

Rubric Guidance Counselor (ED)

Name:
Job Title:

Author:
Date:
School:

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Standard I: Curriculum, Planning, and Assessment

Promotes the learning and growth of all students by providing high-quality and coherent instruction designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A. Developmental Guidance Curriculum

school counselors assume leadership in designing and facilitating the delivery of a developmental, standards based guidance curriculum that addresses the academic, technical, workplace readiness and personal social competencies necessary for student success.

I-A-1. School Counseling Curriculum

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Leads development, implements new multi-modal strategies and models effective delivery through differentiated instruction and varied practices. The exemplary counselor appropriately adjusts a standards-based counseling curriculum that empowers all students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options. Willingly shares lesson plans and			
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1-A-3 Data Informed Decision Making for Targeted Interventions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently collects, accurately interprets and analyzes annual and longitudinal student and program data and reports out on potential for new approaches and future development of systemic programming to support all learners.	Examines data elements that describe student outcomes, disaggregated by race/ethnicity, gender, family income, academic profile and social emotional needs in order to identify student, school and community needs and implements and evaluates strategies and interventions.	Reviews some data with limited knowledge and use of information to drive interventions and guide practices by race/ethnicity, gender, family income, academic profile, social emotional needs, in order to identify appropriate student, school and community interventions.	Does not examine data elements that describe student outcomes and determine appropriate interventions for school/student/community.

I-A-4. Decision Making & Leadership

Exemplary	Proficient	Needs Improvement	Unsatisfactory
In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element	Contributes ideas, expertise and time to foster growing stakeholder involvement in the delivery and advancement of the school counseling program as a means of improving outcomes for all students	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.

Indicator I-B. Assessment

Uses a variety of informal and formal methods to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction and shares them appropriately.

I-B-1. Student Measures, Analysis and Adjustment to Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently organizes and analyzes results from a comprehensive set of measures to determine progress toward intended outcomes and frequently uses these findings to adjust practice, consult with colleagues, recommend outcomes based adjustments and does this to the extent that if needed, a second teaching of material is supported in an effort to guarantee student understanding and mastery of content	Consistently organizes and analyzes measured results from a variety of sources to determine progress toward intended outcomes and uses these findings to adjust practice, and programs for students.	May organize and analyze some measured results but does not noticeably adjust practice and identifies and/or implement appropriate programs for students.	Does not include any methods to measure student learning, growth and understanding and make appropriate adjustments to program.

Standard II: Teaching All Students

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Program Content

Promotes learning and growth of all students through instructional practices that establish high expectations, creates a safe and effective learning environment

II.A.4 College Planning

This Indicator is to be included for High School Counselors Only.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Provides timely and ongoing assistance to all students in navigating and completing the college and career application and admissions processes; supports students in addressing college costs with assistance in applying for financial aid and scholarships, grants, or other funding sources. Proactively connects students with internship/apprenticeship opportunities. Is able to model this element.	Provides timely assistance to all students in understanding the college and career application and admissions processes, including information about college costs, financial aid, scholarships, and/or internship/apprenticeship processes and opportunities.	Provides some assistance in understanding the college and career application and admissions processes, but may not support all students, and/or the range of information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities is limited or not provided in a timely fashion.	Provides minimal or ineffective assistance in understanding the college and career application and admissions processes; rarely includes information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities.

Indicator II-B. Responsive Services

Delivers short term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school specific situations that disrupt learning.

II-B-1. Student Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
In addition to securing appropriate and effective supports, the exemplary counselor further establishes a clear system of communication with all parties involved in the student support system and maintains ongoing communication to ensure long-term success.	Effectively identifies student needs and assists students in developing plans for succeeding. When necessary, refers students for evaluation, examples include 504 process/implementation/review, Special Testing Accommodations, etc., and extra help. Makes sure that students who may need specialized services and help receive appropriate interventions in a timely manner.	Is able to identify some student needs however is inconsistent in referring students for appropriate supports.	Fails to identify the needs of the students.

II-B-2. Crisis Intervention

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Understands what defines a crisis, and demonstrates appropriate and timely unique intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response. Maintains feedback on systemic crisis response school protocol.	Understands what defines a crisis, and demonstrates the appropriate intervention strategy to meet the needs of the individual, group or school community during the crisis. Provides referrals when need exceeds school milieu and communicates appropriately with family and outside caregivers.	Has a limited understanding of and ability to act in a crisis; and/or has limited ability to effectively assess student needs and promote a plan of care with school or outside resources that is appropriate to the situation.	Often fails to refer students for special services and/or does not accurately identify crisis situations.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

III-A-1. Outreach and Communications

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Maintains regular follow-up and ongoing interaction with students, families and colleagues working together. Utilizes previous exchanges as a basis for future suggestions and connections to supports that may provide long-term effectiveness for the student	Responds promptly and successfully to parent and student concerns; initiates contact when appropriate; is diligent in contacting hard-to-reach parents; invites & encourages collaboration with family.	Is often late to respond and/or acknowledge parent concerns. Does not demonstrate initiative engaging parents on student issues.	Does not respond to parent concerns with efficacy. Does not consider contacting parents in a proactive manner.

III.A.2 Parent and Family Education

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Develops new opportunities and leads innovative education initiatives. Relies on feedback and data to determine the areas of greatest need. Connects work with multi-modal approach and often promotes the incorporation of new resources (Speakers, agencies, etc.)	Willingly participates in parent/family education opportunities. Influences planning for various populations (ex. ELL, Special Education, Social Emotional Needs, Middle School Transition Meetings) so that all students and families are attended to. Is able to provide resources to meet family needs.	Participates in parent and family education as required. Does not add to or enhance the education initiatives for parents and families.	Does not participate in parent information events and sessions. Is not connected to the parent community beyond the school day.

Standard IV: Professional Culture

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Professional Growth

Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IV-A-1. Professional Learning and Growth

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Share/teach colleagues' techniques and newly learned skills so that all benefit and grow.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates in required professional development and learning activities without demonstrating application of newly acquired skills.	Participates in few, if any, professional development and learning opportunities to improve practice. Does not demonstrate awareness/interest in ongoing professional growth.

Indicator IV-B. Collaboration

Collaborates effectively with colleagues on a wide range of tasks.

IV-B-1. Collaboration and Consultation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Infuses collaboration with colleagues, faculty members, and department and school leaders into formal and informal decisions thus creating appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Often either seeks or is sought out for professional expertise.	Consistently and effectively collaborates with colleagues and faculty members, both formally and informally, to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students.	Consults with colleagues and school leaders in accordance with general practice; lack of depth in consultation leads to inconsistent decision making.	Rarely or inconsistently collaborates or consults with colleague and school leaders as general practice.

Indicator IV-C. Decision-Making

Becomes involved in school-wide decision-making, and takes an active role in school improvement planning

IV-C-1. Decision-Making

Exemplary	Proficient	Needs Improvement	Unsatisfactory
In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element	Consistently and proactively contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.

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