



SCHOOL COUNSELING

ADVOCACY. COLLABORATION. LEADERSHIP.

Professional Keys Effectiveness System – School Counselor Rubric

Performance Standard 1: Professional Knowledge, Planning and Goal Setting

EXPECTED LEVEL OF PERFORMANCE: The employee maintains an accurate understanding of his/her job responsibility and can articulate the District priorities and explain how they align with his/her role in the organization. The employee is a lifelong learner and is proactive in establishing and implementing a plan to achieve individual goals.

Level IV	Level III	Level II	Level I
<p>Level III and: The school counselor continually demonstrates an extensive understanding of a comprehensive school counseling program and serves as a professional leader by sharing and contributing to the further development of the counseling profession. Additionally, the school counselor uses data and evidence-based resources to plan a comprehensive school counseling program and specific program goals that are aligned with the school strategic plan to promote achievement for all students.</p>	<p>The school counselor consistently demonstrates an understanding of a comprehensive school counseling program and provides relevant learning experiences in the three domains – academic achievement, career development, and social/emotional growth. Additionally, the school counselor consistently plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.</p>	<p>The school counselor inconsistently demonstrates an understanding of a comprehensive school counseling program OR intermittently uses the knowledge in practice. Additionally, the school counselor inconsistently uses curriculum and standards, resources, data, and/or goals to plan a comprehensive school counseling program for all students.</p>	<p>The school counselor inadequately demonstrates an understanding of a comprehensive school counseling program OR does not use the knowledge in practice. Additionally, the school counselor does not plan a goal-driven, comprehensive school counseling program OR plans without adequately using curriculum and standards, resources, and/or data.</p>

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*):

****The Level III and IV school counselor collaborates with school administration to develop and adhere to an Annual Administrative Conference. In the absence of an Annual Administrative Conference, the highest rating is Level II.***

Level III (Level III is the expected level of performance for school counselors:

- Identifies the standards in the three domains that are addressed via the comprehensive school counseling program (Classroom/Group Mindsets & Behaviors Action Plan and Closing the Gap Action Plan *)
- Facilitates activities and interventions within the three domains of academic, career, and social/emotional development



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- Develops lesson plans that incorporate counseling standards in the three domains
- Utilizes professional literature
- Displays an understanding of the intellectual, social/emotional, and physical development of the age group
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications
- Attends counseling professional development
- Collaborates with administration to develop and adhere to an Annual Administrative Conference (Annual Administrative Conference*)
- Analyzes and uses student data, curriculum and resources to develop the school counseling program, effectively incorporating standards
- Sets annual student outcomes and/or program goals
- Develops annual and weekly calendars, which include classroom lessons, small groups, and interventions, and is able to adapt plans when needed (Calendars/Lesson Plans*)
- Plans for activities and interventions to meet the needs of all students
- Uses an annual program assessment to make changes in the school counseling program for the following year (School Counseling Program Assessment*)

Level IV

- Delivers professional development to local school
- Serves as a consultant regarding the development of a comprehensive school counseling program for counselors in their school or district
- Presents at the local, state and/or national levels
- Demonstrates leadership in local, district, state or national committees or organizations
- Contributes to professional literature
- Supervises a school counseling practicum or intern student
- Establishes annual goals that are SMART goals (Annual Student Outcome Goal Plan*)
- Aligns annual program goals with the school strategic plan
- Utilizes evidence-based resources in program planning
- Designs counseling Classroom and Group Mindsets & Behaviors action plans and Closing-the-Gap action plans (Action Plans*)
- Incorporates feedback from the advisory council in the development of the comprehensive school counseling program (Advisory Council Minutes*)



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Performance Standard 2: Teamwork, Collaboration and Relationships

EXPECTED LEVEL OF PERFORMANCE: The employee collaborates in a positive and encouraging manner to accomplish school and district goals, is open to new ideas, and values to contributions of others. The employee understands the importance of community and his/her work has a positive impact on this relationship.

Level IV	Level III	Level II	Level I
<p>Level III and: The school counselor continually promotes a positive learning environment for ALL students by working collaboratively with all stakeholders to remove educational barriers for students and creating systemic change at the local, district or state level. Additionally, the school counselor continually creates an innovative environment where students set realistic and individual post-secondary goals and develop the skills necessary to reach those goals.</p>	<p>The school counselor consistently promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs in order to reach their educational goals. Additionally, the school counselor consistently creates a student-centered environment which promotes post-secondary planning and the development of soft skills.</p>	<p>The school counselor inconsistently promotes a safe, positive learning environment that is inclusive of ALL students and inconsistently advocates on behalf of student needs. Additionally, the school counselor inconsistently provides a student-centered environment which promotes post-secondary planning and the development of soft skills.</p>	<p>The school counselor inadequately promotes a safe, positive learning environment that is inclusive of ALL students OR does not advocate on behalf of student needs. Additionally, the school counselor does not provide a student-centered environment which promotes post-secondary planning or the development of soft skills.</p>

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*):

Level III (Level III is the expected level of performance for school counselors):

- Reflects the mission, vision and beliefs of the school counseling program (Mission, Vision, and Belief statements)
- Ensures every student receives the benefit of the school counseling program by designing and delivering content curriculum to all students (Action Plans*)
- Participates on leadership or school improvement team
- Facilitates access to appropriate educational learning experiences for all students to reach their educational goals
- Advocates for support services for student subgroups to close achievement gaps
- Engages all students in college and career readiness activities via classroom lessons or small group activities (BRIDGE Law Documentation & Observation Form*)



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- Delivers social/emotional instruction that addresses the development of soft skills (Observation Form*)
- Encourages students to explore new ideas and visualize post-secondary goals

Level IV

- Participates on the School Strategic Plan committee to ensure alignment of the school counseling program goals (Agenda/Minutes)
- Participates in school and district leadership opportunities
- Advocates for systemic change, social justice and removal of barriers to achievement
- Plans and delivers innovative activities tailored to enhance realistic individualized post-secondary goal setting
- Collaborates with community and school personnel for innovative delivery of college and career readiness activities

Performance Standard 3: Accountability, Productivity and Results

EXPECTED LEVEL OF PERFORMANCE: The employee prioritizes time on task for maximized productivity and takes ownership for results. The employee responds and accurately implements supervisor requests in a timely and cooperative manner.

Level IV	Level III	Level II	Level I
<p>Level III and: The school counselor continually demonstrates expertise and leadership in the utilization of student/school data in order to facilitate schoolwide change via collaboration with other stakeholders. Additionally, the school counselor continually demonstrates expertise in using data to evaluate the school counseling program, shares program results with stakeholders, and makes data-driven program decisions that bring about systemic change.</p>	<p>The school counselor systematically and consistently uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling instruction, interventions and programs. Additionally, the school counselor systematically and consistently uses appropriate data to evaluate the effectiveness of the counseling instruction, interventions, and programs in order to assess and further develop the future school counseling program.</p>	<p>The school counselor inconsistently uses student/school data to guide counseling instruction, interventions or programs. Additionally, the school counselor inconsistently uses appropriate data to evaluate and/or further develop the school counseling program.</p>	<p>The school counselor does not use student/school data to guide counseling instruction, interventions or programs. Additionally, the school counselor does not use data to evaluate and further develop the school counseling program.</p>



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Performance Standard 4: Problem Solving and Resource Management

EXPECTED LEVEL OF PERFORMANCE: The employee takes initiative to identify and analyze potential problems and strives to create win-win solutions that fit into the school and district vision using available resources. The employee advocates for the appropriate utilization of resources and/or services.

Level IV	Level III	Level II	Level I
<p>Level III and: The school counselor continually promotes student learning by implementing an exemplary comprehensive school counseling program that positively impacts the overall school strategic plan. Additionally, the school counselor continually facilitates innovative individual and small group interventions that engage students in critical and creative thinking and challenging activities tailored to address individual student needs.</p>	<p>The school counselor consistently promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling instruction, appraisal and advisement, counseling, and indirect student services and 20% in program planning and school support. Additionally, the school counselor consistently coordinates appraisal and advisement and counseling services designed to meet student needs on an individual and/or small group basis.</p>	<p>The school counselor inconsistently promotes student learning by implementing some components of a comprehensive school counseling program. Additionally, the school counselor inconsistently coordinates appraisal and advisement and counseling services designed to meet student needs on an individual and/or small group basis.</p>	<p>The school counselor does not promote student learning by failing to implement a comprehensive school counseling program, which includes instruction, appraisal and advisement, counseling, and indirect student services. Additionally, the school counselor does not coordinate appraisal and advisement and counseling services designed to meet student needs on an individual and/or small group basis.</p>

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*): - See Delivery System Breakdown*

Level III (Level III is the expected level of performance for school counselors):

- Teaches developmentally appropriate classroom and small group lessons in the three domains and are linked to the standards (Lesson Plans*)
- Facilitates individual student planning through appraisal and advisement
- Delivers counseling services through such strategies as counseling and crisis response
- Provides learning activities in the classroom, college/career center and other facilities (Observation Form*)
- Delivers indirect student services through such strategies as referrals, consultation and collaboration
- Spends 80% of time in direct and indirect student services and 20% in program planning and school support (Use-of-Time Calculator*/Weekly Calendar*/Daily Report/Annual Calendar*/Annual Administrative Conference*)



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- Provides opportunities to assist all students with setting academic, career, and social/emotional goals through individual counseling, small groups, or other advisement activities (Action Plan*/Calendar*/Use-of-Time Calculator*/Annual Administrative Conference*)
- Conducts small groups to address students' identified needs (School Data Summary*/Data/Action Plans*)
- Follows local school and district protocols for crisis response
- Consistently provides opportunities for all students to participate in peer mediation/conflict resolution as appropriate
- Provides support and assistance for students as they navigate critical and emergency situations (Referrals)

Level IV

- Makes a positive impact on student achievement and supports the school strategic plan via counseling activities and interventions (Results Report*)
- Aligns use of time with the ASCA National Model Recommendations, which may include achieving RAMP status (ASCA Recognition)
- Collaborates with and provides professional development to other educators on comprehensive school counseling programs
- Shares innovative, evidence-based best practices that facilitate small group and individualized instruction at the local, state and/or national level
- Assists students, staff and community in crisis response within the district (Crisis Response Team)

Performance Standard 5: Communication and Professionalism

EXPECTED LEVEL OF PERFORMANCE: The employee consistently implements federal/state and district/school policies and procedures. The employee effectively communicates through various avenues to meet the needs of all stakeholders and exhibits a commitment to professional standards and ethics.

Level IV	Level III	Level II	Level I
Level III and: The school counselor promotes and facilitates a culture of professionalism and ethical behavior within the counseling and education professions, contributes to the professional development of others AND serves as a model within the school counseling profession.	The school counselor consistently exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and regularly participates in professional growth opportunities. Additionally, the school counselor communicates effectively and consistently with	The school counselor inconsistently supports the mission, vision and beliefs of the school counseling program OR seldom participates in professional growth opportunities. Additionally, the school counselor inconsistently communicates with students, parents/guardians, district and	The school counselor shows a disregard for professional ethics OR mission, vision and beliefs of the school counseling program OR rarely takes advantage of professional growth opportunities. Additionally, the school counselor inadequately communicates with students, parents/guardians, district and



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Additionally, the school counselor continually uses a variety of communication techniques to proactively inform, network, and collaborate with stakeholders to enhance student learning and improve the comprehensive school counseling program.	students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.	school personnel, and other stakeholders OR communicates in ways that only partially enhance student learning or partially improve the comprehensive school counseling program.	school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.
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Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*):

Level III (Level III is the expected level of performance for school counselors:

- Maintains appropriate confidentiality
- Maintains appropriate professional boundaries with students, parents, and staff
- Follows code of ethics and legal standards (to include district, state and ASCA guidelines)
- Participates in professional development opportunities
- Utilizes professional literature
- Uses mission and vision statements to guide the development of the comprehensive school counseling program
- Uses verbal and non-verbal communication modalities to foster positive interactions
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication
- Adheres to school and district policies regarding communication of student information
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders
- Provides information throughout the year via newsletters, websites, email blasts, and other forms of communication
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style
- Collaborates with school administration to develop and adhere to an annual agreement (Annual Administrative Conference*)
- Shares mission, vision, program goals, calendar of activities and results with stakeholders

Level IV

- Maintains the highest degree professionalism
- Demonstrates leadership at the local, district, state and/or national levels
- Collaborates and networks with colleagues and community to reach educational decisions that enhance student learning and improve the school counseling program (Teacher, Parent or Community Surveys)



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- Reviews components of the comprehensive school counseling program, including goals and data, with an advisory council and uses feedback to guide program improvements (Advisory Council Minutes*)
- Incorporates 21st century technology to communicate with students, staff, parents/guardians, and stakeholders

*Sample templates provided