

RUBRIC ASSESSMENT: SCHOOL COUNSELOR (Elementary and Secondary)/SC

Date ☐ Self-Assessment ☐ Evaluator Assessment ☐

Formal Observation ☐ Individual Growth Project ☐ Intensive Support Plan ☐ Summative ☐

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of Content and Pedagogy/ Demonstrating Knowledge of Counseling Theory, Best Practice and Techniques</i>	SC demonstrates limited knowledge of counseling theory, best practice and techniques. Plans do not reflect integrated knowledge of theory and techniques.	SC demonstrates some knowledge of counseling theory, best practice and techniques. Plans reflect limited integration of this knowledge, theory, technique, and best practice.	SC demonstrates a working knowledge of counseling theory, best practice and techniques. Plans reflect the integration of knowledge, theory, and best practice.	SC displays extensive knowledge of counseling theory, best practice, and techniques. SC's plans and practice reflect and integrate extensive knowledge, theory and best practice.
<i>Evidence/Examples</i>	SC classroom guidance lessons are not supported by theory or research. SC provides no evidence of a written standards- based curriculum that is aligned with the ASCA National Model Delivery System and addresses academic, career, and personal/social domains. SC does not demonstrate understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and personal/social development). SC refuses to provide individual counseling services with a middle school student who has test anxiety issues impacting his or her grades in a social studies class. SC states there is no time in his or her schedule.	Classroom guidance lessons are sometimes based upon theory and research. SC has a written, standards-based curriculum that includes some relevant domains (academic, career, and personal/social). SC demonstrates partial understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and personal/social development). SC conducts small group with fifth grade girls. Students are selected by ability to attend the group during scheduled time, no data is collected pre- or post- group, and SC does not have evidence based curriculum or lesson plans during small group sessions.	Comprehensive services are developed based upon sound knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory and evidence-based practices. An elementary SC advocates for district-wide implementation of the Second Step Program. SC aligns Second Step goals with Common Core Curriculum, and ASCA National model competencies and domains (Academic, Career, and Personal/Social) SC applies theories and research about human development and student learning within counseling programs and services.	Comprehensive services are developed based upon extensive knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory and evidence-based practices. SC designs, implements and disseminates a developmental standards-based curriculum that comprehensively addresses student needs through consistent use of all three domains (academic, career, and personal/social). SC works collaboratively with other disciplines to implement and evaluate evidence-based practices and build capacity of individuals and the system. SC uses social justice theory to develop an anger management group with tenth grade males with high numbers of office disciplinary referrals. SC provides evidence that office disciplinary referrals (also suspensions and detentions) are reduced by 40% after the group's implementation.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Students/Demonstrating Knowledge of Child and Adolescent Development</i>	SC demonstrates little or no knowledge of child and adolescent development.	SC demonstrates some knowledge of child and adolescent development. SC is learning to develop services that are differentiated and developmentally appropriate.	SC demonstrates adequate knowledge of child and adolescent development and provides services that are differentiated and developmentally appropriate.	SC demonstrates extensive knowledge of child and adolescent development and provides comprehensive services that are highly customized and developmentally appropriate using a continuum of evidence-based methodologies.
<i>Evidence/Examples</i>	<p>When asked a question about typical second grade development, skills and interests, the SC was unable to respond.</p> <p>SC uses strategies and materials that are too difficult for a Kindergartener with behavioral difficulties to understand.</p> <p>SC prepares the same career lesson on college preparedness for to all students in grades 9-12</p>	<p>When asked a question about typical second grade development, skills and interests, the SC was able to discuss some examples and how their services align with the examples. SC identifies some effective strategies and developmentally appropriate social skills activities for use with a Kindergarten student who has significant behavioral difficulties.</p> <p>SC develops Check and Connect for four second grade students, but does not include pre- or post- intervention data collection strategies or strategies to share progress with parents, teachers, or other stakeholders.</p>	<p>When asked a question about typical second grade development, skills and interests, the SC was able to discuss a variety of examples and how their services align with the examples. SC identifies many effective strategies and developmentally appropriate social skills activities for use with a Kindergarten student who has significant behavioral difficulties.</p> <p>SC utilizes RtII universal behavior screening data to assign students to middle school Skillstreaming (Skillstreaming the adolescent) group in Classroom Survival Skills for eight week, 30 minute sessions. The SC measures pre- and post-outcome data (missing assignments, disciplinary referrals, academic performance). SC also utilizes student perception data on skill progress.</p>	<p>During an interdisciplinary team meeting, the SC was able to discuss the needs of a subset of the second grade class and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes.</p> <p>SC reviews standardized and state test results, diagnostic test results and report cards for a group of 9th graders who are at-risk for drop-out and discusses and advocates for evidence-based interventions (ALAS, Job Corps) with an interdisciplinary school improvement team.</p> <p>SC utilizes SWPBS data to determine need for school-wide evidence based program to address tier one interventions. Upon research, SC advocates, supports, and assists with school-wide implementation of the Responsive Classroom in the building.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1c: Setting Service Delivery Outcomes/Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</i>	Goals for the school counseling program lack relevance and rigor, are not measurable, and are not aligned with the needs of the population and systemic goals.	Goals for the school counseling program are characterized by increasing relevance and rigor, are measurable, and are partially aligned with the needs of the population and systemic goals.	Goals for the school counseling program are characterized by relevance and rigor, are measurable, and are aligned with the needs of the population and systemic goals.	Goals for the school counseling program are reviewed, modified and evaluated within the context of an interdisciplinary team. SC initiates team program review for relevance and rigor, measurability and coherence/alignment with the needs of the population and systemic goals. Program outcomes are used to continuously evaluate and improve school counseling services.
<i>Evidence/Examples</i>	<p>SC is a member of the bullying prevention committee. She is not aware of behavioral incidences related to bullying, the skills students need to acquire or how to measure the impact.</p> <p>SC utilizes a non-evidence based bully prevention program that does not align with district or school goals because the publisher offers complimentary materials.</p>	<p>SC asks students if they “feel better” following their participation in a divorce counseling program.</p> <p>SC is a member of the bullying-prevention committee and discusses the incidences that she is aware of but is not familiar with evidence-based violence prevention strategies or programs.</p> <p>Using Olweus Bullying Prevention data, the SC focuses on Bully prevention lessons with all 6th grade students instead of focusing on 8th grade females as the data indicates.</p>	<p>SC conducts pre-post surveys to determine the impact of social skills training sessions.</p> <p>SC reviews pre and post discipline, teacher rating, student grades and attendance data to determine the impact of a school-wide positive behavior support initiative.</p> <p>SC identifies needs of school population, sets goals to meet those needs, and delivers evidence based interventions that address the needs.</p> <p>SC analyzes data from multiple sources to determine the impact of the school counseling program on the students and the school.</p> <p>SC creates data driven goals and strategies that align with the school improvement plans.</p>	<p>SC uses a continuum of reliable and valid data sources to evaluate the quality of services.</p> <p>Program evaluation results are shared with stakeholders and input is solicited to further hone services and outcomes.</p> <p>As a member of the school improvement committee, the SC shares gathers and shares the research related to drop-out prevention and pre and post discipline, teacher rating, student grades and attendance data to determine the impact of current efforts.</p> <p>A middle SC recognizes need for universal note-taking system after assessing standardized writing skills and participation in grade level team meetings. SC gathers information prepares strategies to adopt The Cornell note-taking system as a school-wide and/or district wide offering.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	<p>SC demonstrates limited knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources.</p> <p>There is no evidence that the SC is expanding their knowledge of resources.</p>	<p>SC demonstrates some knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources.</p> <p>There is some evidence that the SC is expanding their knowledge of resources.</p>	<p>SC demonstrates adequate knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources.</p> <p>There is evidence that the SC continues to expand their knowledge of resources.</p>	<p>SC demonstrates extensive knowledge of evidence-based and/or high-quality informational and programmatic resources as well as local, state and national resources. SC actively researches, utilizes and collaborates with other stakeholders to build capacity.</p>
<i>Evidence/Examples</i>	<p>SC relies on one or two resources to remedy all issues.</p> <p>SC has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services.</p> <p>SC has no knowledge of websites that address evidence based practices.</p> <p>SC refers a high school student to a Christian counseling center because the counselor has a friend who works there.</p> <p>SC is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.</p>	<p>SC has an ongoing relationship with one professional association that she uses as needed.</p> <p>SC has limited knowledge of local community mental health centers that provide counseling services for divorced/separated families.</p> <p>SC is working to establish a partnership with the community library to expand the list of books related to adolescent depression that are accessible to high school students.</p>	<p>SC gathers and shares nationally acclaimed stories and activities related to bullying prevention with a third grade team to consider for use across classrooms.</p> <p>SC invites representatives from three partial hospitalization programs to discuss their services and a way to partner more effectively with the school.</p> <p>SC shares knowledge of local behavioral health services and provides contact names to a family in "separation."</p> <p>SC has a working relationship with personnel from community agencies and is able to connect students and families to their services.</p>	<p>SC models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings.</p> <p>SC seeks out professional development opportunities on School-wide Positive Behavior Support (SWPBS) and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1e: Designing Coherent Instruction/Designing an Effective School Counseling Program</i>	<p>School counseling program is comprised of unrelated activities and services that lack efficacy and meaning for the population.</p> <p>SC program and services do not appear to be integrated with other services and/or aligned with the needs of the population, ASCA National and PDE guidelines.</p>	<p>School counseling program is comprised of some related activities and services that have efficacy and meaning for the population.</p> <p>SC program and services are partially integrated with other services and aligned with the needs of the population, ASCA National Model and PDE guidelines.</p>	<p>School counseling program is comprised of related activities and services that have efficacy and meaning for the population.</p> <p>SC program and services are integrated with other services and aligned with the needs of the population, ASCA National Model and PDE guidelines.</p>	<p>School counseling program is comprised of highly related activities and efficacious services that are equitable and accessible to the population.</p> <p>SC program and services are well coordinated and integrated with other services and aligned with ASCA National Model and PDE guidelines.</p> <p>SC collaborates with the curriculum coordinator and faculty to design a comprehensive plan for delivering the PA Academic Standards for Career Education and Work</p>
<i>Evidence/Examples</i>	<p>SC asks, "Career Education and Work/CEW Standards... what are they?"</p> <p>SC spends a disproportionate amount of time providing services to one grade level.</p>	<p>SC knows the CEW standards but says he/she does not have time to implement them.</p> <p>SC attempts to allocate service time in an equitable manner across grade levels but efforts are inconsistent.</p>	<p>SC develops and implements lessons based on the CEW standards.</p> <p>SC provides equitable coverage to all grade levels based upon teacher and student feedback.</p>	<p>SC identifies significant career development needs and works with colleagues to develop a career guidance curriculum and/or program based in the Missouri model,</p> <p>The SC took the lead on planning for an advisory program that focused on career planning and ensured that every student had a significant adult with whom to relate.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>If: Designing Student Assessments</i>	SC does not conduct assessment and/or match assessment results to the needs of students.	SC conducts some assessment but is not consistently able to match assessment results to student needs.	SC conducts assessment and is consistently able to match assessment results to student needs.	SC conducts reliable and valid assessment and is consistently able to make meaningful contributions to data-analysis teams, accurate interpretation of student needs and inform the content and process associated with effective and efficient SC services and programming.
<i>Evidence/Examples</i>	<p>SC does not assist with record reviews, group assessment, data-analysis, or intervention-matching for a group of students who are experiencing significant difficulties in reading.</p> <p>SC does not assist with systematic universal screening for students with behavioral disorders and work to establish tiered supports that match their needs.</p> <p>SC is unaware of the career assessments required by the PA Academic Standards for Career Education and Work.</p>	<p>SC offers some assistance with record reviews, group assessment, data-analysis, or intervention-matching for a group of students who are experiencing significant difficulties in reading.</p> <p>SC provides some assistance with systematic universal screening for students with behavioral disorders and work to establish tiered supports that match their needs.</p> <p>The SC administered career interest inventories to second graders, provided them with the results but did not follow through with explanations to students and/or parents.</p>	<p>SC offers adequate assistance with record reviews, group assessment, data-analysis, or intervention-matching for a group of students who are experiencing significant difficulties in reading.</p> <p>SC provides adequate assistance with systematic universal screening for students with behavioral disorders and work to establish tiered supports that match their needs.</p> <p>The SC ensures that every student in eighth grade has developed an individualized career planning portfolio that includes as a minimum: achievements, awards and recognitions, career exploration results, career plans, community service involvement/projects, interests/hobbies, personal career goals, selected school work, and self-inventories.</p>	<p>SC offers extensive assistance with record reviews, group assessment, data-analysis, or intervention-matching for a group of students who are experiencing significant difficulties in reading.</p> <p>SC provides extensive assistance with systematic universal screening for students with behavioral disorders and work to establish tiered supports that match their needs.</p> <p>SC identifies inequity in school-wide practice of offering PSAT testing to students taking only advanced courses. SC provides research evidence and data to support opening the testing group to a larger capacity resulting in system change and allowing a wider network of students the opportunity.</p>

Domain 2: The Environment				
Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of SC interactions, both between the counselor and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.	Patterns of SC interactions, both between the counselor and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' age, cultures, and developmental levels.	Patterns of SC interactions are appropriate to the ages, culture, and developmental levels of the students.	Interactions between the SC and individual students are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals. Counselors model respect and rapport for their colleagues and the students.
Evidence/Examples	<p>SC does not know or call students by name.</p> <p>SC does not appear to use or model active listening skills with students.</p> <p>SC does not establish a collaborative environment that promotes exploration of individual differences.</p>	<p>SC knows some students by name.</p> <p>SC attempts to model active listening skills with students and has inconsistent results and student response.</p> <p>SC attempts to create a collaborative and positive environment but does not fully understand developmental levels.</p>	<p>SC reaches out to a family of a student with selective mutism to learn more about the student.</p> <p>SC makes an effort to mentor a student who is practicing self-control skills.</p> <p>SC interacts with students and knows significant interests of students.</p> <p>SC uses Solution-focused counseling to assist an over-stressed student organize his or her time, and shares this information with students' teachers with permission.</p>	<p>SC develops an annual recognition program that celebrates varied achievements of student s and engages parents and teachers in the recognition.</p> <p>Parents and teachers reach out to the SC for assistance with their children/students.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Learning	<p>School counseling culture is characterized by a lack of counselor or student commitment to learning and/or little or no investment of student energy into the task at hand.</p> <p>Hard work is not expected or valued.</p> <p>Student support is never offered.</p>	<p>School counseling culture is characterized by some commitment to learning by counselor or students.</p> <p>SC appears to be only going through the motions. The counselor conveys that student success is the result of natural ability rather than hard work. High expectations for learning are reserved for those students thought to have a natural aptitude for learning.</p> <p>Student support is offered inconsistently.</p>	<p>School counseling culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The counselor conveys to students that hard work equates to success.</p> <p>Students understand the support that counselors provide and accept that support.</p> <p>Counselor interactions support learning, hard work, and establishing a plan for positive post-secondary education outcomes.</p>	<p>School counseling culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The counselor conveys high expectations for learning by all students and insists on hard work.</p> <p>Counselor interactions support the attainment of success for all students and the development of positive postsecondary education outcomes.</p> <p>Counselors support students' assumption of responsibility related to their academic, career, and personal/social goal attainment.</p>
Evidence/Examples	<p>SC conveys a negative attitude toward a bullying-prevention program.</p> <p>SC does not set annual school counseling goals.</p> <p>SC exhibits negative attitude towards communicating goals or data with stakeholders.</p>	<p>SC occasionally provides activities or strategies to support students to prepare for, participate in and succeed in rigorous academic programs.</p> <p>SC conveys that bullying prevention is important but with little conviction and student buy-in is limited.</p> <p>SC implements random counseling activities with student with no connection to program goals.</p> <p>SC does not communicate goals or data with stakeholders.</p> <p>SC reactively helps student set goals once problems arise.</p>	<p>SC provides classroom activities, group counseling and individual sessions that promote equity and access to rigorous academic programs.</p> <p>SC conveys genuine enthusiasm for Olweus bullying prevention program and students convey commitment to the school wide program.</p> <p>SC proactively helps students learn from goal setting process.</p> <p>SC assists some students in monitoring college/career process.</p> <p>SC identifies a high school group of students with disabilities at risk for class failing. SC works closely with students, parents, classroom teachers, and special education teachers to provide support and ensure students are receiving available resources and advocates for implementation of empiric ally based reading interventions.</p> <p>SC models and teaches stakeholders behaviors that lead to positive, nurturing relationships.</p>	<p>Students demonstrate through active participation curiosity, and taking initiative that they value the importance of the bullying prevention program. The SC gathers pre and post data on the attendance, grades, discipline referrals, and suspensions of program participants to determine program impact.</p> <p>SC creates annual agreement with building Principal, Advisory Council, and other stakeholders to share systems oriented counseling program goals and monitor progress towards goals quarterly. SC revises and changes goals as needed.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Classroom Procedures/Managing Procedures	Routines and procedures are either nonexistent or inefficient, resulting in the loss of time.	Routines and procedures have been established but function unevenly or inconsistently, with some loss of time,	Routines and procedures have been established and function smoothly for the most part, with little loss of time.	Routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Evidence/Examples	<p>SC fails to develop and/ or circulate clear operational schedules.</p> <p>Students are not engaged in classroom guidance lessons.</p> <p>SC does not follow district protocols for dealing with crises.</p>	<p>SC occasionally develops and/ or circulates operational schedules.</p> <p>Some students are engaged in the classroom guidance lessons.</p> <p>SC is familiar with the district policy for dealing with crises but is inconsistent in following the guidelines.</p>	<p>SC is cognizant and respectful of staff time, by sharing schedule s and changes in a timely manner.</p> <p>Classroom guidance is well organized and most students are productively engaged while SC's work with other students.</p> <p>SC develops and distributes a monthly newsletter to relay important information to parents and other stakeholders.</p> <p>SC is able to access materials and resources when called upon.</p> <p>SC uses data from RtII behavior screening to prioritize student need for tier two and three intervention and outside agency referrals.</p> <p>SC follows district protocols and policies related to suicide threats.</p>	<p>SC communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media and multiple venues.</p> <p>Classroom guidance is well organized; students assume responsibility for productivity and are actively engaged at all times.</p> <p>SC develops and conducts monthly 'coffee with the counselor' discussions, in order to relay information and receive feedback from parents and community members.</p> <p>SC anticipates student need based on data gathering and disseminates materials and resources proactively in conjunction with school—wide activities and mailings.</p> <p>SC serves on the annual review committee that assesses and updates the protocols and policies related to crisis intervention.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior/Addressing Student Behavior	SC demonstrates little or no knowledge of management techniques appropriate for various situations. Response to student's misbehavior is repressive or disrespectful.	SC demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations. There is inconsistent implementation of the standards of conduct.	SC demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations. Counselor response to student misbehavior is consistent, proportionate, respectful to students, and effective.	SC demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior. Monitoring of student behavior is subtle and preventive, and the counselor's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Evidence/Examples	The SC, during an in class lesson, fails to stop misbehavior, instead sitting down at the desk and reading the news on the computer. Students are running around the room, resulting in chaos.	The SC focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others. Classroom rules are posted, but neither counselor nor students refer to them.	Students respond to SC request for participation during classroom presentations. SC recommends use of positive behavior support strategy with student who exhibits motivational difficulties and monitors the student's response. The SC is able to effectively de-escalate a student using Crisis Prevention Intervention (CPI) who is acting out physically by using calming words and an even tone of voice.	The SC effectively utilizes a nonverbal communication system to elicit communication, then quiet, during a classroom presentation. SC advocates for school-wide positive behavior support (SWPBS) and universal rules and expectations with students and staff. SC acts as lead for SWPBS team, in conjunction with Building Principal and other stakeholders.

Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	SC makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the furniture arrangement and activities.	School Counseling environment is safe and essential learning is accessible to all, but the furniture arrangement only partially supports activities.	School Counseling environment is safe and learning is accessible to all; counselor uses physical resources well and ensures that the arrangement of furniture supports the activities.	School Counseling environment is safe and contributes to ensuring that the physical environment supports learning.
Evidence/Examples	<p>Furniture is not arranged to support activities. SC runs a group from behind desk.</p> <p>SC office is disorganized and cluttered.</p> <p>SC offers no suggestions to classroom teachers on reducing environmental distractions for a student who is often off task.</p> <p>SC leaves confidential information out in plain view.</p>	<p>Furniture has been arranged to support Activities, and while the physical environment is not an impediment, it does not enhance the activity.</p> <p>SC offers classroom teachers some suggestions on behavior management, but they are neither evidence based nor effective.</p> <p>SC leaves confidential student information in an unlocked filing cabinet.</p>	<p>SC office and/or classroom is arranged to support and enhance the school counseling program activities.</p> <p>SC offers evidence based and effective strategies upon request.</p> <p>SC keeps confidential information locked and secured at all times</p>	<p>The physical environment has been arranged to thoroughly support learning. Students take initiative and arrange chairs side by side for a peer mediation session.</p> <p>SC is viewed as a resource for organizing physical space to enhance climate and student safety and belonging. SC provides in-service and resources on reducing environmental distractions for students who are off-task.</p> <p>SC uses Rogers' person-centered theory and demonstrates open posture and seating while engaged with individual counseling activities with students, and models appropriate group counseling structure.</p>

Domain 3: Service Delivery/Delivery System

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with Students	SC's oral and written communication contains errors or is unclear or inappropriate.	SC's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	SC communicates clearly and accurately to students, parents, and colleagues both orally and in writing.	SC's oral and written communication is clear and expressive, anticipating possible misconceptions.
Evidence/Examples	<p>SC displays poor use of individual counseling skills and there is inadequate student response.</p> <p>SC uses advanced terminology and reading materials that are above the recognized reading level of second graders.</p> <p>SC reviews an 8th grade student's available achievement and ability data and informs the student that he or she should not plan to go to college.</p>	<p>SC's individual counseling skills are evolving and result in inconsistent student response.</p> <p>SC utilizes a Kuder interest inventory on a high school reading level with second grade students.</p> <p>SC administers a Holland Code inventory with 10th grade students, but does not review outcome or explain results to students.</p>	<p>SC's individual counseling skills are effective and skilled in encouraging student response.</p> <p>SC, utilizing Skillstreaming the Elementary School Child social skills training, communicates session goals and skills to students at the beginning of six weekly sessions. SC assesses student response to intervention with communication with students.</p> <p>Student uses bibliotherapy to assist an elementary aged student with anxiety issues.</p> <p>SC utilizes process and perception data to streamline yearly goals and lesson plans specific to bully prevention, using Olweus Bully Prevention Program.</p>	<p>SC utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self-assessment, and increased student attendance and academic achievement.</p> <p>SC utilizes a Kuder explore lesson in grade 5, collaborates with librarian and technology instructor to allow students to explore and research a career of their choosing, and facilitates student career research presentations with students, teachers, and parents in attendance.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	<p>Questions are of poor quality, lack accuracy, clarity, and/or substantive content.</p> <p>Students are not given time to think before responding.</p>	<p>Questions are of adequate quality and invite inconsistent response patterns.</p> <p>SC allows time for students to think before responding.</p> <p>Some discussion techniques are used.</p>	<p>Questions are of high-quality and characterized by accuracy, clarity, and substantive content.</p> <p>Adequate time is available for students to think before responding.</p>	<p>SC questions and discussion techniques are of uniformly high quality. There is adequate time for students to think before responding. Students are actively engaged, and when appropriate, formulate questions related to the content.</p>
Evidence/Examples	<p>During a classroom guidance lesson, the SC and a student remain in 1:1 discussion about a student's career interest in video game development.</p> <p>During a small group counseling session on promoting a positive self-identity, SC addresses a question to one student, but quickly moves onto another student when the first fails to respond immediately.</p>	<p>During a school counseling curriculum lesson on test-taking skills, the SC calls on one student during majority of the lesson, without eliciting responses from other students.</p> <p>SC conducts individual counseling with a student who recently had a parent die, SC uses closed questions (i.e. When did it happen, Are you sad?), instead of asking open ended questions (How are you feeling today?).</p>	<p>During SC curriculum lessons, a SC utilizes think/pair/share strategy to engage students to participate in discussion about career interest inventories.</p> <p>SC, knowing use of FM system is in a child's IEP, wears the system during a school counseling curriculum lesson in the student's classroom to ensure the student receives the information.</p>	<p>SC ensures that every student is engaged by creating teams/subgroups within the class-each with a student leader who is charged with gaining feedback from each member of the team/group.</p> <p>When preparing for a school counseling curriculum activity, the SC collaborates with the classroom teacher to create cooperative learning groups that meet student learning styles. These cooperative groups work together to formulate and present a response to task/question.</p> <p>When facilitating student-advisory groups about learning styles, students demonstrate an understanding of the material by creating their own personal study plan that represents their style of learning.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students in Learning	<p>Students are engaged in a relationship with the counselor and the nature of the relationship or purpose is not clearly defined.</p> <p>SC meets too frequently or not enough with students.</p>	<p>Students are engaged in a relationship with the counselor and the nature of the relationship or purpose is usually clear to students.</p> <p>SC attempts to meet with students at a rate that is consistent with their needs but this is not always successful or consistent.</p>	<p>Students are engaged in a relationship with the counselor and the nature of the relationship or purpose is clear to students.</p> <p>SC provides equitable services to students and “triages” effectively.</p>	<p>SC regularly utilizes a continuum of evidenced-based strategies for engaging students in SC services that are appropriately matched to their needs.</p> <p>Students are invited to self-reflect on growth and progress.</p>
Evidence/Examples	<p>SC does not initiate, analyze or evaluate scenarios for role plays that are authentic to students’ lives.</p> <p>SC does not engage the students in conversations about setting future goals.</p> <p>SC does not allow a sensory break for a student with Autism who is struggling to stay engaged.</p> <p>SC refuses to meet with a child after behavior incident.</p>	<p>SC uses role play scenarios that are not necessarily pertinent to the students or their concerns.</p> <p>SC sometimes engages students in conversations on future goals but does not take measures to help them reach those goals.</p> <p>SC recognizes that sensory breaks are good for a student with Autism.</p> <p>SC meets with student who has behavior concerns as the teacher alerts them.</p>	<p>SC advocates for adequate time for direct and indirect counseling services at the school.</p> <p>SC creates role play scenarios pertinent to the student concerns and when appropriate repeats the role play to illustrate alternate solutions/responses.</p> <p>SC engages all students in systematic, developmentally appropriate goal-setting activities to determine future plans using computer-based career exploration programs.</p> <p>SC recognizes that a student with Autism needs a sensory break in order to stay engaged during instruction and provides break as needed and indicated in child’s IEP.</p> <p>SC meets regularly with fifth grade male who is identified as a student requiring tier two behavior interventions for anger management. SC monitors progress and utilizes Cognitive Behavior Therapy interventions to assist the student in reaching goals.</p>	<p>Students suggest/ develop role play scenarios.</p> <p>SC provides guest speakers, career shadowing, college tours, and other programming to provide personalized opportunities for students to set future goals specific to his/her strengths and areas of interest. Students design their own job shadowing experiences and voluntarily share the planning and results with the SC.</p> <p>SC, using Reality Therapy works with a student who has Autism on strategies for goal setting that align with his or her learning needs. The counselor notes the student is more engaged after providing a sensory break.</p> <p>SC utilizes the Behavior Education Program with a third grade female with a high amount of office disciplinary and bus referrals. The student checks in and received feedback daily for positive behavior. SC monitors progress and shares monthly with parents, teachers, students and other vested stakeholders.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Service Delivery/Using Assessment in Instruction	<p>There is little or no assessment or monitoring of student learning and progress.</p> <p>Feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria for determining whether progress has been made.</p>	<p>Assessment is used inconsistently by the SC and/or students to support student learning and progress.</p> <p>Feedback to students is general.</p> <p>Students are only partially aware of the assessment criteria used to evaluate their progress.</p>	<p>Students are aware of the goals that have been established and the criteria for determining whether progress has been made.</p>	<p>Students and SC have conjointly developed the goals and criteria for determining whether progress has been made.</p> <p>Students self-assess and monitor their progress and contribute to the development of new goals when they are ready.</p>
Evidence/Examples	<p>THE SC does not empower a student who is working on self-control issues with knowledge on how to measure whether their new strategies were successful or not.</p> <p>SC does not allow for any testing accommodations even if they are required by an IEP or 504 plan.</p>	<p>A student who is working on self-control issues with the SC knows where he is supposed to practice the strategies but doesn't understand what to look for to know whether they worked or not.</p> <p>SC is aware of student accommodations but offers only some any during testing.</p>	<p>SC uses evidence-based research and other data to advocate for equitable access for all students to rigorous curricula.</p> <p>SC uses evidence-based research and other data to assists students in making connections between their personal interests and abilities and the curriculum.</p> <p>A student who is working on self-control issues with the SC knows where, when, with who and how to implement a self-control strategy. He will meet with the SC in 1 week to review his progress and discuss what to refine.</p> <p>SC is aware that there are some students who need extra time on a test and tries to accommodate the need.</p>	<p>SC implements and/or assists the school staff in implementing instructional and other strategies to make connections between their personal interests and abilities and the curriculum.</p> <p>A student who is working on self-control issues with the SC (Cognitive Behavior Therapy; CBT) knows where, when, with who and how to implement a self-control strategy. He will meet with the SC weekly to chart his progress until he has reached his selected goal of being able to use breathing techniques during situations where he is upset, monitor his heart rate and then write a quick summary of the issue and his feelings.</p> <p>SC recognizes that a 10th grade female student needs extra time on her test, and arranges for a room for her to complete her assignment. SC advocates for student in other school setting to receive the same level of accommodations to meet her needs.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	SC adheres to the service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.	SC accepts responsibility for the quality of service delivery outcomes but has only a limited repertoire of strategies to use to improve them.	SC uses data to promote the successful goal achievement of all students and makes adjustments as needed to service delivery plans.	SC actively solicits the feedback of all stakeholders to inform continuous improvement efforts and related outcomes as a function of SC services.
Evidence/Examples	<p>SC does not utilize district approved crisis prevention techniques with a first grader who is screaming, even though the counselor is trained.</p> <p>SC communicated to a student that the reason they were failing was because they were lazy.</p> <p>SC is not knowledgeable about at-risk factors for school dropout.</p> <p>SC does not believe that the school counseling program needs to address the academic, career and personal needs of all students and to that end delivers primarily responsive services in the personal-social domain.</p>	<p>SC accepts responsibility for using an inappropriate technique with a student who was screaming but does not research more effective techniques or consult with other experts in this area.</p> <p>SC communicated to a student that the reason they were failing was because they were lazy but worked to develop a home-school plan with the student's family.</p> <p>SC is aware of at-risk factors for school dropout but does not utilize them with his/her caseload.</p>	<p>SC accepts responsibility for using a less effective technique with a student who was screaming and replaces it in a timely fashion with a more effective technique as a result of consultation with other stakeholders and review of reliable resources and research.</p> <p>SC gathers and analyses data to identify students at risk for dropping out of school and follows up with evidence-based strategies to address the risks.</p> <p>SC builds on student needs, skills and interests to incorporate 21st Century skills and content into the school counseling program.</p>	<p>SC collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career and personal/social development.</p> <p>SC convenes a meeting with the student and all relevant parties to weigh the value of making a change to a student's schedule (removal of music) in place of more academic support time due to failing grades in reading and mathematics.</p> <p>SC, looking at school-wide screening data with bully prevention statistics and office disciplinary referrals, advocates with their advisory council for a change of school-wide focus from cafeteria behavior to bus behavior interventions to meet the needs of a middle school building.</p> <p>SC identifies school-wide/system wide policies that have potential for placing students at risk of dropping out and works to address/change those policies.</p>

Domain 4: Professional Development/Professional SC Responsibilities and Ethical Standards				
Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Teaching/Reflecting on Practice	Counselor does not reflect on practice and/or reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective, with global suggestions for program improvement.	Counselor's reflection provides an accurate and objective description of practice and cites specific suggestions for ways to improve the school counseling program.	Counselor's reflections are highly accurate and insightful and demonstrate an effort to integrate evidence-based methodologies and strategies to improve practice and outcomes.
Evidence/Examples	<p>SC is not interested in exploring evidence-based strategies for helping a high percentage of students who are presenting with chronic anxiety issues.</p> <p>SC does not gather feedback from stakeholders regarding activities or the school counseling program.</p>	<p>The SC acknowledged that he didn't know a lot about how to help students with drug and alcohol problems but did not have a plan for improving skills in this area.</p> <p>SC gathers feedback from students regarding individual program activities but files it away without looking at it.</p>	In response to administrative feedback regarding prevention of crisis situations, the SC consulted the American SC Association (ASCA) to get evidence-based resources to begin to improve her ability to contribute at the building and district level.	<p>As a result of conducting a needs assessment with students and faculty, SC determined that there was a need to improve the treatment of adolescent depression.</p> <p>SC consulted ASCA, PSCA, and local resources and chose to utilize the SOS curriculum to address this need.</p> <p>The SC actively seeks feedback through an advisory council made up of parents, students, teachers, SCs, administrators, and community members.</p> <p>SC advocates at the building and district level for equitable student-centered policies and procedures that positively impact student learning.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	Counselor's reports of student progress, records, and documentation are missing, late, or inaccurate, resulting in confusion and/or noncompliance with District policies and procedures.	Counselor's reports of student progress, records, and documentation are generally adequate, timely and comply with District policies and procedures.	Counselor's reports, records, and documentation are accurate and compliant with District policies and procedures for maintaining records.	Counselor's approach to record keeping is highly accurate, systematic, comprehensive and compliant, and serves as a model.
Evidence/Examples	SC does not keep records that reflect engagement in the school counseling program delivery services. Absence of a system of record keeping, reports, and documentation or such record keeping is in disarray so as to provide incorrect or confusing information.	SC tracks student involvement in school counseling program delivery services but does not utilize that information for intervention. The SC has a process for recording student progress and keeping counseling notes and records. However, it may be out-of-date.	SC tracks student involvement of students in school counseling delivery services and use that information in program planning and implementation The SC's system for recording student progress, counseling notes and records is efficient and effective.	SC notices inconsistencies in record keeping across the district. SC then advocates for a more ethically consistent method for all counselors in the district. The SC is highly effective in adhering to the laws, rules, policies, and ethical standard related to confidentiality of student records and other information and reviews them annually.
Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Families	Counselor's relationships with families are negative, self-serving and/or culturally insensitive. Counselor makes little or no attempt to engage families in home-school partnerships or school counseling services.	Counselor makes inconsistent attempts to engage families in home-school partnerships or school counseling services	Counselor consistently demonstrates efforts to build effective home-school partnerships.	Counselor is highly effective in establishing and maintaining effective home-school partnerships.
Evidence/Examples	Little or no information is provided to parents about the School Counseling Program. The SC prefers to only meet with parents in person and is unwilling to talk on the telephone or email. The SC does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process.	The SC has a brochure that is available if parents would like it on Back-to-School night. The SC only contacts the family in emergency situations. The SC sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.	SC researches the cultural values of a family and student who just moved to the U.S. and who are experiencing stress as a result of the transition. The SC engages an interpreter to assist with the meeting. High School SC annually meets individually with students and their parents to review the student's Individual Career Plan and Program of Studies...and addresses credit recovery options, if appropriate.	SC empowers students to create a welcome packet of information to send home to families of all new students. SC posts weekly calendar on district website. SC initiates survey of stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement. SC plans an annual program for seniors to address post-secondary transitioning. The SC invites representatives of post-secondary schools as well as recent graduates to address students' questions and concerns about the transition process.

Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	<p>SC relationships with colleagues are negative or self-serving.</p> <p>SC avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.</p>	<p>SC relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.</p>	<p>SC relationships are characterized by mutual support and cooperation; include active participation in a culture of inquiry, school events and school/district projects, with SC making substantial contributions.</p>	<p>SC relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. Counselor demonstrates exemplary leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program.</p>
Evidence/Examples	<p>The SC avoids interactions with faculty and staff. The SC steadfastly refuses event invitations for evening activities.</p> <p>The SC's relationships with colleagues are characterized by negativity.</p> <p>SC does not attend optional school district workshops.</p> <p>SC does not attend professional development workshops offered by local, state or national school counseling associations.</p>	<p>SC attended one local school counseling association work shop.</p> <p>SC attends a few professional development webinars.</p>	<p>SC establishes a PLC and provides updates on SC resources.</p> <p>SC provides information/articles for a once a month feature in the local newspaper.</p> <p>SC mentors and supports colleagues on issues related to counseling students.</p>	<p>The SC regularly attends local, state and national school counseling workshops and conferences.</p> <p>The SC is sought out for leadership roles in school counseling associations.</p> <p>The SC seeks opportunities to communicate and collaborate with other SCs at the local, state and national levels in order to share and/or learn best practices.</p> <p>SC presents Olweus Bully Prevention training to district faculty and staff at district in-service.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	SC engages in very limited professional development activities and/or resists feedback on professional performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	SC engages in professional development activities to a limited extent. The counselor does not seek out opportunities for professional development and/or accepts with some reluctance, feedback on professional performance and/or finds limited ways to contribute to the profession.	SC engages in seeking out professional development opportunities, welcomes feedback on performance and participates actively in assisting other SCs and the learning community.	SC engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. Counselor takes a leadership role both within the learning community and the school counseling community.
Evidence/Examples	The SC does not participate in departmental activities aimed at sharing knowledge. The SC does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.	The SC participates in departmental activities to a limited extent. When specifically asked or required to participate in a professional opportunity, the SC will do so. SC is aware of but not “conversant with” the ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to the SC position.	SC reviews annually the ASCA Ethical Standards for School Counselors. SC demonstrates and upholds: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to the SC position. The SC actively shares his/her expertise with other members of the department. The SC attends the annual PSCA conference for SCs and/or other appropriate related conferences or workshops. The SC regularly engages in professional development (e.g. attends relevant conferences, webinars, courses, in-services, reads professional journals, etc. and In-services, reads professional journals, etc.) and incorporates new evidence-based practices and skills in his/her daily work.	The SC takes an active leadership role in professional organizations in order to contribute to the school counseling profession. SC presents a workshop at PSCA conference on how to collect data to show the effectiveness of an evidence-based practice. SC Provides professional development at the district, state or national level. SC conducts annual discussion forum on: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to the SC position.

Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	<p>SC has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students and other stakeholders.</p> <p>The SC fails to comply with school and district regulations and time-lines.</p>	<p>SC is honest and well intentioned in serving students and other stakeholders and contributing to the system.</p> <p>At times, the SC's attempts to serve students are limited. The SC complies minimally with school and district regulations doing just enough to get by.</p>	<p>SC displays a high level of ethics and professionalism in dealing with both students and colleagues and complies fully and voluntarily with professional, school, district and state regulations and policies.</p>	<p>SC is pro-active and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>The SC displays the highest levels of ethical conduct and takes a leadership role in complying with professional, school, district and state regulations and policies.</p>
Evidence/Examples	<p>SC changes a grade on a student transcript without teacher knowledge/input.</p> <p>SC does not understand the parameters of PA's Professional Standards and Practices and wonders why it's inappropriate for an educator to date a student.</p> <p>SC reported to work in an intoxicated/impaired condition.</p>	<p>SC discusses a student's concerns with his teacher during dinner at a local restaurant...within hearing distance of other diners.</p> <p>SC assumes a limited role in resolving parent and/or teacher dissention.</p> <p>SC is unable to accurately demonstrate how a student's GPA is determined.</p>	<p>SC reviews annually the ASCA Ethical Standards for School Counselors.</p> <p>SC demonstrates and upholds: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to the SC position.</p> <p>SC provides supervision to intern and/or practicum student sensitive to the individual's professional development needs.</p>	<p>SC conducts annual discussion forum on: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to the SC position.</p>