

Arizona School Counselor Evaluation Rubric

Major Function: **Development and Management** of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2005)*.

Standard 1: The professional school counselor plans and organizes the delivery of the comprehensive school counseling program.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
1.1 Develops and maintains a comprehensive counseling program for ALL students that meets the needs of the school and is based on the American School Counselor Association (ASCA) National Model including academic, personal/social, and career development competencies.	Maintains a fully implemented ASCA Model program using data to evaluate and refine the program. Communicates and collaborates with stakeholders regarding the goals of the school counseling program.	Develops and maintains a counseling program for ALL students that includes academic, personal/social, and career development competencies.	Provides evidence that the comprehensive school counseling program is in development or the program is inconsistently implemented.	Does not implement a comprehensive school counseling program.	Guidance lessons aligned with Arizona and ASCA standards Master calendar Annual school counseling program goals Closing-the-gap action plans Guidance curriculum action plans

Major Function: **Implementation** of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2005)*.

Standard 2: The professional school counselor delivers and implements the guidance curriculum through the use of effective planning and instructional skills in structured classroom lessons and small group sessions.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
2.1 Supports Arizona academic standards through the application and integration of Arizona standards and ASCA school counseling standards.	Has identified and displayed academic and ASCA school counseling standards in guidance lessons using student friendly language.	Has identified academic and counseling standards in all guidance lessons.	Has identified academic or counseling standards in some guidance lessons.	Has not identified academic or counseling standards in guidance lessons.	Classroom lesson plans aligned with Arizona and ASCA standards.

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
2.2 Uses effective instructional strategies .		Is not using effective instructional strategies.	Inconsistently uses effective instructional strategies.	Has 90% student engagement using a variety of highly effective instructional strategies.	Differentiated Instruction (DI) Structured English Immersion (SEI) Cooperative Learning Teacher feedback on guidance lessons
2.3 Uses effective classroom management techniques .		Is not using effective classroom management techniques.	Inconsistently uses effective classroom management techniques.	Demonstrates exceptional skills using a variety of techniques for classroom management.	Student engagement in learning is evident

Standard 3: The professional school counselor implements the individual student planning component by guiding individuals and/or groups of students through the development of educational and career action plans.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
3.1 Engages students to establish academic, personal/social, and career goals as a means to connect education to their futures.	Consults with all students regarding their academic, career and personal/social goals which are embedded within the school counseling master calendar.	Consistently consults with all students in establishing their academic, career, and personal/social goals and options, and seeks to develop knowledge of resources and options.	Occasionally consults with students in creating their academic, career and personal/social goals.	Does not consult students in establishing their academic, career, and personal/social goals and options.	Educational Career Action Plan (9-12) Pre K-8 Career Guidance lessons (PK-8) Individual plans as needed

Standard 4: The professional school counselor implements responsive services through the effective use of individual and small group counseling, consultation, and referral skills.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
4.1 Counsels individual students and groups of students with identified needs or concerns.	Documents responsive services which are data-driven and are followed-up by the counselor. Time is allocated for responsive services.	Uses data to create proactive responsive services.	Occasionally is available for responsive services.	Does not offer or is not available for responsive services.	Counselor log Weekly schedule

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
4.2 Consults effectively with parents, teachers, administrators, and other stakeholders.	Uses exceptional consultation skills, provides documentation, and follow-up regarding student needs.	Effectively consults with stakeholders regarding student needs.	Occasionally consults with stakeholders regarding student needs.	Does not consult with stakeholders regarding student needs.	Counselor log Outside referral contact list
4.3 Implements an effective referral process.	Uses a school wide referral process effectively involving teachers, administration, staff, students and parents.	A school wide referral process is in place with teacher/administration involvement.	Has limited knowledge of available resources to meet student needs.	Has no knowledge of available resources to meet student needs.	Professional development log Attends current trainings Referral resource list
4.4 Implements an effective crisis response plan.	A school wide crisis response plan is clearly evident, is taught, and practiced at school community.	Implements a crisis plan with teacher and administrator involvement.	A school crisis plan is not implemented.	Does not show evidence of a plan.	Crisis plan training schedules or logs

Standard 5: The professional school counselor implements the system support component through effective program management and support for other educational programs.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
5.1 Participates in educational professional development.	Provides an exemplary variety of professional development activities and applies knowledge and skills from the activities.	Provides adequate evidence of professional development activity.	Provides limited evidence of professional development activity.	Provides no evidence of professional development activity.	Professional development documentation Professional development log
5.2 Provides consultation, training and leadership to the school community in creating, maintaining, and evaluating a safe school environment.	Counselor is known in the community as a student advocate. Serves on school committees and invites the school and community to work toward a safe school environment.	Promotes and encourages the community to be involved with school safety.	Demonstrates some involvement with the community to ensure a safe school environment.	Does not work with the community to ensure a safe school environment.	School/Family/Community Committee Training Calendar/log
5.3 Carries out “fair share” of responsibilities as appropriate.	Actively seeks out roles in leadership opportunities and responsibilities.	Willingly carries out “fair share” of responsibilities.	Occasionally carries out other responsibilities.	Does not carry out “fair share” of responsibilities.	Committee leader or facilitator. Membership on committees

Standard 6: The professional school counselor effectively and efficiently manages and evaluates the school counseling program.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
6.1 Creates a yearly principal-counselor agreement based on annual school needs and goals.	Fully implements a principal-counselor agreement including identified annual goals	Creates a principal-counselor agreement and collaborates with the administrator	Has an incomplete yearly principal-counselor agreement.	Has not created the yearly principal-counselor agreement.	Principal-counselor agreement signed by all parties.
6.2 Develops action plans detailing the curriculum delivery and interventions designed to close the achievement gap based on current school and student data.	Meets with stakeholders to interpret and analyze school and student data, develops and implements intentionally designed interventions for curriculum and closing-the-gap activities which target school needs	Develops and implements both curriculum action plans and closing-the-gap action plans after reviewing school and student data.	Develops and implements either curriculum action plans or closing-the-gap action plans.	Does not develop curriculum action plans or closing-the-gap action plans.	Curriculum action plans Closing-the-gap action plans School and student data
6.3 Spends 80% of time in direct services to students and follows the ASCA recommended time for their level in guidance curriculum, individual student planning, responsive services, and system support.	Conducts a time and task analysis to ensure time is spent providing 80% direct services to students, and follows the ASCA recommendations of time spent in each component.	Spends 80% of time in direct services with students.	Approaches 80% of time in direct services to students.	Does not spend 80% of time in direct services to students.	Yearly, monthly and weekly calendars of planned activities Counselor log Time and task analysis sheets

Major function: **Accountability** of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2005)*.

Standard 7: The professional school counselor has developed a results evaluation for the school counseling program.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
7.1 Conducts a yearly program audit to assess the progress of the school counseling program and determine if changes are needed.	Completes a yearly program audit, reviews the results of the audit with the advisory committee and other stakeholders, elicits and implements recommendations for changes for the following year.	Completes a yearly program audit and shares the results with stakeholders.	Conducts a yearly program audit but does not share the results or elicit recommendations for change.	Does not conduct a yearly program audit.	Yearly program audit Advisory Committee meeting minutes Recommendations for change are noted
7.2 Uses student achievement and achievement-related data for program modification.	Monitors trends and creates programs to close the achievement gap. Presents results to stakeholders.	Identifies trends using data and shares results with stakeholders. Programs are created to close the achievement gap.	Has awareness of data fluctuations which indicate student achievement trends but does not monitor data over time.	Does not monitor student achievement data or achievement-related data.	Data Over Time (ASCA) Guidance Curriculum Results Report Closing the gap results report
7.3 Assesses, analyzes, interprets, disaggregates, and presents process, perception, and results data .	Makes data-driven decisions based on the analysis and shares the results with stakeholders to determine future program goals.	Analyzes available process, perception and results data for school counseling program evaluation.	Limited access and use of data for school counseling program evaluation.	Does not access data.	Guidance Curriculum Results Report (ASCA) Student sign in/out Counselor logs

Major Function: **Systems change agent** of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2005)*.

Standard 8: The professional school counselor uses the skills of leadership, advocacy and collaboration to create a systemic change to improve the academic and career success of all students.

The professional school counselor:

Element	Highly Effective	Effective	Developing	Ineffective	Artifacts
8.1 Maintains professionalism in all areas, including work habits, relationships, utilizing technology, attending meetings, and following the ASCA Ethical Guidelines.	Models and teaches exceptional work habits advancing technology and embracing Professional School Counselor Ethics. Counselor initiates, facilitates and evaluates stakeholder meetings on a regular timeline for data-driven decision making.	Maintains professional, ethical work habits, utilizing technology, and attending meetings.	Has a plan in place to integrate technology and attends meetings to improve ethical professionalism.	Shows little or no evidence of counselor professionalism.	Most recent ASCA Code of Ethics Use of technology is evident Data are collected, analyzed and disseminated
8.2 Creates systemic change and improves the academic and career success of all students.	Recognizes barriers to learning and works collaboratively to implement systemic change.	Leadership skills are evident and systemic changes are present.	Leadership skills are emerging and systemic change can be identified.	Does not create systemic change and improve academics and career success.	Leadership skills self-assessment conducted Examples of systemic change are documented
8.3 Uses advocacy skills to create systemic change and improve academic and career success of all students.	Identifies allies and enlists support in advocating for all students.	Diplomatically advocates for all students.	Uses advocacy skills to support student success.	Uses few, if any, advocacy skills.	Peer Mediation groups Outside resources
8.4 Uses collaboration to create systemic change and improve academic and career/college readiness of all students.	Regularly collaborates to guide decisions for all students to improve academic and career/college success.	Promotes equal access and equity by collaborating with stakeholders.	Begins to identify and make others aware of needed system level changes.	Does not collaborate to generate system level responses.	Child Study Meetings ECAP Individual Student Planning Documentation

Refer to Glossary for ASCA language