

COUNSELOR ASSESSMENT AND EVALUATION RUBRIC

STANDARD 1: FOUNDATION

The Professional School Counselor (PSC) plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

STANDARD 1: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 The PSC incorporates the school counseling program mission, beliefs and philosophy to align with school goals.	Demonstrates little knowledge of the school counseling program mission, beliefs and philosophy, and does not articulate the relationship between these foundational components and the design of the school counseling program.	Can locate and articulate the mission, beliefs and philosophy of the school counseling program. However, shows no evidence of recent review and limited connections to current student needs.	Creates\refines and displays the mission, beliefs and philosophy. Articulates with stakeholders. Mission reflects student needs and alignment with school-wide goals.	Annually reviews\revises and embeds the mission, beliefs, and philosophy in the delivery system design. Incorporates ongoing stakeholder communication. Mission reflects student needs and alignment with school-wide goals, and includes desired long range results.
1.2 The PSC utilizes the ASCA national standards, as well as the Oregon Framework (OCGCF) to develop the content of the school counseling curriculum.	Does not demonstrate use of the ASCA or OCGCF standards to develop lesson plans and other components of the school counseling program.	Recognizes and sometimes incorporates the ASCA and OCGCF standards and competencies in lesson plans and activities.	Implements a school counseling program to comprehensively address both ASCA and OCGCF student and school counselor standards.	Annually evaluates, revises and implements the school counseling program aligned with both ASCA and OCGCF student and school counselor standards.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
<ul style="list-style-type: none"> • Is there a demonstrated understanding of ASCA/OCGCF standards? • Is there a demonstrated understanding of district mission, beliefs, and philosophy? • Are the mission, beliefs and philosophy published or displayed for stakeholder view? • How does the PSC incorporate the four domains in the delivery of the school counseling program? 	<ul style="list-style-type: none"> • Lesson Plans (reflecting four domains) • Comprehensive Counseling Program Planning Guide • Counselor Website • Advisory Council • ASCA Mindsets & Behaviors Program Planning Tool • Continuous Improvement Cycle Calendar

STANDARD 1: FOUNDATION (CONTINUED)

The Professional School Counselor (PSC) plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

STANDARD 1: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.3 The PSC plans a school counseling program in the four domains to promote and enhance student achievement.	Does not plan a School Counseling Program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all four domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all four domains.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
<ul style="list-style-type: none"> Is there a demonstrated understanding of ASCA/OCGCF standards? Is there a demonstrated understanding of district mission, beliefs, and philosophy? Are the mission, beliefs and philosophy published or displayed for stakeholder view? How does the PSC incorporate the four domains in the delivery of the school counseling program? 	<ul style="list-style-type: none"> Lesson Plans (reflecting four domains) Comprehensive Counseling Program Planning Guide Counselor Website Advisory Council ASCA Mindsets & Behaviors Program Planning Tool Continuous Improvement Cycle Calendar

STANDARD 2: DELIVERY SYSTEM

The Professional School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

STANDARD 2: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 The PSC facilitates delivery of a prevention-based, data-driven guidance curriculum aimed at the four domains.	Presents minimal evidence that a standards-based curriculum is delivered on a consistent basis to ensure student mastery of competencies.	Provides guidance units, but there is some evidence that it is prevention based, data-driven aligned with standards or aimed at addressing student mastery of competencies.	Organizes comprehensive, proactive, developmentally appropriate guidance units. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that ensure student engagement for mastery of competencies.	Highly skilled in organizing comprehensive, proactive, developmentally appropriate guidance units. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to ensure student engagement for mastery of competencies.
2.2 The PSC coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies to initiate and refine referral processes.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on next page)</i>
<ul style="list-style-type: none"> Does the PSC offer support groups for various needs? Does the PSC offer office hours for individual counseling? Does the PSC respond to referrals in a timely manner? Does the PSC data support and demonstrate responsive services? 	<ul style="list-style-type: none"> Copies of emails Posted schedule of groups Documentation of AVID support/activities Needs Assessment survey results Credit deficiency list Participates in STAT, SIRC, Fire Starter, Suicide Prevention protocols

STANDARD 2: DELIVERY SYSTEM (CONTINUED)

The Professional School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

STANDARD 2: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.3 The PSC 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.	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive services planning to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive services which address student, school-wide and/or district needs or concerns.
2.4 The PSC maintains and enhances the total school counseling program by providing system support.	Provides support not related to the school counseling program. Seldom provides system support.	Provides partial evidence of system support.	Maintains and enhances the total school counseling program through system support.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on prior page)</i>
<ul style="list-style-type: none"> Does the PSC offer support groups for various needs? Does the PSC offer office hours for individual counseling? Does the PSC respond to referrals in a timely manner? Does the PSC data support and demonstrate responsive services? 	<ul style="list-style-type: none"> Participation in SST, YST, Department Chair and/or Leadership meetings Guidance curriculum, responsive services, system support, individual/group Interagency collaboration (including partnering to provide guidance, such as Willamette Valley Hospice) Intra-department collaboration on delivering guidance curriculum (e.g., forecasting, partnering with health teachers, college and career nights)

STANDARD 3: MANAGEMENT

STANDARD 3: OVERALL

The Professional School Counselor manages a developmental, comprehensive school, data-driven counseling program.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 The PSC works with school administration to develop a Management Agreement defining the school counselor’s role in the school counseling program.	Does not communicate or collaborate with school administration about school counselor’s role in the school. No verbal or written Management Agreement exists.	Communicates with school administration to establish an agreement about the counselor role in the school.	Collaborates with administration to create a detailed annual written Management Agreement to align with the ASCA Model. Counselor activities and practices are aligned with the terms of the agreement.	Documents ongoing communication with administration to review and revise Management Agreement to continually improve practices. Counselor activities and practices are guided by the terms of the agreement.
3.2 The PSC establishes and regularly convenes a school advisory council for the comprehensive school counseling program.	Provides no documentation of stakeholder input on planning and designing the school counseling program.	Documents some stakeholder input in planning and designing the school counseling program, but has not established or convened an advisory council.	Establishes and convenes an advisory council to advise and assist with planning and designing the school counseling program and meets at least two times per year.	Meets at least twice annually with the established advisory council and integrates actions and recommendations of the advisory council into planning, designing and implementing the school counseling program. Bylaws, agendas, and minutes exist.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
<ul style="list-style-type: none"> Is there a management agreement, developed with building administration, in place that promotes a climate of respect and learning? In what ways does the PSC participate in the design/implementation of the SGC/CTG action plans? 	<ul style="list-style-type: none"> Documentation of active participation between counselors and administration Presence of active management agreement Daily, weekly and long term plans are maintained. Time task analysis Advisory Council and Counseling Meeting agendas/minutes Action plans with results (Comprehensive Counseling Program Planning Guide)

STANDARD 3: MANAGEMENT (CONTINUED)

STANDARD 3: OVERALL

The Professional School Counselor manages a developmental, comprehensive school, data-driven counseling program.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.3 The PSC participates in the design and implementation of school guidance curriculum and closing the gap action plans aligning with both school and school counseling program goals.	Minimal evidence of participation in the design and implementation of guidance curriculum and closing the gap action plans.	While not always effective, attempts to implement guidance curriculum and closing the gap action plans.	Creates and/or implements guidance curriculum and closing the gap action plans. Clear alignment with school and program goals.	Continually refines and implements guidance curriculum and closing the gap action plans. Shares results with stakeholders and seeks input for improvement.
3.4 The PSC organizes and manages time to implement an effective school counseling program for all students.	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value of organizing and allocating time, but does not provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure effective implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based SC program designed to maximize student success.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
<ul style="list-style-type: none"> Is there a management agreement, developed with building administration, in place that promotes a climate of respect and learning? In what ways does the PSC participate in the design/implementation of the SGC/CTG action plans? 	<ul style="list-style-type: none"> Documentation of active participation between counselors and administration Presence of active management agreement Daily, weekly and long term plans are maintained. Time task analysis Advisory Council and Counseling Meeting agendas/minutes Action plans with results (Comprehensive Counseling Program Planning Guide)

STANDARD 4: ACCOUNTABILITY

The Professional School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

STANDARD 4: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 The PSC helps design and implement a collaborative monitoring system to assess whether students are on grade level, in order to improve student academic success in school.	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
4.2 The PSC collects and analyzes data for school counseling activities and interventions.	Provides minimal evidence of data collection for SC activities.	Sometimes analyzes data for SC activities. Attempts to develop some interventions, based on data analysis.	Collects, analyzes and uses process, perception and results data to determine the effectiveness of SC activities and interventions. Modifies program to improve outcomes.	Collects process, perception and results data to determine the effectiveness of SC activities and interventions. Uses data sharing strategies with stakeholders to promote systemic improvement.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on next page)</i>
<ul style="list-style-type: none"> Does the PSC conduct a program audit? Does the Closing the Gap Plan show results? Are they used to shape the program? Is there evidence that information is shared with stakeholders to improve the guidance curriculum? How is the counselor assisting in the design and implementation of a collaborative monitoring system? 	<ul style="list-style-type: none"> SST notes Comprehensive Counseling Program Planning Guide Program audit, Collects, evaluates, and shares data with stakeholders on a continuing basis Documentation of how collaborative monitoring system is supporting students

STANDARD 4: ACCOUNTABILITY (CONTINUED)

The Professional School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

STANDARD 4: OVERALL

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.3 The PSC submits written results reports for his/her school counseling activities and interventions to supervisor.	Provides no evidence that written results reports will be completed and submitted on time. Written results reports are not completed or submitted on time.	Provides vague written results reports related to the school counseling program and student outcomes.	Provides timely written results reports with process, perception and results data for school guidance curriculum and closing the gap activities.	Provides timely written results reports that are clearly aligned with school goals. High quality process, perception and results data are included and shared with stakeholders for continuous improvement.
4.4 The PSC uses process, perception, and results reports to improve the guidance curriculum and closing-the-gap activities.	Provides no evidence that data reports are used to guide program improvement and to assist with closing-the-gap activities.	Provides evidence that either guidance curriculum or closing-the-gap data is used for school counseling program design and improvement.	Uses both guidance curriculum and closing-the-gap results reports to evaluate program effectiveness and to determine future school counseling activities and interventions.	Efficiently uses results reports to proactively design curriculum and closing-the-gap activities, in collaboration with advisory council and other stakeholders.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on prior page)</i>
<ul style="list-style-type: none"> Does the PSC conduct a program audit? Does the Closing the Gap Plan show results? Are they used to shape the program? Is there evidence that information is shared with stakeholders to improve the guidance curriculum? How is the counselor assisting in the design and implementation of a collaborative monitoring system? 	<ul style="list-style-type: none"> Counselor Tracker (including Reports section) Documentation of teacher and parent/student communication Travel cards

STANDARD 4: ACCOUNTABILITY (CONTINUED)

STANDARD 4: OVERALL

The Professional School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.5 The PSC plans for/ conducts the ASCA annual program audit of the school counseling program and uses it to guide program improvement.	Does not plan for/conduct the annual program audit.	Annually plans for/completes the program audit, but provides no evidence of using the results to drive program improvement.	Plans for/conducts an annual program audit and uses it as a guide to make program improvements.	Plans for/initiates and completes a thorough program audit, involving stakeholders. Integrates audit results in the design and modification of the comprehensive school counseling program.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on prior pages)</i>
<ul style="list-style-type: none"> Does the PSC conduct (or, if probationary, plan for) a program audit? Does the Closing the Gap Plan show results? Are they used to shape the program? Is there evidence that information is shared with stakeholders to improve the guidance curriculum? How is the counselor assisting in the design and implementation of a collaborative monitoring system? 	<ul style="list-style-type: none"> SST notes Comprehensive Counseling Program Planning Guide Program audit, Collects, evaluates, and shares data with stakeholders on a continuing basis Documentation of how collaborative monitoring system is supporting students

STANDARD 5: LEADERSHIP AND ADVOCACY

STANDARD 5: OVERALL

The Professional School Counselor is a student advocate, leader, collaborator and systems change agent.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 The PSC leads and advocates for school counseling program within the counseling department, school setting and community.	Does not regularly attend mandated school or District meetings. Does not participate in collaborative activities.	Sometimes demonstrates a leadership role in school/ District meetings and activities, but with minimal engagement.	Takes a leadership role in meetings and activities designed to plan curriculum, coordinate resources and address school district and/or community needs.	Pursues leadership opportunities for stakeholder collaboration. Shares responsibility for decision making and accountability to facilitate student success.
5.2 The PSC advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.	Rarely attends team meetings for students on caseload and/ or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on next page)</i>
<ul style="list-style-type: none"> • How does the PSC show leadership and advocacy in the school? • How does the PSC collaborate with stakeholders for systemic change? • When given an opportunity, does the PSC provide professional development for staff? • Does the PSC facilitate or attend SST? • Does the PSC facilitate or attend YST? 	<ul style="list-style-type: none"> • Documentation of participation in conversations about possible changes to school policy and district procedures. • Documentation of participation with various school stakeholders • Advocacy plan • Closing the Gap Results Reports, staff meeting agendas, SST/YST minutes, emails, attendace logs

STANDARD 5: LEADERSHIP AND ADVOCACY (CONTINUED)

STANDARD 5: OVERALL

The Professional School Counselor is a student advocate, leader, collaborator and systems change agent.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.3 The PSC uses qualitative and/or quantitative data to recommend systemic change in policy and procedures that limit or inhibit equity, access or academic achievement.	Cannot articulate or locate school policy/procedures. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or procedural change to improve student success.	Has a basic knowledge of school policies and procedures. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and procedures. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and procedures. Uses data to drive recommendations that shape policy and procedure for systemic improvement aimed at improving student success.

GUIDING QUESTIONS	EVIDENCE EXAMPLES <i>(Additional examples on prior page)</i>
<ul style="list-style-type: none"> How does the PSC show leadership and advocacy in the school? How does the PSC collaborate with stakeholders for systemic change? When given an opportunity, does the PSC provide professional development for staff? Does the PSC facilitate or attend SST? Does the PSC facilitate or attend YST? 	<ul style="list-style-type: none"> Academy of Teaching and Learning transcripts Documentation of initiating activities/programs to further enhance systems

STANDARD 6: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

STANDARD 6: OVERALL

The Professional School Counselor (PSC) adheres to professional ethical standards, policies and laws in conduct and practices. The PSC assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.1 The PSC sets annual professional growth goals and engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
6.2 The PSC reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.	Lacks awareness of own personal biases and their impact on relationships. Does not take into account student differences in ways that support counseling services.	Acknowledges student differences and addresses some individual student needs.	Incorporates culturally responsive counseling services. Continues to deepen understanding of student differences and explores ways to address individual student needs.	Transcending their own bias, the counselor utilizes a variety of approaches to understand students' diverse needs and maintains a belief in all students' capacity for success.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
<ul style="list-style-type: none"> Is the PSC able to be personable and collaborative with students, parents and staff? Does the PSC adhere to professional and ethical standards? Does the PSC show or reflect cultural awareness in his/her counseling activities? 	<ul style="list-style-type: none"> Academy of Teaching and Learning transcript (PDU verification) Documentation of professional membership (such as ASCA/OSCA) Counselor Website Professional growth goals Documentation of professional conference attendance Participation in professional development related to cultural competency

STANDARD 6: PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CONTINUED)

STANDARD 6: OVERALL

The Professional School Counselor (PSC) adheres to professional ethical standards, policies and laws in conduct and practices. The PSC assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

DNM	DP	PR	E

	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.3 The PSC demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.

GUIDING QUESTIONS	EVIDENCE EXAMPLES
<ul style="list-style-type: none"> • Is the PSC able to be personable and collaborative with students, parents and staff? • Does the PSC adhere to professional and ethical standards? • Does the PSC show or reflect cultural awareness in his/her counseling activities? 	<ul style="list-style-type: none"> • Academy of Teaching and Learning transcript (PDU verification) • Documentation of professional membership (such as ASCA/OSCA) • Counselor Website • Professional growth goals • Documentation of professional conference attendance • Participation in professional development related to cultural competency

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