

## Instructions to Evaluators:

Counselors are evaluated primarily via artifact rather than observation, because artifacts allow them to more fully showcase all aspects of their work. However observations are appropriate in classroom settings and some small group sessions, like career planning. Administrators may want to confine observations to these settings, because in other settings, such as some small group and one-on-one sessions, the presence of the administrator could interfere with interventions provided by the counselor. At the bottom of this scoring rubric, other measures that can be used to promote the professional growth of counselors are listed.

### Scoring Rubric for Counselor Standard Alignment Tool

<b>Element 1: Use of counseling theories as foundational elements (Indicator 1.1, 1.2, 3.3)</b>
The counselor standard alignment tool...
0- Lists neither the intervention nor consultation theories used in counselor's practice. Does not describe how counseling theory is used effectively.
2- Lists intervention theories or consultation theories used in counselor's practice. Provides minimal description of how theories are used effectively.
4- Lists all intervention and consultation theories used in counselor's practice. Provides explicit description of how theories are used effectively.
<b>Element 2: Use of Comprehensive Guidance and Counseling Program (Indicator 1.4, 1.5, 2.1, 2.2)</b>
The counselor standard alignment tool...
0- Does not provide evidence of how the counselor's school counseling practices align with the comprehensive guidance and counseling program of the district.
2- Provides minimal evidence of how the counselor's school counseling practices align with the comprehensive guidance and counseling program of the district.
4- Provides explicit evidence of how the counselor's school counseling practices align with the comprehensive guidance and counseling program of the district.
<b>Element 3: Career Development and Planning (Indicator 1.6)</b>
The counselor standard alignment tool...
0- does not provide evidence of career development and planning processes
2- provides minimal evidence of career development and planning processes
4- provides explicit evidence of career development and planning processes
<b>Element 4: Individual Student Planning (Indicator 2.2b)</b>
The counselor standard alignment tool...
0- does not provide evidence of individual student planning processes
2- provides minimal evidence of individual student processes
4- provides explicit evidence of individual student processes which cover all components listed

<b>Element 5: Responsive Services (Indicator 2.2c, 4.1)</b>
The counselor standard alignment tool...
0- does not provide evidence of individual or small group services
2- provides minimal evidence of individual or small group services
4- provides explicit evidence of individual and small group services which includes a listing of all interventions, the research base for each intervention, how interventions are communicated to others, and the use of data to make decisions on the interventions.

<b>Element 6: System Support (Indicator 2.2d)</b>
The counselor standard alignment tool...
0- does not provide evidence of any system support processes
2- provides evidence of some system support processes
4- provides extensive evidence of all system support processes

<b>Element 7: Devotes recommended percentage of time in developing, implementing, and delivering 4 components of guidance and curriculum program (system support, responsive services, individual student services, and guidance and counseling curriculum)* (Indicator 2.2e)</b>
*For elementary school – [35-45% of time on Guidance and counseling curriculum; 5-10% of time on individual student planning; 30-40% of time on responsive services; 10-15% of time on system supports]; *For middle school – [25-35% of time on Guidance and counseling curriculum; 15-25% of time on individual student planning; 30-40% of time on responsive services; 10-15% of time on system supports]; *For high school – [15-25% of time on Guidance and counseling curriculum; 25-35% of time on individual student planning; 25-35% of time on responsive services; 15-20% of time on system supports].
The counselor standard alignment tool...
0- does not display time distribution on any of the components of the guidance and curriculum program
2- provides minimal evidence of distribution of time on some of the components of the guidance and curriculum program
4- provides clear evidence of distribution of time concerning all components of the guidance and curriculum program

<b>Element 8: Demonstrates collaboration with classroom teachers and other professionals (Indicator 3.1, 3.2, and 3.4)</b>
The counselor standard alignment tool...
0- does not describe or provide evidence of collaboration with others
2- includes some description or some evidence of collaboration with others
4- clearly provides evidence or explicit description of collaboration with others.

<b>Element 9: Contribution to a positive and safe school climate and culture (Indicator 4.5)</b>
The counselor standard alignment tool...
0- does not provide evidence of contributing to a positive and safe school climate and culture
2- provides minimal evidence of contributing to a positive and safe school climate and culture
4- provides explicit description and evidence of contribution to a positive and safe school climate and culture

<b>Element 10: Contribution to building or district initiatives (Indicator 4.2, 4.4, 4.5)</b>
The counselor standard alignment tool
0- does not describe or provide evidence of contribution to building or district initiatives
2- provides minimal evidence or description of contribution to building or district initiatives
4- explicitly discusses contribution to building or district initiatives

<b>Standard 5: Ethical and Professional Requirements</b>
<b>Indicator 1: counselor meets ethical standards</b>
No
Yes
<b>Indicator 3: counselor meets school/district policies</b>
No
4- Yes
<b>Indicator 4: counselor meets legal requirements</b>
No
Yes

**Additional Measures of Performance:**

1. **Student survey.**
  - a. The student survey may be used with counselors if they participate frequently in classroom teaching, or in small group instruction. For completion of a student survey on a counselor, the counselor would need to be in a consistent setting with 10+ students.
2. **Observation.**
  - a. Counselors may be observed in a classroom or a small group setting for their teaching skills using the indicators from the classroom observation indicators for teachers.
3. **Professional Development Plan.**
  - a. Specific boxes may be modified to better fit the role of counselor.

