School Counselor Excellence Initiative Performance Rubric

Domain I: Focus and Planning

The school counselor leads systems, structures, and processes for the implementation of a comprehensive school counseling program.

1.1 Vision and Mission Statements:
Collaboratively develops an evidence-based counseling program vision and mission that paints an actionable picture of success for all students.

1.2 Annual Student Outcome Goal:
Set an actionable, responsive goal grounded in qualitative and quantitative data and aligned to the mission and vision of the counseling program.

1.3 Planning and Use of Time:
Develops an annual calendar of activities paired with a daily schedule of responsibilities that designates 80% of time in service to students. (2X)

Domain II: Program Delivery

The school counselor designs and delivers differentiated direct and indirect student services aligned to the needs of every student.

2.1 Individual Planning:
Assists with the creation and implementation of academic, graduation, and post-secondary goals for individual students. (3X)

2.2 Guidance Curriculum:
Delivers, in a large group or classroom setting, effective instruction in the areas of academic, college/career/military readiness, and/or personal-social and emotional development. (3X)

2.3 Responsive Services:
Provides to students effective, differentiated individual, small group, and/or crisis counseling. (3X)

2.4 System Support:
Collaborates with campus staff and stakeholders to advocate for students and their needs. (3X)

Domain III: College, Career, and Military Readiness

The school counselor will effectively advise individuals and groups of students to plan, monitor, and manage their educational development by including information on post-secondary planning and career readiness.

3.1 College, Career, and Military Readiness Support:
Implements school-wide activities that promote attainment of campus CCMR goals. (3X)

3.2 College, Career, and Military Readiness Advisement:
Helps students understand the importance of post-secondary education as a pathway to a career.

3.3 College, Career, and Military Readiness Exploration:
Helps students and families navigate postsecondary awareness, admissions, and financial literacy.

Domain IV: Professional Responsibilities

The school counselor acts professionally and ethically as an advocate for students, families, and the school community.

4.1 Professionalism:
Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors. (2X)

4.2 Professional Learning:
Seeks opportunities to grow professionally and further enhance their skills in order to provide effective academic, social emotional, and college/career supports to all students.

4.3 School Community Engagement:
Leverages students, parents, staff, and the community to foster an environment of collaboration and shared goals.

4.4 Leadership and Advocacy:
Exhibits leadership characteristics, is visible on campus, and serves as a strong advocate for students and the campus.

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Domain I: Focus and Planning:

The school counselor leads systems, structures, and processes for the implementation of a comprehensive school counseling program.

According to the Texas Model for Comprehensive School Counseling Programs, effective school counselor program goals should focus on student outcomes in the following areas: (1) Promote achievement, attendance, decrease discipline; (2) Are based on school data; (3) Address school-wide data, policies and practices, address closing-the gap issues and College, Career & Military Readiness outcomes; (4) Address academic, career and/or social emotional development.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
1.1 Vision and Mission Statements Collaboratively develops an evidence-based counseling program vision and mission that paints an actionable picture of success for all students.	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Leading collaborative efforts across the entire team and presents exemplar practices that can be replicated across the vertical team or region. Creates practices that directly impact the vision/mission implementation on student outcomes. Building capacity of staff and counseling team members by facilitating professional learning opportunities that deepen understanding of the counseling program vision/mission development and alignment with the campus improvement plan. Establishes sustainable practices for aligning vision/mission with campus improvement initiatives while enhancing program effectiveness through structured evaluation systems. Building capacity of peers by providing mentorship and leadership in developing effective vision/mission statements that drive measurable student outcomes. Creates opportunities for cross-campus collaboration that strengthen counseling programs throughout the district while fostering innovative practices.	Establishes a data-driven vision statement through collaborative team efforts that paints a clear and actionable picture of success for every student: • Describes the future world where student outcomes are successfully achieved and states the best possible outcomes desired for all students. • Aligns with the school and district vision statement. • Includes focus from campus needs assessment or campus improvement plan. Establishes a mission statement that creates a clear, focused direction for the school counseling program, and: • Describes the school counseling program's overarching focus or purpose and demonstrates alignment with school, district, and state department of education mission statements. • Emphasizes equity, access and success for every student. • Indicates the long-range results desired for all students. Ensures the program's mission statements are consistently applied and reflected in every aspect of the school counselor's work, including guidance lessons, campus-wide activities, and relationships with stakeholders.	A school counseling program vision statement exists but there is limited stakeholder involvement and does not use campus data to provide a satisfactory picture of success for all students. Vision statement doesn't fulfill the following criteria: • Describes the future world where student outcomes are successfully achieved. • States the best possible outcomes desired for all students as determined by annual and long term goals. • Aligns with the school and district vision statement. • Includes focus from campus needs assessment or campus improvement plan. The school counseling program mission statement does not create a clear, focused direction for the school counseling program and is limited in describing the school counseling program's overarching focus or purpose. The school counseling program vision & mission statements are not communicated clearly to the school community (ex: published on the school's website and the primary school counseling program publication).	School counseling program vision and mission statements are not evident. Does not involve stakeholders in the creating school counseling program vision and mission statements. Does not utilize campus data, the school counseling program vision, and/or mission statements to drive program decisions.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
1.2 **Annual Student Outcome Goal** Set an actionable, responsive goal grounded in qualitative and quantitative data and aligned to the mission and vision of the counseling program.	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Implements innovative goal-setting frameworks in the vertical team or region that transform how counseling programs support and achieve student outcomes. Establishes comprehensive systems that enhance data analysis and progress monitoring while ensuring alignment with program vision. Builds capacity of staff and counseling team members by developing and leading structured professional development that elevates goal-setting practices. Creates sustainable systems for implementing effective interventions that lead to measurable improvements in student achievement. Builds capacity of peers by fostering collaborative networks that facilitate the sharing of successful goal-setting practices across multiple campuses. Provides leadership in developing and implementing comprehensive frameworks that enhance program effectiveness throughout the district.	Establishes a clear, measurable student outcome goal that effectively measures student achievement and is aligned with the counseling program's mission and vision. Develops student outcomes by ensuring goal is: ● Written in SMART goal format (including baseline and target data). ● Aligned with the campus and school counseling program's vision and mission. ● Based on school outcome data (school data profiles, school improvement plans, data analysis reports). ● Attends to the diverse needs of students in the development of the student outcome goal and allows for student engagement. Ensures the student outcome goal is met and documented with progress monitoring documentation, and results are shared with campus stakeholders. Without exception, ensures the student outcome goal is presented to groups such as the Guidance Advisory Committee and those attending administrative, department, and/or faculty meetings.	Provides an unclear student outcome goal that does not effectively measure student achievement, is not aligned with the counseling program's mission and vision, and/or does not support student success. The goal is not written in SMART goal format (including baseline and target data) and: ● Does not align with the campus and school counseling vision and mission. ● Is not linked to the school's data ● Does not attend to the diverse needs of students in the development of their outcome goal. ● Does not engage student participation. The student outcome goal is not communicated to all administrators and campus leaders. Student achievement progress is not evident and goal is not met.	Does not establish a student outcome goal that effectively measures student achievement or creates a goal that is severely inadequate Does not show evidence of data usage in goal development and lacks alignment with the counseling program's mission and vision.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
1.3 Planning and Use of Time (2X) Develops an annual program calendar of events and activities that will be implemented for the school year paired with a weekly calendar of responsibilities that designates 80% of time in service to students.	Meets criteria for Meets Expectations and expands impact with demonstrated results by: Creates ongoing comprehensive evaluation methods that clearly demonstrate quality of time management that prioritizes one on one with students, practice of counseling activities and can be a model for the vertical team the relationship between time allocation and improved student outcomes. Building capacity of staff and counseling team members by implementing structured professional development that transforms program delivery and time management practices. Develops sustainable systems for measuring impact that enhance program effectiveness while maximizing direct services to students. Building capacity of peers by providing leadership in developing and implementing comprehensive resources that improve program management.	Establishes a clear, action-driven annual program calendar by consistently collecting student and teacher feedback and uses the data to adjust the lesson / presentations by: Ensuring that annual program calendar is aligned with program vision/mission and clearly represents integration of a student outcome goal. Without exception, the program calendar events are planned within the first month of the school year, informed by data and schoolwide efforts, and communicated to staff and the school community and additional calendar events are added throughout the year as campus needs/new initiatives arise. Maintaining an exceptionally detailed weekly calendar that shows individual Counseling/Advising sessions, meets targeted goals for one on one meetings in each quarter, and continues to display evidence of engagement in school wide counseling activities. Consistently and effectively designates more than 80% of time to direct and indirect student services. Use of time can be tracked and paired with evidence of student outcomes.	An annual program calendar exists with very few events and activities listed or for compliance only. Annual Program calendar lacks approval by campus leaders and/or is not shared to the school community as evidenced through counselor-generated signature receipt page. Provides partial evidence of a weekly calendar that addresses identified needs within each component. Inconsistently or ineffectively designates less than 80% of time to direct and indirect student support. Does not appropriate time to the campus counseling program and shows lack of organizational skills.	Does not establish an annual program calendar or creates a calendar that is severely inadequate.

Domain II: Program Delivery

*The school counselor designs and delivers differentiated direct and indirect student services aligned to the needs of **all students**.*

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
2.1 Individual Planning (3X) Assists with the creation and implementation of academic, graduation, and post-secondary goals for individual students	Meets criteria for Meets Expectations and expands impact with demonstrated results by: Consistently providing sequential activities and individual sessions to help all students assess their academic strengths and areas of growth, establish goals, track progress over time and implement targeted interventions. Identifying students who are eligible for advanced academic opportunities and assisting parents with appropriate applications. *1:1 Student Advisement* Meetings with all students regularly to monitor academic progress according to level and caseload. • Analyze data on student interactions, progress, and outcomes. • Utilize data to tier students. • Adjust interventions and support strategies as needed. • Advocate for the elimination of factors that may impede student achievement and school success. • Inform students of education and career opportunities. (ES) Completing age-appropriate career interest surveys. (MS) Effectively preparing all students for endorsement selection and four-year planning by leveraging data to customize planning sessions and conduct appropriate interventions.	Helps most students develop self-awareness and set goals, utilizing student data to identify those who need additional support. Facilitates academic transitions by helping students understand requirements and make informed course selections. *1:1 Student Advisement* Meets with all students according to level and caseload to monitor academic progress, using data to track progress and identify at-risk students for intervention. (ES) Provide effective advising by monitoring student academic and developmental progress through classroom observations, teacher consultations, and age-appropriate assessments to build relationships, identify student strengths, and provide personalized early intervention support. (MS) Provide effective advising to prepare students for endorsement selection and four-year planning by building relationships, analyzing individual strengths and interests, and providing personalized guidance during planning sessions. (HS) Provide effective advising through monitoring and reviewing endorsement selection and four-year planning for all students annually by maintaining supportive relationships, analyzing individual progress, and providing targeted interventions based on student strengths and goals. Consistently and systematically meeting with academically at-risk students, parents, and teachers to monitor students' academic progress, using written action plans and	Provides goal-setting activities to only a select group of students. Facilitates the student transition process however only assists select students with identifying appropriate course selections. *1:1 Student Advisement* Meets with some students to monitor academic progress according to level and caseload.	Does not provide activities that promote student goal-setting. Has limited knowledge of course selection and does not facilitate the transition process with students. *1:1 Student Advisement* Does not meet with students and does not monitor academic progress.

	(HS) Proactively monitoring and reviewing endorsement selection and four-year planning for all students annually by using data to enhance post-secondary readiness. Ensure students are scheduled appropriately to meet graduation requirements.	interventions to guide students in planning and revisiting goals.		

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
2.2 Guidance Curriculum (3X) Delivers, in a large group or classroom setting, effective instruction in the areas of academic, college/career/military readiness, and/or personal-social and emotional development.	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Consistently collecting data to adjust lesson presentations using best practices and differentiated instruction, fostering student internalization of positive behaviors. Without exception, consistently and effectively collecting qualitative and quantitative feedback from students, teachers, administrators, and other stakeholders using data to adjust guidance lesson presentations. Demonstrates leadership qualities to ensure excellence.	Delivers all mandated and most of the supporting guidance lessons to all students. *<u>Mandated/Required Lessons:</u>* ● Texas Model four Strands: ○ Intrapersonal Effectiveness ■ Goal Setting ■ Personal Development ○ Interpersonal Effectiveness ■ Bullying Prevention and Harassment ■ Violence Prevention and Conflict Resolution ■ Anti-Victimization ○ Post-secondary Planning and Career Readiness ■ College, Career, and Military Readiness (CCMR) ○ Personal Health and Safety ■ Suicide Prevention ■ Wellness ■ Drug Prevention ● Orientation to Counseling Program ● Other district mandated lessons, as identified by Counseling Services. In addition to mandated lessons, all classes receive two or more supporting guidance lessons that utilize best practices and differentiated instruction to meet diverse student needs, fostering the internalization of positive behaviors reflective of the campus counseling needs assessment. Keeps all students engaged by consistently using a variety of engagement strategies where most students are encouraged to take risks. Consistently collects qualitative and quantitative student and teacher feedback; uses the data to adjust guidance lesson presentations.	Delivers mandated and supporting guidance to some students. *<u>Mandated/Required Lessons:</u>* ● Texas Model four Strands: ○ Intrapersonal Effectiveness ■ Goal Setting ■ Personal Development ○ Interpersonal Effectiveness ■ Bullying Prevention and Harassment ■ Violence Prevention and Conflict Resolution ■ Anti-Victimization ○ Post-secondary Planning and Career Readiness ■ College, Career, and Military Readiness (CCMR) ○ Personal Health and Safety ■ Suicide Prevention ■ Wellness ■ Drug Prevention ● Orientation to Counseling Program ● Other district mandated lessons, as identified by Counseling Services. Sometimes collects student and teacher feedback on guidance lessons and sometimes uses data to adjust the lesson presentations. Delivery of supporting guidance lessons may have not been completed. Some students are engaged in guidance lessons. Misses opportunities to collect qualitative and quantitative data on lessons.	Does not deliver mandated or supporting guidance lessons. *<u>Mandated/Required Lessons:</u>* ● Texas Model four Strands: ○ Intrapersonal Effectiveness ■ Goal Setting ■ Personal Development ○ Interpersonal Effectiveness ■ Bullying Prevention and Harassment ■ Violence Prevention and Conflict Resolution ■ Anti-Victimization ○ Post-secondary Planning and Career Readiness ■ College, Career, and Military Readiness (CCMR) ○ Personal Health and Safety ■ Suicide Prevention ■ Wellness ■ Drug Prevention ● Orientation to Counseling Program ● Other district mandated lessons, as identified by Counseling Services. Does not collect feedback on guidance lessons from teachers and/or students. Has no qualitative or quantitative data on lessons.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
2.3 Responsive Services (3X) Provides students with effective, differentiated individual, small group, and/or crisis counseling in response to student needs.	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Increasing the number of group sessions per semester: ● Elementary - 4 groups per semester ● Middle School - 3 groups per semester ● High School - 2 groups per semester Without exception, provides individual and group counseling services to students experiencing crises by addressing barriers to their success related to grief or trauma. Establishing a system to receive and review feedback to evaluate the effectiveness of interventions and adjusting strategies as necessary to assist in the continuous improvement in student support.	Provides individual counseling that is data-informed, planned, and goal-focused to address preventive, remedial, and crisis needs of students. ● Actively incorporates feedback from parents, teachers, and administrators to effectively target interventions. ● Routinely monitors student progress and adjusts strategies to promote positive change and student empowerment. Implements evidence-based small group counseling sessions to address students according to need. ● Uses systems to identify and monitor targeted supports. ● Conducts pre-assessments using data and feedback from parents, students, and staff to form groups and tailor interventions. ● Develops post-assessments to evaluate the achievement of group goals and empowers students to apply learned strategies independently. ● Minimum group sessions per semester: ○ Elementary - 3 groups per semester ○ Middle School - 2 groups per semester ○ High School - 1 group per semester Routinely monitors and responds to changes in student well-being and students experiencing crisis by addressing barriers to success and providing targeted interventions. Implements a comprehensive communication plan to inform students, parents, and all stakeholders of available support and services, ensuring transparency	Provides limited individual counseling but it is not planned and/or goal-focused. Provides limited group counseling upon request and inconsistently meets with the group. Inconsistently responds to students in crisis, failing to apply best practices that help students internalize effective coping behaviors. Inconsistently utilizes a written referral process for communication and collaboration with staff and other stakeholders, and occasionally notes counselor interventions. Provides group counseling only to students in crisis or upon request/referral and does not meet the required number of groups per semester.	Does not provide individual counseling. Does not provide group counseling. Does not provide prevention and crisis interventions to address students' emotional, cognitive, and behavioral needs. Does not establish a written referral process for communication and collaboration with staff and other stakeholders.

		and collaboration. Routinely uses a written referral system; responds to referrals and notes counselor disposition. Routinely consults with referral sources —including parents, teachers, and administrators—to evaluate the effectiveness of individual counseling goals. Provides written follow-up and adjusts interventions based on student needs.		

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
2.4 **System Support (3X)** Collaborates with campus staff and stakeholders to advocate for students and their needs.	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Exhibiting an in-depth understanding of the Campus Improvement Plan (CIP) and actively participating in leadership team planning sessions. Serving as a model for colleagues by effectively implementing counseling program interventions that meet performance goals and address performance gaps. Providing additional training for staff beyond the required training topics based on campus needs. Conducting four or more annual parent meetings that are strategically designed to address counseling program goals and critical topics affecting student success in academic, college/career, and social-emotional areas. Implementing and reviewing initiatives to achieve s student outcome goal and counseling program goals through active collaboration with the Guidance Advisory Committee and campus leadership team. Actively participating as a member in three or more specialized committees or teams, such as: • Multi- Tiered System of Supports (MTSS) • Threat Assessment Team • School Health Advisory Council (SHAC) • Leadership Team. Establishing strong collaborations with community agencies and stakeholders to enhance support services for students, proactively addressing campus-specific needs through partnerships.	Demonstrates a solid understanding of the Campus Improvement Plan (CIP) and effectively implements strategies through the counseling program to meet designated goals. Provides annual training for staff on prevention and intervention strategies for students' immediate concerns.Training topics include: ● Counseling Program Orientation ● Bullying Prevention ● Grief Informed Care ● Suicide Prevention ● Trauma Informed Care ● Reporting Procedures (CPS, Bullying, Suicide, etc.) Conducts two annual parent meetings focused on counseling program goals and topics that impact student success in academic, college/career, and social-emotional domains on the following suggested topics: substance abuse, mental health disorders, and trauma-informed care. Meets with the Guidance Advisory Committee (GAC) at least 3 times during the academic year in collaboration with the campus leadership team to align counseling performance goals with the Campus Improvement Plan. Actively participates as a member in at least one specialized committee or team, such as: • Multi-Tiered System of Supports (MTSS) • Threat Assessment Team • School Health Advisory Council (SHAC) • Leadership Team.	Shows limited understanding of the Campus Improvement Plan (CIP) and participates in implementing the plan only when required. Provides some training to staff members as needed, but lacks consistency and alignment with campus needs. Conducts one parent meeting, but topics are not specific to the immediate needs of the campus or its students. Collaborates with community agencies infrequently and only as situations arise. Meets with the Guidance Advisory Committee less than 3 times throughout the academic year and does not engage the committee in opportunities to advise on the counseling program.	Demonstrates minimal understanding of the Campus Improvement Plan (CIP) and does not participate in its implementation. Does not provide training to staff or conduct parent meetings related to student support services. Does not collaborate with campus staff and stakeholders regarding students and the comprehensive school counseling program. Does not implement a Guidance Advisory Committee.

Domain III: College, Career, and Military Readiness (CCMR)

The school counselor will effectively advise individuals and groups of students to plan, monitor, and manage their educational development by including information on post-secondary planning and career readiness.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
3.1 College, Career, and Military Readiness Support (3X) Implements school-wide activities that promote attainment of campus CCMR goals**.**	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Without exception, planning highly engaging school-wide activities that promote a College/ Career/ Military Readiness (CCMR) culture involving stakeholders and utilizing community partners and Guidance Advisory Committee. Demonstrating exceptional quality by consistently and effectively implementing ongoing school-wide CCMR activities that may include: college fairs, visible college materials, college tours, college speakers, college T-shirt day, door decorating contest, college announcements, career assessments, career day / week, Generation Texas Week, endorsement selection, and four-year planning. (ES/MS) Consistently and effectively contributing to student CCMR awareness and exploration through the planning and implementation of engaging and innovative school-wide CCMR activities. (HS) Consistently and effectively collaborating with other stakeholders and campus leadership to implement engaging and innovative strategies in the following CCMR areas: • FAFSA/TASFA applications • Scholarships • College acceptance • Military enlistment • Industry Based Certifications • ASVAB • TSIA • Dual Credit Enrollment.	Plans ongoing school-wide activities that promote a College/ Career/ Military Readiness (CCMR) culture involving stakeholders and utilizes community partners and Guidance Advisory Committee. Ongoing school-wide CCMR activities may include: college fairs, visible college materials, college tours, college speakers, college T-shirt day, door decorating contest, college announcements, career assessments, career day/ week, Generation Texas Week, endorsement selection, and four-year planning. (ES/MS) Collaborates with other stakeholders to implement activities to promote student CCMR awareness and exploration through the implementation of school-wide CCMR activities. (HS) Collaborates with other stakeholders to implement activities in the following CCMR areas: • FAFSA/TASFA applications • Scholarships • College application/acceptance • Military enlistment • Industry Based Certifications • ASVAB • TSIA • Dual Credit Enrollment.	Sometimes plans ongoing school-wide activities that promote a College/ Career/ Military Readiness (CCMR) culture involving stakeholders and utilizes community partners and advisory committees.	Does not provide CCMR readiness activities.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
3.2 **College, Career, and Military Readiness Advisement** Helps students understand the importance of post-secondary education and military options as a pathway to a career.	Meets criteria for Meets Expectations and expands impact with <u>demonstrated results</u> by: Demonstrating exceptional quality by proactively planning and implementing ongoing school-wide activities that promote a College/Career/Military Readiness culture involving stakeholders, community partners and Guidance Advisory Committee more than 3 times a year. Proactively planning and implementing Education Go Get It Week activities at least once per semester for all students. Proactively assisting all students with completing age-appropriate career interest inventories and interpreting the results with students and parents. Ensuring all students are able to participate. (ES/MS) Proactively identifying students who are eligible for advanced academic opportunities and assisting parents with appropriate applications. (MS) Proactively educating all students and parents on high school options and the application process. Assists with a program of study and endorsement selection for all 8th grade students. (HS) Proactively exceeding the College/Career/Military Readiness goals in all areas.	Implements ongoing school-wide activities that promote a College/Career/Military Readiness culture with input from campus teams and activities are planned and promoted. Plans and implements Education Go Get It Week activities at least once per year and provides activities for all students once per year. Assists students with completing career interest inventories and provides results to students and parents. (ES/MS) Identifies students who are eligible for advanced academic opportunities and provides information for parents. Collaborates with the Guidance Advisory Committee to guide planning of school-wide activities to promote a College/Career/Military Readiness culture at least 3 times a year. (MS) Educates students and parents on high school options and the application process. Assists with a program of study and endorsement selection for all 8th grade students. (HS) Meets most of the College/ Career/Military Readiness goals.	Sometimes implements limited activities that promote a College/Career/ Military Readiness culture and does not involve stakeholders. Implements Education Go Get It Week activities at least once but planning is last minute and does not provide access to all students. Career Day/Week activities are planned and implemented; but activities are not goal focused or age appropriate. Students complete interest inventories but results are not interpreted to help students. Collaborates with the Guidance Advisory Committee to help promote some College/Career/Military Readiness events/initiatives. (ES/MS) Identifies students who are eligible for advanced academic opportunities and assists parents with appropriate applications. (HS) Meets less than half of the College/ Career/Military Readiness goals.	Assists with campus activities for a College/ Career/Military Readiness culture. Activities are poorly planned, with limited promotion and attendance. Does not implement college readiness activities: Education Go Get It Week activities. Career Day/Week activities are implemented but are poorly planned and less than 50% of students are able to participate. Does not use career interest inventories (ES/MS) Does not identify or there is little evidence of students who are eligible for advanced academic opportunities and assists parents with appropriate applications. (HS) Does not implement the College/ Career/Military Readiness goals in all areas.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
3.3 College, Career, and Military Readiness Exploration (3X) Helps students and families navigate post-secondary awareness, admissions, and personal financial literacy.	Meets criteria for Meets Expectations and expands impact with demonstrated results by: Demonstrating exceptional quality by collaborating with all stakeholders to develop College, Career, and Military Readiness Exploration activities that serve as a model for the Vertical Team, Region, or District. Developing the leadership capacity of the school community such that effective College, Career, and Military Readiness Exploration activities promote awareness about opportunities throughout the Vertical Team, Region, or District. Building capacity of peers to implement effective College, Career, and Military Readiness Exploration activities by mentoring or leading learning opportunities at the Vertical Team, Region, or District level.	Consistently and effectively involves students, parents, teachers, and others to promote post-secondary planning and career readiness. (ES) Coordinates and completes transition activities such as middle school student/parent nights to explore CCMR options, ensures students engage in age-appropriate personal financial literacy concepts through classroom guidance, tracks completion of family engagement activities, and assists parents with program navigation. (MS) Coordinates and completes transition activities such as high school and middle school student/parent nights to explore CCMR options, ensures student completion of personal financial literacy modules through career exploration activities, tracks financial planning discussions, and assists parents with program navigation. (HS) Promotes and tracks student completion of campus post-secondary readiness activities including FAFSA/TASFA completion, ASVAB participation, and progress toward Industry Based Certifications, while ensuring parent awareness of these benefits. (HS) Collaborates with college access providers by offering and monitoring student participation in multiple opportunities throughout the year for students in all grade levels.	Sometimes involves students, parents and teachers and others to promote post-secondary planning and career readiness. (ES/MS) Sometimes coordinates transition activities, including middle school and high school student/parent nights to explore CCMR options, and demonstrates limited engagement in introducing personal financial literacy concepts, guiding parents through program selection, or supporting informed decision-making. (HS) Sometimes promotes campus post-secondary readiness activities to parents and students such as the benefits of completing the FAFSA/TASFA, ASVAB, and earning Industry Based Certifications.	Demonstrates limited involvement of students, parents, and teachers and others nor promotes post-secondary planning and career readiness. (ES/MS) Does not coordinate transition activities for student/parent nights, nor engage in introducing personal financial literacy concepts, guiding program selection, or supporting informed decision-making. (HS) Does not promote campus post-secondary readiness activities to parents and students such as the benefits of completing the FAFSA/TASFA, ASVAB, and earning Industry Based Certifications.

Domain IV: Professional Responsibilities :

The school counselor acts professionally and ethically as an advocate for students, families, and the school community.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
4.1 Professionalism (2X) Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.	Always promotes and adheres to professional and ethical standards as outlined in local, state, and national standards for school counselors. Always attends meetings on schoolwide operating procedures, and proactively initiates and implements them as required. Always is in compliance with the attendance policy DEC (Local). Reliable in fulfilling all responsibilities. Always models all professional standards (e.g., attendance, punctuality, professional appearance, and behaviors) across the campus and district for educators and students. Always punctual and dependable/eager in fulfilling all responsibilities All deadlines are met with attention to a high-quality product.	Consistently adheres to professional and ethical standards as outlined in local, state, and national standards for school counselors. Consistently attends meetings on schoolwide operating procedures, and consistently implements them as required. Consistently is in compliance with the attendance policy DEC (Local); usually on time and dependable in fulfilling all responsibilities. Usually models all professional standards (e.g., attendance, punctuality, professional appearance, and behaviors) across the campus and district for educators and students. Consistently meets deadlines and is on time. Requires no additional prompting from the administrator. Consistently displays accountability for actions in implementing a comprehensive school counseling program.	Adheres to professional and ethical standards as outlined in local, state, and national standards for school . Attends meetings on schoolwide operating procedures, and implements them as required. Sometimes is not in compliance with the attendance policy DEC (Local); sometimes is not on time and dependable in fulfilling all responsibilities. Sometimes models all professional standards (e.g., attendance, punctuality, professional appearance, and behaviors) across the campus and district for educators and students. Usually meets deadlines and is on time. Sometimes requires additional prompting from the administrator.	Fails to adhere to professional and ethical standards as outlined in local, state, and national standards for school counselors. Rarely attends meetings on schoolwide operating procedures, and sometimes implements them as required. Rarely in compliance with the attendance policy DEC (Local); Seldomly on time and dependable in fulfilling all responsibilities. Rarely models all professional standards (e.g., attendance, punctuality, professional appearance, and behaviors) across the campus and district for educators and students. Rarely meets deadlines and is on time. Frequently requires additional prompting from the administrator.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
4.2 Professional Learning Seeks opportunities to grow professionally and further enhance their skills in order to provide effective academic, social-emotional, and college/career supports to all students.	Always proactively seeks out and participates in current research-based job-embedded professional learning opportunities at the campus, district, state, and/or national levels. Always models self-reflection and actively seeks feedback from administration or Counseling Services. Effectively implements new strategies from feedback, self-reflection, and professional learning resulting in significant improvement in student achievement. Leads colleagues in professional learning opportunities, using data analysis and self-reflection.	Consistently engages in all professional learning opportunities as required by the district, campus, and Counseling Services. Consistently engages in current, research-based, job-embedded professional learning opportunities at the campus, district, state, or national level. Consistently self-reflects on practice and welcomes feedback from administration or Counseling Services. Consistently implements new strategies from feedback, self-reflection, and professional learning resulting in improved student achievement. Consistently collaborates with colleagues in professional learning opportunities, using data analysis and self-reflection.	Engages in most professional learning opportunities as required by the district, campus, and Counseling Services. Sometimes self-reflects and reluctantly accepts feedback from administration or Counseling Services. Sometimes implements new strategies from feedback, self-reflection, and professional learning; however, it may not result in any improvement in student achievement. Sometimes collaborates with colleagues in professional learning opportunities, using data analysis and self-reflection.	Rarely engages in professional learning opportunities as required by the district, campus, and Counseling Services. Rarely self-reflects or accepts feedback from administration or Counseling Services. Rarely implements new strategies from feedback, self-reflection, and professional learning. Rarely collaborates with colleagues in professional learning opportunities, using data analysis and self-reflection.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
4.3 School Community Engagement Leverages students, parents, staff, and the community to foster an environment of collaboration and shared goals.	Always establishes a pattern of working relationships with all colleagues in ways that demonstrate leadership, integrity, respect, flexibility, fairness, and trust. Always participates in the school's required activities and seeks opportunities to participate beyond those required. Always creates a welcoming environment and establishes collaborative partnerships with families and community to enhance the counseling program and school-wide activities in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, trust, and cultural sensitivity. Uses effective, timely, and multiple forms of communication with all parents regarding student expectations, counseling program goals, and/or concerns multiple times throughout the year. Always communicates student outcome goal to students or parents. Responds promptly, accurately, and courteously to communication, requests and provides follow-up all of the time. Always treats others with professionalism, consideration, and courtesy. Always facilitates an overall positive impression of the counseling program, campus, and district.	Consistently establishes working relationships with colleagues in ways that demonstrate integrity, respect, flexibility, fairness, and trust. Consistently participates in all of the school's required activities. Consistently and proactively creates a welcoming environment and engages families and community in the counseling program and school-wide activities throughout the school year that develop student leadership, engagement, and positive student outcomes. Uses consistent, timely, and multiple forms of communication with all parents regarding student expectations, counseling program goals and/or concerns. Consistently responds promptly, accurately, and courteously to communication requests, or follow up. Consistently communicates student outcome goal to students or parents. Consistently treats others with professionalism, consideration, and courtesy. Consistently facilitates an overall positive impression of the counseling program, campus, and district.	Establishes some working relationships with colleagues in ways that demonstrate integrity, respect, flexibility, fairness, and trust. Maintains cordial relationships with most colleagues to fulfill the duties that the school requires. Sometimes participates in the school's required activities. Sometimes creates a welcoming environment and engages families and community in the counseling program and school-wide events at only a few key points in the school year. Sometimes responds to follow-up with communication requests. Sometimes communicates student outcome goal to students or parents.	Rarely establishes working relationships with colleagues in ways that demonstrate integrity, respect, flexibility, fairness, and trust. Avoids interactions with colleagues. Rarely participates in school's required activities. Rarely creates a welcoming environment and does not engage families and community in the counseling program and school-wide events at only a few key points in the school year. Rarely contacts parents about general issues. Rarely communicates student outcome goal to students or parents. Rarely treats others with professionalism, consideration, and courtesy. Does not facilitate an overall positive impression of the counseling program, campus, and district.

	Accomplished (4)	Meets Expectations (3)	Developing (2)	Needs Improvement (1)
4.4 **Leadership and Advocacy** Exhibits leadership characteristics, is visible on campus, and serves as a strong advocate for students and the campus.	Always participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions. Always collaborates and implements new strategies from feedback of peers, staff, administrators, and advisory committee. Always uses data to demonstrate a need for systemic change in areas such as course enrollment, equity and access, achievement opportunities, and/or information gaps. Always advocates for the needs of all students and promotes the counseling profession at both the campus and district levels.	Consistently provides leadership and advocates for a relevant and comprehensive school counseling program that equitably meets the diverse needs of students. Consistently participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions. Consistently implements new strategies based on collaborative feedback from peers and stakeholders. Consistently uses data to demonstrate a need for systemic change in areas such as course enrollment, equity and access, achievement opportunities, and/or information gaps. Consistently educates and engages with stakeholders in determining best fit interventions for positive student outcomes.	Participates in implementing the counseling program as required. Sometimes participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions. Sometimes collaborates and implements new strategies from feedback of peers, staff, and administrators. Sometimes uses data to demonstrate a need for systemic change in areas such as course enrollment, equity and access, achievement opportunities, and/or information gaps. Sometimes advocates for the needs of students.	Rarely participates in implementing a counseling program as required. Rarely participates in leadership team planning sessions. Rarely accepts or implements new strategies from feedback of peers, staff, and administrators. Rarely uses data to demonstrate a need for systemic change in areas such as course enrollment, equity and access, achievement opportunities, and/or information gaps. Rarely advocates for the needs of students.