



# Professional School Counselors' Rubric

Counselor's name: \_\_\_\_\_ EIN: \_\_\_\_\_

Observation date: \_\_\_\_\_ Grade level: \_\_\_\_\_

Observer's name: \_\_\_\_\_

## I. Foundation

### A. Planning and Preparation

1. Develops plans, which provide counseling instruction to participants/stakeholders at appropriate grade levels, and reflects appropriate counseling instruction, based on the American School Counselor Association (ASCA) approved standards, ASCA Mindsets & Behaviors and curriculum.

Unsatisfactory	Basic	Proficient	Distinguished
<p>The school counselor plans are not timely and/or not tailored to the needs of the participants/stakeholders based on data; or plans do not include appropriate supports that would enable participants/stakeholders to meet the goals and objectives of the plan.</p>	<p>The school counselor plans are timely and/or tailored to the needs of the participants/stakeholders based on data; plans lack sufficient supports that enable participants/stakeholders to meet all goals and objectives of the plan and/or plans do not have measurable outcomes.</p>	<p>The school counselor plans are timely, well-structured plans uses ASCA lesson template, supported by data, and have measurable outcomes that are relevant to student needs, and include supports that enable participants/stakeholders to meet the goals or objectives of the plan.</p>	<p>The school counselor plans are timely, well-structured plans uses ASCA templates, supported by data, and has measurable outcomes that are relevant to student needs, are in coordination with other plans and include supports that enable participants/stakeholders to meet all goals or objective of the plan.</p>
<p>Evidence:</p>			



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<b>I. Foundation</b> <b>B. Planning and Preparation</b> 2. Establish goals for the school counseling program appropriate to the school setting and based on needs assessments (ie., student, parents, staff and principal), and then develop programs to achieve those goals that promote College and Career Awareness.			
Unsatisfactory	Basic	Proficient	Distinguished
The school counselor does not complete student needs assessment and/or has 4 or less of the 8 required documents.	The school counselor does complete student needs assessment and/or has 5-7 of the required documents.	The school counselor completes student needs assessment and uses the data to develop plans for the data-driven Comprehensive School Counseling program. School counselor has all 8 of the required documents.	The school counselor completes student needs assessment and uses the data to develop plans for the data-driven Comprehensive School Counseling program. School counselor has all 8 of the required documents with artifacts and evidence to support each document. School counselor also has mission/vision and School Profile completed.
Evidence:			



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<b>II. Management</b> <b>A. Learning Climate</b> 1. Creates a collaborative climate that is warm and inviting. Promotes the development of positive respect for all.			
Unsatisfactory	Basic	Proficient	Distinguished
The school counselor does not establish an environment in which participants/stakeholders demonstrate respect for individual differences.	The school counselor establishes an environment in which participants generally demonstrate respect for individual differences.	The school counselor establishes an environment in which participants utilizes strategies and demonstrates respect for individual differences.	The school counselor establishes an environment in which participants utilize strategies and practices that demonstrate respect for individual differences and/ or by exhibiting an awareness of and an appreciation for those differences
Evidence:			



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## II. Management

### B. Learning Climate

2. Presents lessons/presentations in such a way as to encourage participants/stakeholders to utilize a variety of counseling techniques and strategies.

Unsatisfactory	Basic	Proficient	Distinguished
The school counselor does not use current counseling instructional strategies, standards and/or supports.	The school counselor rarely uses current counseling instructional strategies, standards and/or supports that encourage participants/stakeholders to employ critical counseling skills.	The school counselor consistently uses instructional strategies, standards and/or supports that engage most participants/stakeholders during the lesson, activity, or session to employ critical counseling skills.	The school counselor consistently uses instructional strategies, standards and/or supports that engage all participants/stakeholders during the lesson, activity, or session to employ critical counseling skills. Provide opportunities for participants to demonstrate skills and/or counseling techniques inside and/or outside of the school setting.



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Evidence:

**III. Delivery**  
**A. Instruction**  
 1. Demonstrates professional knowledge of ASCA Mindsets & Behaviors, Maryland College and Career Standards, and etc. School Counselor transmits that knowledge using a variety of techniques and/or materials to accomplish the objectives of the counseling instruction.

Unsatisfactory	Basic	Proficient	Distinguished
The school counselor demonstrates no professional knowledge.	The school counselor demonstrates some professional knowledge.	The school counselor consistently demonstrates professional knowledge through a variety of techniques.	The school counselor demonstrates mastery of professional knowledge through a variety of techniques; and enables participants to utilize knowledge and skills learned.

Evidence:



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### III. Delivery

#### B. Instruction

2. Demonstrates use of time for professional purposes, with all participants/stakeholders being involved in meaningful, counseling techniques, student learning activities and discussion techniques.

Unsatisfactory	Basic	Proficient	Distinguished
<p>The School Counselor rarely demonstrates use of time for professional purposes such as identifying/and or implementing appropriate counseling practices, student learning activities and discussion techniques.</p>	<p>The School Counselor sometimes demonstrates use of time for professional purposes such as identifying/and or implementing appropriate counseling techniques, student learning activities and discussion techniques.</p>	<p>The School Counselor regularly demonstrates use of time for professional purposes such as identifying/and or implementing appropriate counseling practices, rigorous student learning activities, and engaging discussion techniques.</p>	<p>The School Counselor consistently maximizes use of time for professional purposes such as identifying/and or implementing appropriate counseling practices, rigorous student learning activities, and engaging discussion techniques. Provide opportunities for participant independence.</p>

Evidence:



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### III. Delivery

#### C. Instruction

3. Makes clear the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective.

Unsatisfactory	Basic	Proficient	Distinguished
School counselor does not make clear the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective.	School counselor may communicate the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective, but does so inconsistently or ineffectively.	School counselor clearly and effectively communicates the purpose and/or practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective.	School counselor clearly and effectively communicates the purpose and practical importance of the activity/presentation and how the content of the activity/presentation relates to the given objective so that most stakeholders apply the objective.

Evidence:



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<b>IV. Accountability</b> <b>A. Professional Practice</b> 1. Actively participates in program improvement activities and self- reflection.			
Unsatisfactory	Basic	Proficient	Distinguished
School counselor does not participate, in any; program improvement and learning opportunities to improve practice, self-reflect on practice and/or applies little new learning to practice.	School counselor rarely participates in few, if any; program improvement and learning opportunities to improve practice, self-reflects on practice and/or applies little new learning to practice.	School counselor often seeks out and applies appropriate ideas for improving practice, self-reflects on practice, and gain expertise to apply some new learning to practice and able to adjust practice based on reflection.	School counselor consistently seeks out and applies appropriate ideas for improving practice, self-reflects on practice, and gain expertise to consistently apply new learning to practice and develop new practices based on ASCA Self-reflection.
Evidence:       			





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<b>IV. Accountability</b> <b>B. Professional Practice</b> 2. Communicates to staff members, participants/stakeholders and/or parents without difficulty; using current data, precise information in a timely manner.			
Unsatisfactory	Basic	Proficient	Distinguished
School counselor does not communicate without difficulty to staff members, participants/stakeholders and/or parents.	School counselor rarely communicates without difficulty to staff members, participants/stakeholders and/or parents. Communication does not happen in a timely manner.	School counselor often communicates without difficulty to staff members, participants/stakeholders and parents. Using current data, precise information in a timely manner. Attends all mandatory training opportunities	School counselor consistently communicates via a variety of sources without difficulty to staff members, participants/stakeholders and parents using current data, precise information in a timely manner. Attends all mandatory and some optional training opportunities.
Evidence:			



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<b>IV. Accountability</b> <b>C. Professional Practice</b> 3. Develops and implements two SMART goals specifically aligned to the principal and/or school/department's goals for the current school year.			
Unsatisfactory	Basic	Proficient	Distinguished
School counselor does not develop or implement any SMART goals	School counselor does develop one or two SMART goals but does not implement one or both goals as written.	School counselor uses data to develop and implement two SMART goals	School counselor uses data to develop and implement two SMART goals with artifacts and evidence to support each goal.
Evidence:			



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<b>IV. Accountability</b> <b>D. Professional Practice</b> 4. Develops and implements SMART goal 1, based on school outcome data that may be revealed through the school/department data profile, school improvement plan or similar data analysis reports. SMART goals must be effective based on outcome data results.			
Unsatisfactory	Basic	Proficient	Distinguished
School counselor develops SMART goal but does not use data directly related to achievement, attendance and/or behavior gaps. Less than 29% of students met and/or exceeded the established goal	School counselor develops SMART goals but does not use data directly related to achievement, attendance and/or behavior gaps. 30% to 49% of students met and/or exceeded the established goal	School counselor uses data to develop and implement SMART goal directly related to achievement, attendance and/or behavior gaps and clearly linked to the school/department's data. 50% or more students met and/or exceeded the established goal.	School counselor uses data to develop and implement SMART goal directly related to achievement, attendance and/or behavior gaps and unmistakably linked to the school/department's data. 80% or more students met and/or exceeded the established goal. Evidence and artifacts to support the goal provided.
Evidence:			



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<b>IV. Accountability</b>			
<b>E. Professional Practice</b>			
5. Develops and implements SMART goal 2, based on school outcome data that may be revealed through the school data profile, school improvement plan or similar data analysis reports. SMART goals must be effective based on outcome data results.			
Unsatisfactory	Basic	Proficient	Distinguished
School counselor develops SMART goal but does not use data directly related to achievement, attendance and/or behavior gaps. Less than 29% of students met and/or exceeded the established goal	School counselor develops SMART goals but does not use data directly related to achievement, attendance and/or behavior gaps. 30% to 49% of students met and/or exceeded the established goal	School counselor uses data to develop and implement SMART goal directly related to achievement, attendance and/or behavior gaps and clearly linked to the school's data. 50% or more students met and/or exceeded the established goal.	School counselor uses data to develop and implement SMART goal directly related to achievement, attendance and/or behavior gaps and unmistakably linked to the school's data. 80% or more students met and/or exceeded the established goal. Evidence and artifacts to support the goal provided.
Evidence:			



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