Cobb Keys School Counselor Evaluation System
Performance Rubric with Examples of School Counselor Evidence

<table>
<thead>
<tr>
<th>Accountability Standard (A): The professional school counselor monitors and evaluates the processes and results of the school counseling program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Evident:</strong> The professional school counselor does not collect data for school counseling activities and interventions.</td>
</tr>
<tr>
<td><strong>Emerging:</strong> The professional school counselor collects process and perception data OR results data for at least one school guidance curriculum OR one closing-the-gap activity.</td>
</tr>
<tr>
<td><strong>Proficient:</strong> The professional school counselor collects process, perception, and results data for at least one school guidance curriculum AND one closing-the-gap activities.</td>
</tr>
</tbody>
</table>

**Examples of Evidence**
- Shows no evidence of data collection
- Does not administer pre/post tests or surveys
- Does not acknowledge the need for data
- Does not measure the impact of activities and interventions on student performance
- Measures and documents perception data (attitudes, knowledge, and/or skills) before and after the delivery of the guidance curriculum or closing-the-gap activity
- Measures and documents results data (achievement-related and/or achievement data) before and after the delivery of the guidance curriculum or closing-the-gap activity
- Measures and documents perception data and results data before and after the delivery of the guidance curriculum activity and closing-the-gap activity

**Artifacts:**
- Process and perception data
- Results data
- Process, perception and results data

* Template provided
Accountability Standard (A): *The professional school counselor monitors and evaluates the processes and results of the school counseling program.*

Standard Element 2 (A2): *The professional school counselor submits a written results report for his/her school counseling activities and interventions.*

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor does not submit a written results report for school counseling activities and interventions.</td>
<td>The professional school counselor submits a written results report of process and perception data <strong>OR</strong> results data for at least one school guidance curriculum <strong>OR</strong> one closing-the-gap activity.</td>
<td>The professional school counselor submits a written results report with process, perception, and results data for the school guidance curriculum <strong>AND</strong> closing-the-gap activities.</td>
</tr>
</tbody>
</table>

Examples of Evidence
- Does not complete a results report for school counseling activities and interventions
- Completes and submits a results report with process and perception data for the guidance curriculum or closing-the-gap activity
- Completes and submits a results report with results data for the guidance curriculum or closing-the-gap activity

Examples of Evidence
- Completes and submits a results report with process, perception, and results data for the guidance curriculum activity and closing-the-gap activity

Artifacts:
- Written results reports *

Artifacts:
- Written results reports *

* Template provided
### Accountability Standard (A): The professional school counselor monitors and evaluates the processes and results of the school counseling program.

### Standard Element 3 (A3): The professional school counselor uses the guidance curriculum and closing-the-gap data to evaluate and plan future school counseling activities.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Evident:</strong></td>
<td>The professional school counselor does not use data to evaluate and plan the school counseling program.</td>
</tr>
<tr>
<td><strong>Emerging:</strong></td>
<td>The professional school counselor uses results reports to evaluate program effectiveness.</td>
</tr>
<tr>
<td><strong>Proficient:</strong></td>
<td>The professional school counselor uses results reports to evaluate program effectiveness and to determine future school counseling activities and interventions.</td>
</tr>
</tbody>
</table>

#### Examples of Evidence

- **Not Evident:** Shows no evidence of using data to evaluate and plan the program
- **Emerging:** Reviews data collected on school counseling activities
- **Proficient:** Uses student data to support decision making in designing effective school counseling programs and interventions

#### Artifact:

- Written reflection
- Advisory council minutes
- Results reports *

#### Artifact:

- Written reflection
- Advisory council minutes
- Results reports *
- Sample presentations
- Agenda(s)
- Calendar/log
- Program goals

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* Template provided
### Accountability Standard (A): The professional school counselor monitors and evaluates the processes and results of the school counseling program.

#### Standard Element 4 (A4): The professional school counselor contributes to an annual program audit of the school counseling program.

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor shows no evidence of contributing to an annual program audit.</td>
<td>The professional school counselor participates in informal methods of program evaluation.</td>
<td>The professional school counselor contributes to a formal method of program evaluation to design and modify the comprehensive school counseling program.</td>
</tr>
</tbody>
</table>

#### Examples of Evidence

**Not Evident**
- Shows no evidence of communication or collaboration with other counselors, administrators or stakeholders to plan for future school counseling activities
- Shows no evidence of brainstorming and listing ideas for future school counseling activities
- Shows no evidence of implementing new activities

**Emerging**
- Communicates and collaborates with other counselors regarding school counseling activities to plan for future activities
- Communicates and collaborates with administration regarding school counseling activities to plan for future activities
- Communicates and collaborates with stakeholders regarding school counseling activities to plan for future activities
- Brainstorms and lists ideas for future school counseling activities
- Implements school counseling activities based on feedback

**Proficient**
- Provides annual program audit that includes the results of all the program components (foundation, delivery system, management, and accountability)
- Shares the results of the program audit with the advisory council or school council
- Uses the annual audit to make changes in the school counseling program for the following year

#### Artifacts:

- Advisory council minutes
- Other meeting minutes
- Agenda(s)
- Sample presentations
- Calendar/log
- Program goals

- Written program audit
Foundation Standard (F): *The professional school counselor plans and organizes the foundation of a standards-based, data-driven comprehensive school counseling program that is aligned with the school strategic plan and the district comprehensive school counseling model.*

Standard Element 1 (F1): *The professional school counselor articulates and demonstrates the school counseling program mission.*

<table>
<thead>
<tr>
<th>Not Evident: The professional school counselor does not articulate or demonstrate the mission of the school counseling program that is aligned with the school strategic plan and the school/county mission statements.</th>
<th>Emerging: The professional school counselor articulates and demonstrates the mission of the school counseling program that is aligned with the school strategic plan and the school/county mission statements.</th>
<th>Proficient: The professional school counselor consistently articulates and demonstrates the mission of the school counseling program that is aligned with the school strategic plan and the school/county mission statements.</th>
</tr>
</thead>
</table>
| Examples of Evidence:  
  - Does not have a published individual or departmental mission statement for the school counseling program  
  - Does not align individual or departmental mission statement with the school strategic plan and the school/county mission statements | Examples of Evidence:  
  - Publishes a mission statement on the *school web site*  
  - *newsletter*  
  - *blog*  
  - *posted in school counselor’s office*  
  - *in the student handbook*  
  *(Note: In the absence of a departmental mission statement, an individual mission statement may be used)* | Examples of Evidence:  
  - Integrates the school counseling mission into  
  - *classroom guidance lessons*  
  - *parent workshops*  
  - *small groups*  
  - *individual counseling*  
  - *staff consultation*  
  - *special programming (ie: career day, multicultural events)* |
| Artifacts:  
  - Copy of mission statement  
  - Action plans *  
  - Results report * | Artifacts:  
  - Copy of mission statement  
  - Calendar/log  
  - Lessons plans  
  - Agenda(s)  
  - Sample presentations  
  - Action plans *  
  - Results reports * |
### Foundation Standard (F): The professional school counselor plans and organizes the foundation of a standards-based, data-driven comprehensive school counseling program that is aligned with the school strategic plan and the district comprehensive school counseling model.

### Standard Element 2 (F2): The professional school counselor articulates and demonstrates the beliefs and philosophy of the school counseling program that is aligned with the school strategic plan.

<table>
<thead>
<tr>
<th>Not Evident:</th>
<th>Emerging:</th>
<th>Proficient:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor does not articulate or demonstrate the beliefs and philosophy of the school counseling program that is aligned with the school strategic plan and state/national models.</td>
<td>The professional school counselor articulates the beliefs and philosophy of the school counseling program that is aligned with the school strategic plan and state/national models.</td>
<td>The professional school counselor consistently articulates and demonstrates the beliefs and philosophy of school counseling program that is aligned with the school strategic plan and state/national models.</td>
</tr>
</tbody>
</table>

#### Examples of Evidence:
- Does not have a published individual or departmental beliefs statement and philosophy statement for the school counseling program
- Does not align individual or departmental beliefs statement and philosophy statement with the school strategic plan and state/national models

**Note:** In the absence of a departmental statement, an individual statement of beliefs and philosophy may be used.

#### Examples of Evidence:
- Publishes the beliefs statement and philosophy statement on the
  - school web site
  - newsletter
  - blog
  - posted in school counselor’s office
  - in the student handbook

#### Artifacts:
- Copy of beliefs and philosophy statements
- Action plans *
- Results report *

**Note:** In the absence of a departmental statement, an individual statement of beliefs and philosophy may be used.

#### Artifacts:
- Copy of beliefs and philosophy statements
- Calendar/log
- Lessons plans
- Agenda(s)
- Sample presentations
- Action plans *
- Results reports *

* Template provided
<table>
<thead>
<tr>
<th>Foundation Standard (F): <strong>The professional school counselor plans and organizes the foundation of a standards-based, data-driven comprehensive school counseling program that is aligned with the school strategic plan and the district comprehensive school counseling model.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Element 3 (F3): <strong>The professional school counselor utilizes the American School Counselor Association (ASCA) national standards to develop the content of the school counseling curriculum.</strong></td>
</tr>
</tbody>
</table>

**Not Evident:** The professional school counselor does not utilize the ASCA national standards.

- Does not plan units or lessons for classroom guidance that reference the national standards
- Does not plan units or lessons for small group counseling that reference the national standards
- Does not correlate national standards to programs and in-services

**Emerging:** The professional school counselor occasionally utilizes the ASCA national standards.

- Includes references to national standards in some classroom guidance lesson plans
- Include references to national standards in some small group lesson plans
- Correlates national standards to some programs and in-services

**Proficient:** The professional school counselor consistently utilizes the ASCA national standards.

- Includes references to national standards in the majority of classroom guidance lesson plans
- Includes references to national standards in the majority of small group lesson plans
- Correlates national standards, i.e., career day, parent events, conferences, to the majority of planned programs

**Examples of Evidence:**

- Does not plan units or lessons for classroom guidance that reference the national standards
- Does not plan units or lessons for small group counseling that reference the national standards
- Does not correlate national standards to programs and in-services

- Includes references to national standards in some classroom guidance lesson plans
- Include references to national standards in some small group lesson plans
- Correlates national standards to some programs and in-services

- Includes references to national standards in the majority of classroom guidance lesson plans
- Includes references to national standards in the majority of small group lesson plans
- Correlates national standards, i.e., career day, parent events, conferences, to the majority of planned programs

**Artifacts:**

- ASCA National Standards
- Lesson plans
- Sample presentations
- Agenda(s)
- Calendar/log
- Crosswalk document *
- Actions plans *
- Results reports *

- ASCA National Standards
- Lesson plans
- Sample presentations
- Agenda(s)
- Calendar/log
- Crosswalk document *
- Actions plans *
- Results reports *

* Template provided
## Foundation Standard (F): The professional school counselor plans and organizes the foundation of a standards-based, data-driven comprehensive school counseling program that is aligned with the school strategic plan and the district comprehensive school counseling model.

### Standard Element 4 (F4): The professional school counselor plans a school counseling program in the three domains of academic, career, and personal/social development to promote and enhance student achievement.

<table>
<thead>
<tr>
<th>Not Evident:</th>
<th>Emerging:</th>
<th>Proficient:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor does not plan a school counseling program in the three domains of academic, career, and personal/social development to promote and enhance student achievement.</td>
<td>The professional school counselor plans a school counseling program in the three domains of academic, career, and personal/social development to promote and enhance student achievement.</td>
<td>The professional school counselor consistently plans a school counseling program in the three domains of academic, career, and personal/social development to promote and enhance student achievement.</td>
</tr>
</tbody>
</table>

### Examples of Evidence:

- Does not plan units or lessons for classroom guidance that focus on the three domains
- Does not plan units or lessons for small group counseling that focus on the three domains
- Plans units and lessons for classroom guidance that focus on one or two of the three domains
- Plans units and lessons for small group counseling that focus on one or two of the three domains
- Develops a balanced program, i.e., career day, parent events, conferences, other appointments, addressing all three domains AND including standards for all three domains in curriculum development (classroom guidance and small group lessons)

### Artifacts:

- Lesson plans
- ASCA National Standards
- Calendar/log
- Agenda(s)
- Sample presentation
- Crosswalk document *
- Action plans *
- Results reports *
- Lesson plans
- ASCA National Standards
- Calendar/log
- Agenda(s)
- Sample presentation
- Crosswalk document *
- Action plans *
- Results reports *

* * Template provided
## Cobb Keys School Counselor Evaluation System
Performance Rubric with Examples of School Counselor Evidence

### Delivery System Standard (DS): The professional school counselor delivers a comprehensive school counseling program through school guidance curriculum, individual student planning, responsive services, and system support.

### Standard Element 1 (DS1): The professional school counselor provides all students with a school guidance curriculum that is comprehensive in scope, proactive in nature, and developmental in design.

<table>
<thead>
<tr>
<th>Not Evident: The professional school counselor does not deliver a school guidance curriculum.</th>
<th>Emerging: The professional school counselor delivers a school guidance curriculum; however, the school guidance curriculum is not provided for all students</th>
<th>Proficient: The professional school counselor consistently delivers a school guidance curriculum for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Evidence:</td>
<td>Examples of Evidence:</td>
<td>Examples of Evidence:</td>
</tr>
<tr>
<td>• Does not teach lessons that are connected to the standards</td>
<td>• Teaches some lessons that are connected to the standards</td>
<td>• Teaches lessons and units based on school data, needs assessments, and other research</td>
</tr>
<tr>
<td>• Plans day-by-day and/or cancels classroom visits or small groups without rescheduling</td>
<td>• Generally plans for the year and reschedules classroom visits or small groups most of the time</td>
<td>• Plans for the year and always reschedules classroom visits or small groups</td>
</tr>
<tr>
<td>• Employs activities that do not achieve standards</td>
<td>• Delivers some lessons that are developmentally appropriate</td>
<td>• Delivers lessons that are clearly linked to the national standards</td>
</tr>
<tr>
<td>• Delivers lessons that are not developmentally appropriate</td>
<td>• Provides some learning activities in the classroom, career center, or other school facilities</td>
<td>• Delivers lessons that are developmentally appropriate</td>
</tr>
<tr>
<td>• Does not provide learning activities in the classroom, career center, or other school facilities</td>
<td>• Collaborates occasionally with other disciplines to deliver the school guidance curriculum</td>
<td>• Provides learning activities in the classroom, career center, or other school facilities</td>
</tr>
<tr>
<td>• Does not collaborate with other disciplines to deliver the school guidance curriculum</td>
<td>• Conducts small groups</td>
<td>• Collaborates with other disciplines to deliver the school guidance curriculum</td>
</tr>
<tr>
<td>• Does not conduct small groups to respond to students’ identified needs</td>
<td>• Occasionally facilitates parent workshops or informational sessions to address needs of the school community</td>
<td>• Conducts small groups to address students’ identified needs</td>
</tr>
<tr>
<td>• Never facilitates parent workshops or informational sessions to address the needs of the school community</td>
<td>• Provides school guidance curriculum for some but not all students</td>
<td>• Facilitates parent workshops or informational sessions to address needs of the school community</td>
</tr>
<tr>
<td>• Does not provide school guidance curriculum for all students</td>
<td></td>
<td>• Provides school guidance curriculum for all students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifacts:</th>
<th>Sample presentations</th>
<th>Artifacts:</th>
<th>Sample presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar/log</td>
<td>Agenda(s)</td>
<td>Calendar/log</td>
<td>Agenda(s)</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Advisory council minutes</td>
<td>Lesson plans</td>
<td>Advisory council minutes</td>
</tr>
<tr>
<td>Action plans *</td>
<td>School data</td>
<td>Action plans *</td>
<td>School data</td>
</tr>
<tr>
<td>Results reports *</td>
<td>Needs assessment</td>
<td>Results reports *</td>
<td>Needs assessment</td>
</tr>
</tbody>
</table>

* Template provided
**Delivery System Standard (DS):** *The professional school counselor delivers a comprehensive school counseling program through school guidance curriculum, individual student planning, responsive services, and system support.*

**Standard Element 2 (DS2):** *The professional school counselor coordinates ongoing systemic activities designed to help students on an individual or small group basis to establish personal goals and develop future plans.*

<table>
<thead>
<tr>
<th>Not Evident: The professional school counselor does not coordinate activities to assist individual students to establish personal goals and develop future plans</th>
<th>Emerging: The professional school counselor coordinates activities to assist some students; however, there is not a plan in place to assist all students to establish personal goals and develop future plans</th>
<th>Proficient: The professional school counselor coordinates ongoing systemic activities that assist all students to establish personal goals and develop future plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Evidence:</td>
<td>Examples of Evidence:</td>
<td>Examples of Evidence:</td>
</tr>
<tr>
<td>• Does not have a plan in place for assisting all students with the development of their academic, career, and personal/social goals</td>
<td>• Addresses needs of certain groups of students to the exclusion of all students</td>
<td>• Assists all students with setting academic, career, and personal/social goals through individual counseling, small groups, or other advisement activities</td>
</tr>
<tr>
<td>• Counsels only the students who drop by the school counseling office</td>
<td>• Has an appointment system in place, but does not have a plan in place for assisting all students</td>
<td>• Facilitates parent workshops and informational sessions</td>
</tr>
<tr>
<td>• Does not have an appointment system in place for individual consultations</td>
<td>• Assists some students with setting academic, career, and personal/social goals through individual counseling, small groups, or other advisement activities</td>
<td>• Coordinates activities that include parents in academic planning</td>
</tr>
<tr>
<td>• Does not meet with small groups to address identified needs</td>
<td>• Includes parents in academic planning upon parent request</td>
<td></td>
</tr>
<tr>
<td>• Does not assist students with academic planning, setting personal goals, or career planning</td>
<td>• Occasionally facilitates parent workshops but does not have a set schedule</td>
<td></td>
</tr>
<tr>
<td>• Does not involve parents in academic planning</td>
<td>• Includes parents in transitional activities</td>
<td></td>
</tr>
<tr>
<td>• Does not include parents in planning for transitions from level-to-level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does not facilitate parent workshops or informational sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Artifacts:**
- Calendar/log
- Lesson plans
- Action plans *
- Results reports *
- Needs assessment

**Sample presentations**
- Agenda(s)
- Advisory council minutes
- School data

**Artifacts:**
- Calendar/log
- Lesson plans
- Action plans *
- Results reports *
- Needs assessment

**Sample presentations**
- Agenda(s)
- Advisory council minutes
- School data

* Template provided
## Delivery System Standard (DS):
The professional school counselor delivers a comprehensive school counseling program through school guidance curriculum, individual student planning, responsive services, and system support.

## Standard Element 3 (DS3):
The professional school counselor addresses the immediate needs or concerns of students by providing specific ongoing responsive services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor does not address the immediate needs or concerns of students.</td>
<td>The professional school counselor meets the immediate needs or concerns of students.</td>
<td>The professional school counselor shows evidence of systemic responsive services planning that meets the needs or concerns of students.</td>
</tr>
</tbody>
</table>

### Examples of Evidence:

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not consult with others in the school to assist students and families</td>
<td>Follows plans for crisis response including district protocols</td>
<td>Develops and revises (as appropriate) a written plan for crisis response</td>
</tr>
<tr>
<td>Does not consult with outside agencies to assist students and families</td>
<td>Occasionally consults with faculty and other staff</td>
<td>Follows district protocols for crisis response</td>
</tr>
<tr>
<td>Does not advocate for students’ mental or physical wellness</td>
<td>Occasionally consults with outside agencies</td>
<td>Consistently consults with faculty and other staff concerning immediate needs and concerns of students (when appropriate)</td>
</tr>
<tr>
<td>Does not refer to outside agencies when appropriate</td>
<td>Serves on school intervention teams</td>
<td>Consistently consults with outside agencies concerning the immediate needs and concerns of students (when appropriate)</td>
</tr>
<tr>
<td>Does not provide crisis counseling when appropriate</td>
<td>Provides opportunities for some students to participate in peer mediation/conflict resolution</td>
<td>Serves on school/district intervention teams</td>
</tr>
<tr>
<td>Does not serve on school intervention teams</td>
<td></td>
<td>Consistently provides opportunities for all students to participate in peer mediation/conflict resolution (when appropriate)</td>
</tr>
<tr>
<td>Does not provide opportunities for students to participate in peer mediation/conflict resolution</td>
<td></td>
<td>Makes outside referrals as needed</td>
</tr>
</tbody>
</table>

### Artifacts:

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis response</td>
<td>Written crisis response plan</td>
<td></td>
</tr>
<tr>
<td>Sample presentation</td>
<td>Crisis response</td>
<td></td>
</tr>
<tr>
<td>Referral system</td>
<td>Sample presentation</td>
<td></td>
</tr>
<tr>
<td>Calendar/log</td>
<td>Referral system</td>
<td></td>
</tr>
<tr>
<td>Agenda(s)</td>
<td>Calendar/log</td>
<td></td>
</tr>
<tr>
<td>Meeting notes/minutes</td>
<td>Agenda(s)</td>
<td></td>
</tr>
<tr>
<td>Meeting notes/minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Template provided
Delivery System Standard (DS): The professional school counselor delivers a comprehensive school counseling program through school guidance curriculum, individual student planning, responsive services, and system support.

Standard Element 4 (DS4): The professional school counselor maintains and enhances the total school counseling program by providing system support through professional development, consultation, collaboration, and program management.

<table>
<thead>
<tr>
<th>Not Evident:</th>
<th>Emerging:</th>
<th>Proficient:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no evidence that the school counselor maintains and enhances the school counseling program by providing system support.</td>
<td>There is some evidence that the school counselor maintains the school counseling program through system support.</td>
<td>There is evidence that the school counselor consistently maintains and enhances the total school counseling program through system support.</td>
</tr>
</tbody>
</table>

**Examples of Evidence:**
- Does not participate in school, district, or other professional development activities.
- Does not provide professional development for staff.
- Does not consult with staff, parents or guardians or outside agencies.
- Does not advocate for the school counseling program by presenting or publishing information/outcomes.
- Does not participate in community outreach.
- Does not have a school counseling advisory council.
- Does not serve on school/district committees or advisory boards.
- Does not utilize data to drive decision-making.
- Does not collaborate with administration/department to develop/modify school counseling program.
- Does not perform fair share duties.

**Examples of Evidence:**
- Participates in professional development but does not share what is learned with others.
- Conducts professional learning workshops on an as-needed basis.
- Advocates for the school counseling program through print material or electronic media.
- Participates in community outreach when invited.
- Occasionally utilizes data to drive decision-making regarding school counseling program.
- Meets on as-needed basis with administration and/or school counseling team to develop/enhance school counseling program.
- Consults and collaborates with other educators to provide student support.

**Examples of Evidence:**
- Seeks to learn independently and share what is learned with others.
- Participates in professional learning opportunities and shares what is learned with others.
- Conducts professional learning workshops as part of the school’s continual improvement plan.
- Consistently advocates for the school counseling program through print material, electronic media and presenting to stakeholders.
- Serves in a leadership role in community outreach.
- Meets with school counseling advisory council at least twice a year.
- Consistently utilizes data to drive decision-making regarding school counseling program.
- Regularly meets with administration and/or school counseling team to develop/enhance the total school counseling program.
- Performs fair share duties.
- Consults and collaborates with other educators to provide student support.

**Artifacts:**
- Calendar/log
- Meeting minutes
- Website, newsletter, blogs
- Sample presentations
- Action plans *
- Results reports *
- Professional learning docs.

**Artifacts:**
- Calendar/log
- Meeting minutes
- Website, newsletter, blogs
- Sample presentations
- Action plans *
- Results reports *
- Professional learning docs.

* Template provided
## Management Standard (MS): The professional school counselor manages a comprehensive school counseling program.

### Standard Element 1 (MS1): The professional school counselor works with school administration to develop an individual Partnership Agreement defining the school counselor’s role in the school counseling program.

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional school counselor does not collaborate with administration to establish a verbal or written individual partnership agreement about his/her role in the school counseling program.</td>
<td>The professional school counselor collaborates with administration verbally to establish an agreement about his/her role in the school counseling program.</td>
<td>The professional school counselor collaborates with administration to create a written Partnership Agreement about his/her role for the school counseling program.</td>
</tr>
</tbody>
</table>

### Examples of Evidence:
- Does not collaborate with administration to develop a comprehensive school counseling partnership agreement
- Has no plan to address students’ needs
- Works in isolation from administration
- Has no professional learning plan
- Meets with administration to discuss and agree on his/her role within the school counseling program
- Develops a professional learning plan to enhance the school counselor’s role
- Addresses students’ needs
- Meets with administration to develop a written Partnership Agreement
- Reviews and revises existing Partnership Agreement with administration annually
- Reviews and revises an annual professional learning plan that advances relevant knowledge, skills, and dispositions to enhance the school counselor’s role

### Artifacts:
- Partnership Agreement *
- Professional learning documents
- Calendar/log
- Agenda(s)
- Actions plans *
- Results reports *
- Partnership Agreement *
- Professional learning documents
- Calendar/log
- Agenda(s)
- Actions plans *
- Results reports *

* Template provided
Cobb Keys School Counselor Evaluation System
Performance Rubric with Examples of School Counselor Evidence

<table>
<thead>
<tr>
<th>Management Standard (MS): The professional school counselor manages a comprehensive school counseling program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Element 2 (MS2): The professional school counselor establishes and convenes a school counseling advisory council for the comprehensive school counseling program.</td>
</tr>
<tr>
<td><strong>Not Evident:</strong> The professional school counselor does not seek stakeholder input on the school counseling program.</td>
</tr>
<tr>
<td><strong>Emerging:</strong> The professional school counselor seeks some stakeholder input, but the counselor has not established or convened an advisory council.</td>
</tr>
<tr>
<td><strong>Proficient:</strong> The professional school counselor establishes and convenes an advisory council to advise and assist the school counseling program two times per year.</td>
</tr>
</tbody>
</table>

| Not Evident: The professional school counselor does not seek stakeholder input on the school counseling program. | Examples of Evidence: |
| --- |
| • Does not collaborate with stakeholders |
| • Does not gather feedback on the school counseling program |
| • Makes decisions in isolation |

| Not Evident: The professional school counselor does not seek stakeholder input on the school counseling program. | Examples of Evidence: |
| --- |
| • Solicits feedback from stakeholders |
| • Uses school data to develop the school counseling program |
| • Meets with administration and/or teachers to address the needs of the school |
| • Collects feedback on school counseling programs |

| Not Evident: The professional school counselor does not seek stakeholder input on the school counseling program. | Examples of Evidence: |
| --- |
| • Determines appropriate stakeholders to be represented on the advisory council |
| • Participates in the planning or facilitation of the advisory council meetings |
| • Develops advisory council meeting agendas |
| • Records and distributes meeting notes as appropriate |
| • Reviews school data, school counseling audit, and/or school counseling goals with the advisory council |
| • Analyzes and incorporates feedback from the advisory council related to school counseling program goals |

| Not Evident: The professional school counselor does not seek stakeholder input on the school counseling program. | Examples of Evidence: |
| --- |
| • Advisory council minutes |
| • Advisory council agendas |
| • School data |
| • Program goals |
| • Results reports * |
| • Program audit * |

| Not Evident: The professional school counselor does not seek stakeholder input on the school counseling program. | Examples of Evidence: |
| --- |
| • Advisory council minutes |
| • Advisory council agendas |
| • School data |
| • Program goals |
| • Results reports * |
| • Program audit * |

* Template provided
Management Standard (MS): *The professional school counselor manages a comprehensive school counseling program.*

**Standard Element 3 (MS3): The professional school counselor participates in the design and implementation of school guidance curriculum and closing the gap action plans aligning with school and school counseling program goals.**

<table>
<thead>
<tr>
<th>Not Evident: The professional school counselor does not create or participate in the design and implementation of a school guidance curriculum and a closing the gap action plan.</th>
<th>Emerging: The professional school counselor creates or participates in the design and implementation of either a school guidance curriculum or closing the gap action plan.</th>
<th>Proficient: The professional school counselor creates and participates in the design and implementation of school guidance curriculum and closing the gap action plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Evidence:</td>
<td>Examples of Evidence:</td>
<td>Examples of Evidence:</td>
</tr>
<tr>
<td>• Does not have a school guidance curriculum action plan</td>
<td>• Participates in the design of the school guidance curriculum action plan</td>
<td>• Participates in the design of the school guidance curriculum action plan and the closing the gap action plans</td>
</tr>
<tr>
<td>• Does not have a closing the gap action plan</td>
<td>• Participates in the design of the closing the gap action plan</td>
<td>• Implements the school guidance curriculum action plan</td>
</tr>
<tr>
<td>• Is not able to articulate his/her role in the action plans</td>
<td>• Implements the closing the gap action plan</td>
<td>• Uses feedback and perception/results data to revise the school guidance curriculum and the closing the gap action plans</td>
</tr>
<tr>
<td><em>(Note: In the absence of departmental action plans individual counselors may create action plans)</em></td>
<td></td>
<td>• Shares results of the school guidance curriculum and the closing the gap action plans with stakeholders</td>
</tr>
<tr>
<td>Artifacts:</td>
<td>Artifacts:</td>
<td>Artifacts:</td>
</tr>
<tr>
<td>• Guidance curriculum action plan *</td>
<td>• Guidance curriculum action plan *</td>
<td>• Guidance curriculum action plan *</td>
</tr>
<tr>
<td>• Closing the gap action plan *</td>
<td>• Closing the gap action plan *</td>
<td>• Closing the gap action plan *</td>
</tr>
<tr>
<td>• Guidance curriculum results report *</td>
<td>• Guidance curriculum results report *</td>
<td>• Guidance curriculum results report *</td>
</tr>
<tr>
<td>• Closing the gap results report *</td>
<td>• Closing the gap results report *</td>
<td>• Closing the gap results report *</td>
</tr>
<tr>
<td>• Sample presentations</td>
<td>• Sample presentations</td>
<td>• Sample presentations</td>
</tr>
<tr>
<td>• Advisory council minutes</td>
<td>• Advisory council minutes</td>
<td>• Advisory council minutes</td>
</tr>
<tr>
<td>• Agenda(s)</td>
<td>• Agenda(s)</td>
<td>• Agenda(s)</td>
</tr>
</tbody>
</table>

* Template provided
**Management Standard (MS): The professional school counselor manages a comprehensive school counseling program.**

**Standard Element 4 (MS4): The professional school counselor organizes and manages time to implement an effective school counseling program.**

<table>
<thead>
<tr>
<th>Not Evident: The professional school counselor does not manage time to ensure the effective implementation of a school counseling program for all students.</th>
<th>Emerging: The professional school counselor manages time but does not provide a school counseling program for all students.</th>
<th>Proficient: The professional school counselor manages time to ensure the effective implementation of a school counseling program for all students.</th>
</tr>
</thead>
</table>

**Examples of Evidence**
- Does not develop an individual calendar
- Does not participate in the development of a departmental calendar
- Provides services that do not reflect the needs of all students
- Does not follow the established calendars
- Does not share calendars with counseling colleagues and administration

**Examples of Evidence**
- Provides a general timeline of activities to be accomplished in the school year
- Maintains either an annual, monthly, or weekly calendar
- Provides services that reflect the needs of some students
- Sometimes shares calendars with counseling colleagues and administration

**Examples of Evidence**
- Creates annual, monthly, and weekly calendars to plan activities that reflect school and school counseling program goals
- Provides services that reflect the needs of all students
- Collaborates with the counseling colleagues and administration to plan activities for the year
- Publishes and presents the school counseling calendar to administration, teachers, parents, or other stakeholders as appropriate
- Utilizes technology (GroupWise, SCAATAP) to demonstrate time management skills including scheduling and prioritizing time and task

**Artifacts:**
- Timeline
- Checklists
- Action plans *

**Artifacts:**
- Individual calendar
- Departmental calendar
- Website, newsletter, blog, student handbook, posted office hours
- Program goals
- Time analysis report
- Agenda(s)
- Meeting minutes, Action plans *

* Template provided