

APPENDIX E

Evaluation Rubrics for Counselors based on the California Standards for the School Counseling Profession

STANDARD 1: ENGAGE, ADVOCATE FOR, AND SUPPORT ALL STUDENTS IN LEARNING

Standard	Needs Improvement	Has Met
1.1 Ensure all students are engaged in a system of support designed for learning and academic success	Inaccurately assesses the academic needs of students or infrequently connects students with systems of support including access to personal, social, and career resources, as well as support programs intended to ensure learning and achievement.	Assesses the academic needs of students in order to connect students with a system of support including access to personal, social, and career resources, as well as support programs intended to ensure learning and achievement.
1.2 Advocate for educational opportunity, equity and access for all students	Is unaware of or unable to identify existing biases and challenges in current educational system or fails to ensure that students and parent/guardians are informed about and/or can access the full range of available educational options.	Ensures that students and parent/guardians are informed about and can access the full range of available educational options, including methods to address existing biases and challenges in current educational systems.
1.3 Advocate for the learning and academic success of all students	Is aware of the need to participate in planning and implementation of strategies to motivate and support learning and student achievement, but rarely does so.	Participates in planning and implementation of strategies to motivate and support learning and student achievement.
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies	Inaccurately identifies predictors of student learning problems, or fails to develop and implement programs and/or interventions with teachers and family to help eliminate barriers to learning.	Identifies predictors of student learning problems, and develops and implements programs and/or interventions with teachers and family to help eliminate barriers to learning.

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

Standard	Needs Improvement	Has Met
2.1 Demonstrate knowledge of counseling standards and research	Inconsistently uses counseling standards, research, and best practices to design, plan, and implement student support programs.	Designs, plans, and implements student support programs based on counseling standards, research, and best practices.
2.2 Develop outcome-based programs and student plans	Fails to connect specific personal, social, academic, and/or career outcomes for students when developing and implementing individual student plans.	Identifies specific personal, social, academic, and/or career outcomes for students when developing and implementing individual student plans.
2.3 Assess program and student plan outcomes and analyze data	Inconsistently utilizes evaluation and assessment data to monitor student and program outcomes.	Utilizes evaluation and/or assessment data to monitor student and program outcomes.
2.4 Demonstrate leadership in program and student plan development	Fails to involve appropriate stakeholders in meeting mutually defined goals and related student outcomes.	Involves multiple stakeholders in meeting mutually defined goals and related student outcomes.

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

Standard	Needs Improvement	Has Met
3.1 Assess and explain student social/emotional strengths and challenges	Neglects to consider information from multiple sources to establish strengths and challenges for individual students.	Uses information from a variety of sources to establish strengths and challenges for individual students.
3.2 Interpret and explain student assessment data with students and parents/guardians	Neglects to consider information from multiple sources to establish academic strengths and challenges for individual students.	Uses information from a variety of sources to establish academic strengths and challenges for individual students.
3.3 Utilize social/emotional and academic assessment data to develop personal, academic, and career plans	Develops plans not based on students' individual goals and aspirations or which are not based upon specific student strengths and/or challenges.	In consultation with students and parents/guardians, develops plans to achieve individual goals and aspirations based upon specific student strengths and/or challenges.
3.4 Monitor student personal, academic, and career progress	Ineffectively maintains or utilizes records of student academic progress and provides students and parents/guardians with current data to facilitate educational, college and career planning.	Maintains and utilizes records of student academic progress and provides students and parents/guardians with current data to facilitate educational, college and career planning.

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

Standard	Needs Improvement	Has Met
4.1 Build and maintain student support teams for student achievement	Is aware of the importance of collaborating and coordinating with appropriate school staff, parents, local community-based organizations and agencies, but fails to do so consistently or effectively.	Collaborates and coordinates with appropriate school staff, parents, local community-based organizations and agencies to meet student social-emotional challenges and support student academic achievement.
4.2 Provide consultation and education for school staff, parents, and / or community members	Fails to provide adequate educational information to school staff, parents, and/or community members.	Provides educational information, including presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development.
4.3 Develop working relationships within the school that include school staff members, parents, and community members	Is aware of the need to convene collaborative teams but infrequently does so or fails to identify appropriate personnel for the team.	Identifies and convenes collaborative teams consisting of appropriate educators, families, and outside support personnel to address the needs of diverse populations within the school.
4.4 Coordinate support from community agencies	Infrequently refers or facilitates access to appropriate community resources to increase student academic achievement and/or work experiences.	Refers and facilitates access to appropriate community resources to increase student academic achievement and/or work experiences.

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

Standard	Needs Improvement	Has Met
5.1 Promote a positive, safe, and supportive learning environment	Fails to promote and support student understanding of policies and best practices that support school and personal safety and respect.	Promotes and supports student understanding of policies and best practices that support school and personal safety and respect.
5.2 Identify and utilize programs that address the personal and social risk factors of students	Inconsistently or inappropriately identifies and responds to the needs of individual students who display warning signs of difficulty in school adjustment, interpersonal conflicts, and/or social-emotional challenges.	Identifies and responds to the needs of individual students who display warning signs of difficulty in school adjustment, interpersonal conflicts, and/or social-emotional challenges.
5.3 Collaborate with school staff, community agencies, parents and student groups to maintain safe learning environments.	Inconsistently or inappropriately identifies or utilizes programs that address and prevent the incidence of school site conflicts involving students.	Identifies and utilizes programs that address and prevent the incidence of school site conflicts involving students.
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system	Underutilizes appropriate models or utilizes inappropriate models and/or programs to promote positive social relations or ineffectively implements crisis intervention procedures and practices.	Utilizes models and programs designed to promote positive social relations and implements crisis intervention procedures and practices.

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

Standard	Needs Improvement	Has Met
6.1 Establish professional goals and pursue opportunities to improve	Fails to identify and/or take advantage of opportunities for professional growth linked to goals.	Identifies and takes advantage of opportunities for professional growth and development linked to goals.
6.2 Reflect on practice in support of student success	Is aware of the need to reflect on practices, but infrequently takes advantage of opportunities to participate in professional development activities.	Reflects on practices, analyzes progress toward professional goals, and participates in appropriate professional development activities.
6.3 Adhere to professional codes of ethics, legal mandates, and district policies	Is aware of professional codes of ethics, legal mandates, and district policies.	Reviews and adheres to professional codes of ethics, legal mandates, and district policies.
6.4 Managing professional responsibilities to maintain motivation and commitment to all students.	Requires assistance with managing time and responsibilities in an effort to meet professional expectations.	Maintains professional responsibilities and manages time and effort required to meet expectations.