor advocates effectively for equity issues affecting the educational progress of students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Makes no effort to share knowledge with others or to assume professional responsibilities. Rarely contributes to the modification of school practices that would result in students being better served by the school.	Finds ways to contribute to the profession and follows through. Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.	Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed. Assumes a proactive role in successfully removing barriers thereby maximizing student success.	Includes the narrative descriptions in performance category 4. Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.