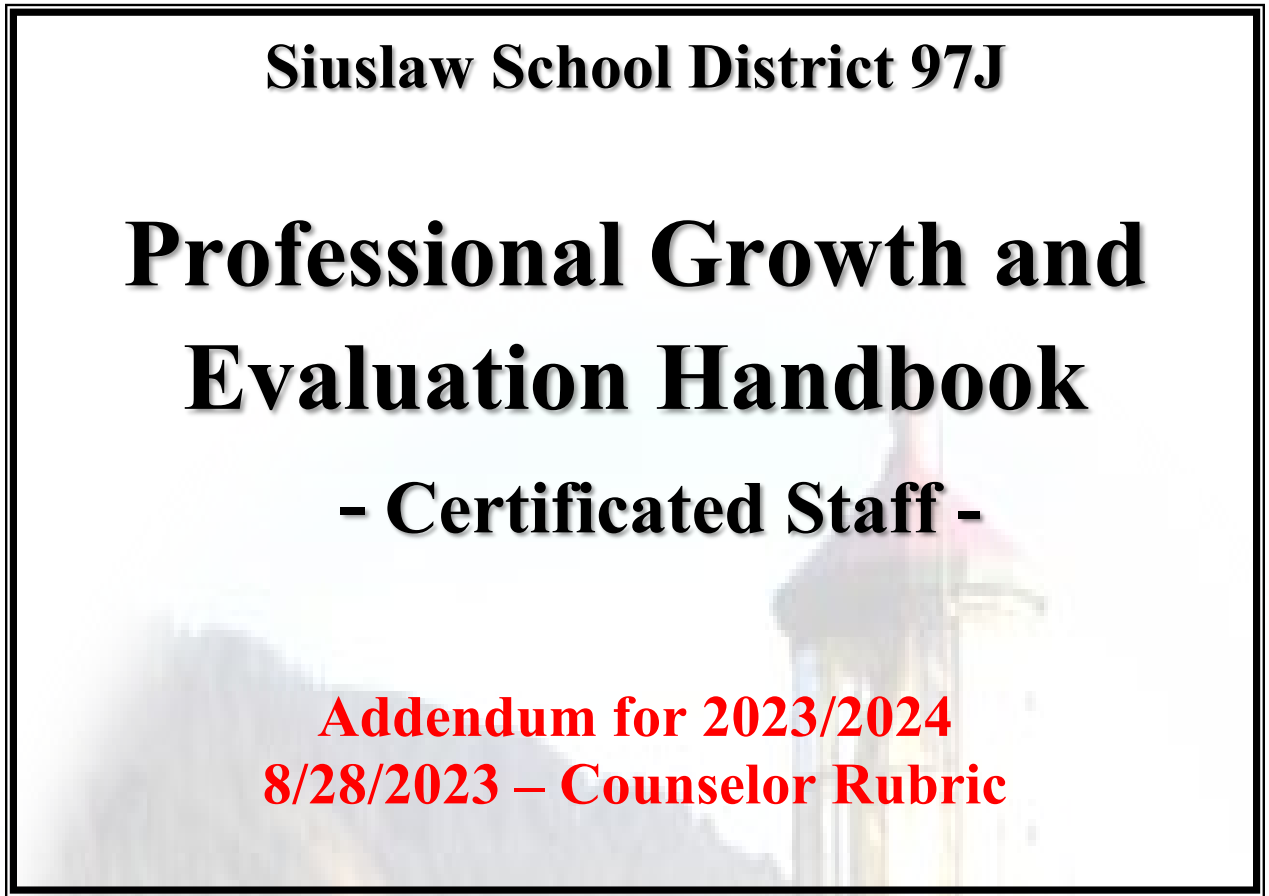**Siuslaw School District 97J**

Professional Growth and Evaluation Handbook

- Certificated Staff -

Addendum for 2023/2024
8/28/2023 – Counselor Rubric

Guiding Questions:
- Does the counselor have a clear understanding of growth mindsets and ASCA professional beliefs?
- Does the counselor keep current with changes that affect his/her understanding of student needs?
- Does the counselor seek clarification and assistance when needed?

Does not meet expectation	Basic	Effective	Highly Effective
• Rarely demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities • Rarely demonstrates belief all students should have access and opportunity to a high-quality education • Rarely demonstrates belief all students should have access to the school counseling program • Rarely demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders • Rarely demonstrates belief that school counselors are leaders in the school, district, state and nation • Rarely demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	• Sometimes demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities • Sometimes demonstrates belief all students should have access and opportunity to a high-quality education • Sometimes demonstrates belief all students should have access to the school counseling program • Sometimes demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders • Sometimes demonstrates belief that school counselors are leaders in the school, district, state and nation • Sometimes demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	• Almost always demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities • Almost always demonstrates belief all students should have access and opportunity to a high-quality education • Almost always demonstrates belief all students should have access to the school counseling program • Almost always demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders • Almost always demonstrates belief that school counselors are leaders in the school, district, state and nation • Almost always demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	• Always demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities • Always demonstrates belief all students should have access and opportunity to a high-quality education • Always demonstrates belief all students should have access to the school counseling program • Always demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders • Always demonstrates belief that school counselors are leaders in the school, district, state and nation • Always demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes

Examples to look for:
- Frequent communication of growth mindset (for example, uses key phrases such as "not yet" or "developing" or "emerging")
- Participation in professional development on ASCA and growth mindset beliefs.
- Collaboration documents (agendas, meeting notes, action plans)

Guiding Questions:
- Does the counselor articulate knowledge of human development and learning theories that affect student success?
- Does the counselor act as a systems change agent to create an environment promoting and supporting student success?
- Does the counselor use data to help to develop and implement plans to address how programs support and/or impede student success?
- Does the counselor follow practices in accordance with the ASCA Ethical Standards for School Counselors?

Does not meet expectation	Basic	Effective	Highly Effective
- The counselor has **minimal** knowledge of developmental, learning, counseling and education theories - Rarely demonstrates understanding of educational systems, legal issues, policies, research and educational trends - Rarely applies legal and ethical principles of the school counseling profession - Rarely applies school counseling professional standards and competencies - Rarely uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program - Rarely demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities - Rarely demonstrates leadership through the development and implementation of the school counseling program - Rarely demonstrates advocacy in the school counseling program - Does not create systemic change through the implementation of the school counseling program	- Sometimes demonstrates a working knowledge of developmental, learning, counseling and education theories - Sometimes demonstrates understanding of educational systems, legal issues, policies, research and educational trends - Sometimes applies legal and ethical principles of the school counseling profession - Sometimes applies school counseling professional standards and competencies - Sometimes uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program - Sometimes demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities - Sometimes demonstrates leadership through the development and implementation of the school counseling program - Sometimes demonstrates advocacy in the school counseling program - Sometimes creates systemic change through the implementation of the school counseling program	- Almost always demonstrates a working knowledge of developmental, learning, counseling and education theories - Almost always demonstrates understanding of educational systems, legal issues, policies, research and educational trends - Almost always applies legal and ethical principles of the school counseling profession - Almost always applies school counseling professional standards and competencies - Almost always uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program - Almost always demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities - Almost always demonstrates leadership through the development and implementation of the school counseling program - Almost always demonstrates advocacy in the school counseling program - Almost always creates systemic change through the implementation of the school counseling program	- Consistently demonstrates a working knowledge of developmental, learning, counseling and education theories - Consistently demonstrates understanding of educational systems, legal issues, policies, research and educational trends - Consistently applies legal and ethical principles of the school counseling profession - Consistently applies school counseling professional standards and competencies - Consistently uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program - Consistently demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities - Almost always demonstrates leadership through the development and implementation of the school counseling program - Almost always demonstrates advocacy in the school counseling program - Almost always creates systemic change through the implementation of the school counseling program

Examples to look for:

- Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories
- School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief)
- Classroom and group Mindsets & Behaviors action plans
- Closing-the-gap action plan/results report
- Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
- Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role
- Minutes from school counseling advisory committee meetings
- Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions
- Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)
- Weekly calendars, regarding documentation of critical interactions with students
- Completion certificates of professional development experiences
- Membership documentation in state and national school counselor organizations
- Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth
- Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought
- Classroom and group Mindsets & Behaviors action plan
- Closing-the-gap action plan/results report
- Completion certificates from professional development sessions on cultural, social or environmental influences
- Lesson plans, presentations, handouts from school-counselor-led sessions
- Annual professional growth plan
- Leadership roles in school, district or community committees focused on student success
- Participation in school counseling professional associations
- Annual student outcome goals
- Annual calendar
- Results reports
- Advisory council agendas and minutes

Guiding Questions:
- Does the counselor use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction?
- Does the counselor demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction?
- Does the counselor engage with school administrators, teachers and other staff to ensure the effective implementation of instruction?
- Does the counselor have a clear understanding of the timelines and forms required for development of individual student plans?
- Does the counselor prioritize time to make him/her self available to others on a regular basis?
- Does the counselor welcome questions and input from colleagues and assistants?
- Does the counselor listen with empathy, attempt to solve problems and suggest next steps?
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Does not meet expectation	Basic	Effective	Highly Effective
- Does not design or implement any instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings - Does not provide appraisal and advisement in classroom/large-group, small-group and individual settings - Does not provide short-term counseling in small-group and individual settings - Does not make referrals to appropriate school and community resources - Does not consult to support student achievement and success - Does not collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	- Designs and implements some instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings - Sometimes provides appraisal and advisement in classroom/large-group, small-group and individual settings - Sometimes provides short-term counseling in small-group and individual settings - Sometimes makes referrals to appropriate school and community resources - Sometimes consults to support student achievement and success - Sometimes collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	- Designs and implements adequate instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings - Almost always provides appraisal and advisement in classroom/large-group, small-group and individual settings - Almost always provides short-term counseling in small-group and individual settings - Almost always makes referrals to appropriate school and community resources - Almost always consults to support student achievement and success - Almost always collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	- Designs and implements effective and responsive instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings - Always provides appraisal and advisement in classroom/large-group, small-group and individual settings - Always provides short-term counseling in small-group and individual settings - Always makes referrals to appropriate school and community resources - Always consults to support student achievement and success - Always collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

Examples to look for:

- Classroom and group Mindsets & Behaviors action plan
- Closing-the-gap action plan/results report
- Lesson plans
- Annual calendar (details of specific school counseling events for the year)
- Completed graduation plans
- Completed postsecondary plans
- Completed career interest inventories with lesson plans showing appraisal and advisement activities
- Completed strengths inventories with lesson plans showing appraisal and advisement activities
- Completed field trips to communication organizations, businesses and postsecondary institutions
- Classroom and group Mindsets & Behaviors action plan
- Group lesson/session plans
- Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices
- Crisis response "pack" or bag/box
- Participation/membership on district crisis response teams
- List of school and community referral sources
- School-counselor-developed school counseling brochure
- Presentation materials from school-counselor-led trainings or workshops
- Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)
- Schedule of parent programs
- Member of school leadership team, data team, etc.
- List of groups that partner with the school counseling program
- List of committee involvement in school, district or community focused on student success

Guiding Questions:

- Does the counselor create and communicate a school counseling mission statement aligned with school, district and state missions?
- Does the counselor collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities?
- Does the counselor use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- Does the counselor develop (or assist in developing) effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program?

Does not meet expectation	Basic	Effective	Highly Effective
• Takes no role in creating school counseling program beliefs, vision and mission statements aligned with the school and district	• Minimally participates in creating school counseling program beliefs, vision and mission statements aligned with the school and district	• Creates an adequate set ot school counseling program beliefs, vision and mission statements aligned with the school and district	• Creates school counseling program beliefs, vision and mission statements aligned with the school and district
• Does not understand how to identify gaps in achievement, attendance, discipline, opportunity and resources	• Sometimes identifies gaps in achievement, attendance, discipline, opportunity and resources	• Regularly identifies gaps in achievement, attendance, discipline, opportunity and resources	• Rigorously identifies gaps in achievement, attendance, discipline, opportunity and resources
• Does not develops annual student outcome goals based on student data	• Sometimes develops annual student outcome goals based on student data	• Develops adequate annual student outcome goals based on student data	• Develops rigorous annual student outcome goals based on student data
• Does not develop and implement action plans aligned with annual student outcome goals and student data	• Sometimes develops and implements action plans aligned with annual student outcome goals and student data	• Develops and implements adequate action plans aligned with annual student outcome goals and student data	• Develops and implements rigorous action plans aligned with annual student outcome goals and student data
• Does not assess and report program results to the school community	• Sometimes assesses and reports program results to the school community	• Almost always assesses and reports program results to the school community	• Always assesses and reports program results to the school community
• Does not establish agreement with the principal and other administrators about the school counseling program	• Minimally establishes agreement with the principal and other administrators about the school counseling program	• Establishes adequate agreement with the principal and other administrators about the school counseling program	• Establishes highly engaged agreement with the principal and other administrators about the school counseling program
• Does not establish and convene an advisory council for the school counseling program	• Minimally participates in establishing and convening an advisory council for the school counseling program	• Participates in establishing and convening an advisory council for the school counseling program	• Leads the establishment and practice of an advisory council for the school counseling program
• Does not use appropriate school counselor performance appraisal process	• Sometimes uses appropriate school counselor performance appraisal process	• Uses appropriate school counselor performance appraisal process	• Uses appropriate school counselor performance appraisal process

Examples to look for:
- Belief statements aligned with mindsets from ASCA Professional Standards & Competencies
- Vision statement describing what the school counselor hopes to see in students five-15 years in the future
- Mission statement aligned with school and district mission statement
- Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures
- Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- Goals addressing achievement, opportunity and/or information gaps
- School data summary worksheet
- Annual student outcome goal plan worksheet
- Closing-the-gap action plan/results report
- Annual student outcome goals written in a SMART goal format including baseline and target data
- Annual student outcome goal plan worksheet
- Annual results reports
- Presentation materials with data from school counseling activities
- School data summary worksheet
- Annual and weekly calendars
- Agenda from advisory council meetings
- Minutes from advisory council meetings
- Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)
- Completed performance appraisal aligned with the ASCA Professional Standards & Competencies