



| Program Planning & Implementation | | | | |
|---|--|---|--|---|
| Standard 1: | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard |
| <p>Comprehensive School Counseling Program</p> <p>School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.</p> <p><i>Sources of Evidence:</i></p> <p>SAU21 School Counselor Vertical Team Student Academic Performance Student Attendance Records Student Behavioral Indicators Graduation Rates</p> | <p>The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model.</p> | <p>The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.</p> | <p>The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one.</p> | <p>The school counselor does not understand the concept of the comprehensive, developmental school counseling program.</p> |
| | <p>The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association.</p> | <p>The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association.</p> | <p>The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices.</p> | <p>The school counselor does not use data to determine programming nor attempt to align programs with best practices.</p> |
| | <p>The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.</p> | <p>The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students.</p> | <p>The school counselor attempts to discuss the programming with the school administrators.</p> | <p>The school counselor does not discuss the programming with the school administrators.</p> |
| | <p>The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council.</p> | <p>The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success.</p> | <p>The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success.</p> | <p>The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming.</p> |
| | <p>The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.</p> | <p>The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.</p> | <p>The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.</p> | <p>The school counselor does not involve the staff in the comprehensive, developmental school counseling program.</p> |



| Program Planning & Implementation | | | | | |
|---|--|--|---|---|--|
| Standard 2 | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard | |
| <p>Direct Services</p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p> <p><i>Sources of Evidence:</i></p> <p>Curriculum Maps Proactive Outreach Activities Student Conferencing Data Parental Contact Data</p> | <p>The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students.</p> | <p>The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students.</p> | <p>The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students.</p> | <p>The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students.</p> | |
| | <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth.</p> | <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> | <p>The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> | <p>The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices. The school counselor does not engage in individual student planning.</p> | |
| | <p>The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p> | <p>The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p> | <p>The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p> | <p>The school counselor does not use a variety of activities, resources and strategies to implement the comprehensive, developmental school counseling program.</p> | |



| Program Planning & Implementation | | | | | |
|--|---|--|--|--|--|
| Standard 3: | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard | |
| <p>Indirect Services School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p> <p><i>Sources of Evidence:</i></p> <p>Community/Specialist Collaboration Parental Contact Data Critical Response Teams</p> | <p>The school counselor takes a proactive role in connecting the school, parents/guardians, and the community.</p> | <p>The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> | <p>The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> | <p>The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. The school counselor does not improve communication and collaboration among the school, home, and community.</p> | |
| | <p>The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> | <p>The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> | <p>The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> | <p>The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.</p> | |
| | <p>The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p> | <p>The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.</p> | <p>The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p> | <p>The school counselor does not communicate or collaborate</p> | |



| Program Evaluation | | | | | |
|---|--|--|---|---|--|
| Standard 4: | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard | |
| <p>Evaluation and Data School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.</p> <p><i>Sources of Evidence:</i></p> <p>Student Surveys Curriculum Results Report Curriculum Maps Youth Risk Behavior Survey <i>Check State Report</i></p> | <p>The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program. The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.</p> | <p>The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.</p> | <p>The school counselor attempts to use results data from the comprehensive, developmental school counseling program.</p> | <p>The school counselor does not seek ways to improve the program or adhere to professional standards in the program.</p> | |
| | <p>The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.</p> | <p>The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.</p> | <p>The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.</p> | <p>The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.</p> | |
| | <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.</p> | <p>The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success. The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.</p> | <p>The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.</p> | <p>The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.</p> | |
| | <p>The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.</p> | <p>The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.</p> | <p>The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA. The school counselor attempts to use data to measure results but does not share it with stakeholders.</p> | <p>The school counselor does not consider ethics when making decisions. The school counselor does not use data and works in isolation.</p> | |
| | <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.</p> | <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.</p> | <p>The school counselor attempts to recommend change to policy and procedures but does not use data to do so.</p> | <p>The school counselor does not consider policy and procedures that may be limiting achievement for all students.</p> | |



| Professionalism | | | | | |
|--|--|---|---|--|--|
| Standard 5: | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard | |
| <p>Leadership and Advocacy</p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p> <p><i>Sources of Evidence:</i></p> <p>SAU21 Student Surveys Youth Risk Behavior Survey School Improvement Plan Building/Student Safety Committee Minutes Critical Response Team Notes School-Wide Programming Parental Contact Data</p> | <p>The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff.</p> | <p>The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff.</p> | <p>The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration.</p> | <p>The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration.</p> | |
| | <p>The school counselor celebrates diversity, treats students as individuals, and advocates for practices, activities, and programs that promote understanding and that counteract stereotypes.</p> | <p>The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs.</p> | <p>The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity.</p> | <p>The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity.</p> | |
| | <p>The school counselor consults with the SAU21 Counselor Vertical Team, community, staff, and administration to share the responsibility for educating the students.</p> | <p>The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success</p> | <p>The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.</p> | <p>The school counselor works in isolation and does not attempt to collaborate with others.</p> | |



| Professionalism | | | | | |
|---|---|---|--|--|--|
| Standard 6 | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard | |
| <p>Professional Responsibility and Growth</p> <p>School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.</p> <p><i>Sources of Evidence:</i></p> <p>Rubric Self- Assessment</p> <p>Professional Development Planning and Activities</p> <p>Code of Ethics</p> <p>Vertical Team Action Research Projects</p> <p>Vertical Team Reporting</p> | <p>The school counselor conducts annual self-assessments using the SAU21 Counselor Rubric Standards and ASCA’s School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school’s mission and the comprehensive, developmental school counseling program.</p> | <p>The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school’s mission and the comprehensive, developmental school counseling program.</p> | <p>The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school’s mission or the comprehensive, developmental school counseling program.</p> | <p>The school counselor does not conduct self-assessments.</p> | |
| | <p>The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school’s mission, and embeds professional development experiences into daily practice.</p> | <p>The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school’s mission and goals, and meets the needs of their students.</p> | <p>The school counselor attends professional development, whether or not it aligns with the school’s mission and goals or meets the needs of their students.</p> | <p>The school counselor does not participate in professional development opportunities unless required by administration.</p> | |
| | <p>The school counselor models consistent alignment of personal and professional practices and policies with the ASCA’s Ethical Standards for School Counselors, as well as state codes of professional conduct.</p> | <p>The school counselor applies knowledge to align personal and professional practices and policies with ASCA’s Ethical Standards for School Counselors, as well as with state codes of professional conduct.</p> | <p>The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA’s Ethical Standards for School Counselors and state codes of professional conduct.</p> | <p>The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA’s Ethical Standards for School Counselors or state codes of professional conduct.</p> | |
| | <p>The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> | <p>The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> | <p>The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> | <p>The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community.</p> | |
| | <p>The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.</p> | <p>The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.</p> | <p>The school counselor seldom attends activities that promote the profession of school counseling at any level.</p> | <p>The school counselor does not participate in activities that promote the profession of school counseling at any level.</p> | |



| Additional Rubrics for School Psychologist | | | | | |
|--|---|--|--|--|--|
| Standard 1: | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard | |
| <p>Planning & Preparation</p> <p>Demonstrates knowledge and skill in using psychological instruments to evaluate students.</p> <p><i>Sources of Evidence:</i></p> | <p>Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results</p> | <p>Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.</p> | <p>Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges, and percentiles when describing student performance.</p> | <p>Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents.</p> | |



| Additional Rubrics for School Psychologist | | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard |
|---|---|--|--|--|---------------------------------|
| <p>Standard 2:</p> <p>Plans to meet the needs of General and Special Education students</p> <p><i>Sources of Evidence:</i></p> <hr/> <p>Standard 3:</p> <p>Maintaining Accurate Records</p> <p><i>Sources of Evidence</i></p> | <p>Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program.</p> | <p>Psychologist has developed a plan that includes the important aspects of work in the setting.</p> | <p>Psychologist is developing knowledge related to the continuum of services. Psychologist’s plan includes some worthwhile activities but others don’t fit with broader goals.</p> | <p>Psychologist has limited knowledge of continuum of services. Psychologist works only on referrals to special education.</p> | |
| | <p>Psychologist’s records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience</p> | <p>Psychologist’s records/reports are accurate and legible, well organized, and stored in a secure location.</p> | <p>Psychologist’s records/reports are accurate and legible and are stored in a secure location.</p> | <p>Psychologist’s records/reports are in disarray; they may be missing, illegible, or stored in an insecure location.</p> | |



| Additional Rubrics for School College Guidance Counseling | | | | | |
|---|--|---|--|--|---|
| | | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard |
| <p>Standard 1:</p> <p>Planning & Preparation</p> <p>Demonstrates knowledge and skill in using college admission resources, software, requirements, transcript details....</p> <p><i>Sources of Evidence:</i></p> <p><i>College academic course recommendations from admissions are communicated to students as early as 8th grade/6th grade</i></p> | | <p>The counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.</p> <p>Or</p> <p>Develops, delivers, and 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. Is able to model this element.</p> | <p>The counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor generally assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.</p> <p>Or</p> <p>Develops and delivers a standards based counseling curriculum that supports all students in developing academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options.</p> | <p>The counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.</p> <p>Or</p> <p>Develops a standards based counseling curriculum that aims to support some students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success but delivery is inconsistent and/or some students' needs are not addressed.</p> | <p>The counselor does not support students in academic preparation essential for a wide variety of post-secondary options.</p> <p>Or</p> <p>Develops a counseling curriculum that is minimally aligned to standards and/or student needs; does not deliver a curriculum that addresses students' academic/technical competencies, career/workplace readiness, and/or the personal/social skills necessary for success.</p> |



| Additional Rubrics for College Guidance Counseling | | | | | |
|---|--|--|---|---|---------------------------------|
| | | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard |
| <p>Standard 2:</p> <p>Academic Advising</p> <p>School Guidance counselors are committed professionals who provide leadership in</p> <p><i>Sources of Evidence:</i></p> <p>SAU21 College Resources College Information Events College</p> <p>Standard 3:</p> <p>Post-Secondary Planning</p> <p><i>Sources of Evidence:</i></p> | <p>Facilitates a college and career ready culture within the school by providing a wide-range of effective activities, strategies, and interventions that promote equity and access through customized support for all students to prepare for, participate in, and succeed in rigorous academic programs. Is able to model this element.</p> | <p>Contributes to a college and career ready culture within the school by providing classroom activities, group counseling, or individual sessions that promote equity and access by supporting all students to prepare for, participate in, and succeed in rigorous academic programs.</p> | <p>Inconsistently contributes to a college and career ready culture within the school by occasionally providing activities or strategies to support students to prepare for, participate in, and succeed in rigorous academic programs; range of supports is limited and/or supports do not meet all students’ needs.</p> | <p>Academic planning and advising is only available to few students, support is not customized to meet the needs of all students, and/or advising is not delivered in a timely manner to support students to meet course, grade, graduation, or post-secondary requirements.</p> | |
| | <p>Creates engaging opportunities that successfully lead all students to consider a wide range of post-secondary options; regularly provides feedback on all students’ post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests. Is able to model this element.</p> | <p>Provides all students with timely exposure to a wide range of post-secondary options; regularly provides feedback on all students’ post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests.</p> | <p>Provide some students with exposure to a limited variety of post-secondary options; provides occasional feedback on some students’ post-secondary plans; and inconsistently utilizes career assessment techniques to assist students in identifying career abilities and interests.</p> | <p>Provides students with limited or no exposure to post-secondary options; provides minimal feedback on students’ post-secondary plans; and/or ineffectively or rarely utilizes career assessment techniques to assist students in identifying career abilities and interests.</p> | |



| Additional Rubrics for College Guidance Counseling | | | | | |
|--|---|---|---|---|--|
| | | Rating 4 Highly Effective | Rating 3 Effective | Rating 2 Improvement Necessary | Rating 1 Does Not Meet Standard |
| | <p>Standard 4:</p> <p>College Planning</p> <p><i>If applicable</i></p> <p>School Guidance counselors are committed professionals who provide leadership in college planning</p> <p><i>Sources of Evidence:</i></p> <p>SAU21 College Resources College Information Events College Literature Transcript Development College Communications Financial Aid Guidance Scholarship Information Recommendations.....</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |