

Rubric for Evaluating North Carolina’s School counselors

Rubric for Evaluating North Carolina’s School Counselors

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration. Professional school counselors demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. School counselors manage a comprehensive school counseling program that supports academic, career, and personal/social development for all students. School counselors advocate for equity for all students and staff members regardless of learning style, cultural background, or individual learning needs. School counselors improve the counseling profession by demonstrating high ethical standards and by following the codes of ethics set out for them.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Counselors demonstrate leadership in the school. School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with school staff to create a positive learning community. <input type="checkbox"/> Identifies data that aligns the school counseling program with the school improvement plan. <input type="checkbox"/> Chooses professional development activities that foster their own professional growth. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes data from multiple sources to determine the impact of the school counseling program on students and the school. <input type="checkbox"/> Creates data driven goals and strategies that align with the school improvement plan. <input type="checkbox"/> Provides input in the selection of professional development for the school staff. <input type="checkbox"/> Participates in decision making procedures critical to the success of students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routinely reviews and modifies school counseling program with the administrator. <input type="checkbox"/> Shares student and program outcome data with stakeholders. <input type="checkbox"/> Makes recommendations for program revisions. <input type="checkbox"/> Mentors and supports colleagues on issues related to counseling students. <input type="checkbox"/> Provides professional development within the school that addresses student needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads the development of revisions to the school counseling program. <input type="checkbox"/> Provides professional development at the district, state, or national level. 	

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>b. School Counselors enhance the counseling profession. School counselors strive to improve the counseling profession by staying current in research and best practices. School counselors contribute to establishing a positive school climate. School counselors promote professional growth for all educators and collaborate with their colleagues to improve the profession.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Contributes to positive working conditions. <input type="checkbox"/> Collaborates with colleagues to improve the profession. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes professional growth of individual school staff members on the application of best practices. 	<p>... and</p> <p>Strives to improve and enhance the profession within the school by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sharing best practices with colleagues. <input type="checkbox"/> Staying current on evidence-based literature on school counseling. <input type="checkbox"/> Helping to establish a positive school climate. 	<p>... and</p> <p>Enhances the profession at the district/state and/or national level by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting presentations <input type="checkbox"/> Writing articles <input type="checkbox"/> Serving on boards, committees, or task forces. 	
<p>c. School Counselors advocate for schools and students. School counselors advocate for positive change in policies and practices affecting student learning. School counselors promote awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. School counselors collaborate with staff in building relationships with students that have a positive impact on student achievement. School counselors participate in the implementation of initiatives to improve the education and development of all students. School counselors advocate for equitable, student-centered legislation, policy, and procedures.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in the implementation of initiatives to improve educational outcomes for students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs <p>Advocates for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate time for direct and indirect counseling services at the school level. <input type="checkbox"/> Equitable student-centered school procedures and practices that positively impact student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects, analyzes, and communicates at the school level data that demonstrate the program's impact on students' education and development. <input type="checkbox"/> Participates in district initiatives that address diverse learning needs and improve education. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates at the district, state, and/or national level data that demonstrate the program's impact on students' education and development. <input type="checkbox"/> Advocates at the district, state and/or national level for equitable student-centered policies, procedures, and legislation that positively impact student learning. 	

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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d. **School Counselors demonstrate high ethical standards.** School Counselors demonstrate ethical behaviors. School Counselors uphold the American School Counselor Association's Ethical Standards for School Counselors, revised June 2010. (<http://www.schoolcounselor.org/school-counselors-members/legal-ethical>), the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

<p>Understands the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	<p>... and</p> <p>Demonstrates and upholds the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	<p>... and</p> <p>Supports colleagues' understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	<p>... and</p> <p>Promotes at the district, state, and/or national level support for and understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	
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Examples of Artifacts that may be used to support ratings:

- Counselor Administrator Annual Agreement
- American School Counselor Association National Model Action Plans and Results Data
- Professional Development Documentation
- CEUs from the American School Counselor Association
- Analysis of School and Counseling Program Data
- School Improvement Planning Activities
- Accountability Process Documentation
- Individual Growth Plan
- Professional Learning Community and Other Meeting Documentation
- Record of Professional Service, Articles Published, and Other Dissemination Activities
- Advisory Council Documentation
- Additional Certifications
- American School Counselor Association Legal and Ethical Specialist
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Evaluator Comments:

Comments of Person Being Evaluated (Optional):

Standard 2: School counselors promote a respectful environment for a diverse population of students. Professional school counselors establish a respectful school environment to ensure that each student is supported by caring staff. School counselors recognize diversity and treat students as individuals, holding high expectations for every student. Knowing that students have many different needs, school counselors work to identify those needs and adapt their services to meet them. School counselors recognize the fact that many adults share responsibility for educating students and collaborate with them to facilitate student academic success.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults. School counselors create an environment that is inviting, respectful, supportive, inclusive, and flexible. School counselors model and teach behaviors that lead to positive and nurturing relationships through developmentally-appropriate and prevention-oriented activities.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Encourages an environment that is inviting, respectful, supportive, inclusive and flexible. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment that is inviting, respectful, supportive, inclusive, and flexible. <input type="checkbox"/> Models and teaches stakeholders behaviors that lead to positive and nurturing relationships. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the development of curricula to teach behaviors that lead to positive and nurturing relationships. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Broadly disseminates curricula that lead to positive and nurturing relationships. 	
<p>b. School Counselors embrace diversity in the school community and in the world. School counselors demonstrate knowledge of the history of diverse cultures and their role in shaping global issues. School counselors collaborate with teachers to ensure that the presentation of the <i>North Carolina Standard Course of Study</i> is relevant to a diverse student population. School counselors actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of diverse cultures. School counselors recognize the influence of culture on a child's development and personality. School counselors help others understand how a student's culture, language, and background may influence school performance and consider these influences in the programs and services they provide.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. <input type="checkbox"/> Articulates knowledge of diverse cultures and its role in shaping global issues. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with teachers to ensure that the presentation of the <i>North Carolina Standard Course of Study</i> is relevant to a diverse student population. <input type="checkbox"/> Selects and/or develops materials and activities that counteract stereotypes and incorporate histories and contributions of diverse cultures. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates different points of view in the school counseling program and services to students. <input type="checkbox"/> Delivers programs and activities based on student needs, including individual and group differences. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional development on strategies to address individual and group differences in curricula. <input type="checkbox"/> Promotes global awareness and its relevance to the development of the whole child. 	

Standard 2: School counselors promote a respectful environment for a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Counselors treat students as individuals. School counselors maintain high expectations, including graduation from high school, for students of all backgrounds. School counselors appreciate the differences and value the contributions of each student in the learning environment.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Understand the need for students to set academic, personal/ social and career goals. <input type="checkbox"/> Values the differences and contributions of each student. 	<p>... and</p> <p>Maintains and communicates high expectations for all students including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic rigor. <input type="checkbox"/> Achievement of NC Standard Course of Study. <input type="checkbox"/> Progress toward high school graduation. <input type="checkbox"/> College and career readiness. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps students develop academic, personal/social and career goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with other stakeholders to assist students in achieving academic, personal/social and career goals. 	
<p>d. School Counselors recognize students are diverse and adapt their services accordingly. School counselors recognize that all students have different needs and collaborate with school and community personnel to help meet their needs. School counselors identify these needs using data, referrals, observation, and other sources of information. School counselors collaborate with others to create a customized plan of action that provides follow-up services to meet students' varied needs.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively identifies and prioritizes student needs based on data, referrals, observations, and other sources of information. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate services to meet individual student, small group, and classroom needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with others to create a customized plan of action that guides follow-up services to meet students' varied needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts services based on the academic, personal/ social, and career needs of students. <input type="checkbox"/> Adapts services to address the customized plan of action. 	
<p>e. School Counselors work collaboratively with the families and significant adults in the lives of students. School counselors recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. School counselors 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. School counselors seek solutions to overcome barriers that may stand in the way of effective family and community involvement in the education of students.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with all stakeholder groups regardless of barriers. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes and builds trust, understanding, and partnerships with stakeholder groups. <input type="checkbox"/> Encourages student and family involvement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and utilizes community partnerships and resources. <input type="checkbox"/> Seeks solutions to overcome barriers that stand in the way of effective family 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes and builds trust, understanding and partnerships among district, state, and/or national stakeholder groups. 	

	<input type="checkbox"/> Maintains appropriate resources to improve relationships among home, school, and community.	and community involvement.		
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Examples of Artifacts that may be used to support ratings:

- Meeting Documentation
- Parent Contact Logs
- School Improvement Plan Implementation Documentation
- Curriculum and Materials Utilized
- Curriculum Action Plan
- Data Collection and Analysis Activities
- Formal and Informal Mentoring
- Sign-In Sheets for Parent Activities
- Stakeholder Surveys
- Student Records (e.g., Attendance, Report Cards, Referrals, Customized Plan of Action)
- Records of Multilingual Communications
- Professional Development Documentation
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Evaluator Comments:

Comments of Person Being Evaluated (Optional):

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.

Professional school counselors align their programs with state and national best practices to ensure that their role fits into the school program. A comprehensive school counseling program meets the academic, career, and social/emotional developmental needs of students through the implementation of programming including individual counseling, classroom presentation, academic advising, career development services, consultation, parent education and other responsive services. School counselors deliver a comprehensive school counseling program for all students and provide developmentally-appropriate services and activities based on student needs. A school counselor must engage in leadership, advocacy, and collaboration with all school personnel for the successful implementation of a comprehensive school counseling program. School counselors understand how students learn and help all students develop in the areas of academic, career, and personal social success. School counselors align their services with the *North Carolina Standard Course of Study* to meet the needs of students.

Developing	Proficient	Accomplished	Distinguished	Not Evident
<p>a. School Counselors align their programs to support student success in the North Carolina Standard Course of Study. In order to support the <i>North Carolina Standard Course of Study</i>, school counselors align content standards and implement program models developed by professional organizations in school counseling. School counselors support equity and access to rigorous and relevant curricula for all students. School counselors develop and apply strategies to enhance student success.</p>				
<p><input type="checkbox"/> Understands the importance of aligning evidence-based school counseling programs with the <i>North Carolina Standard Course of Study</i>.</p>	<p>... and</p> <p><input type="checkbox"/> Implements an evidence-based school counseling program aligned with the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses evidence-based research and other data to:</p> <p><input type="checkbox"/> Advocate for equitable access for all students to rigorous curricula.</p> <p><input type="checkbox"/> Adapt the school counseling program in order to promote equitable access to rigorous curricula.</p> <p><input type="checkbox"/> Develops strategies to assist students in making connections between their personal interests and needs and the curriculum.</p>	<p>... and</p> <p><input type="checkbox"/> Implements and/or assists school staff in implementing instructional and other strategies to assist students in making connections between their personal interests and needs and the curriculum.</p>	<p>... and</p> <p><input type="checkbox"/> Leads professional development in strategies to assist students in making connections between their personal interests and needs and the curriculum.</p> <p><input type="checkbox"/> Communicates effective practices beyond the school level.</p>	

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>b. School Counselors understand how their professional knowledge and skills support and enhance student success. School counselors bring richness and depth of understanding to their school through their knowledge of theories and research about human development, student learning, and academic success. School counselors apply this knowledge as they address the academic, career, and personal/social development of all students.</p>				
<p><input type="checkbox"/> Understands the connections between theories and evidence-based research about human development, student learning, and student success (academic, career, and personal/social development).</p>	<p>... and</p> <p><input type="checkbox"/> Applies theories and research about human development and student learning in counseling programs and services designed to enhance student success.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates in the development of innovative approaches based on evidence-based research theories about human development, student learning, and student success.</p>	<p>... and</p> <p><input type="checkbox"/> Leads professional development on connections between theories and research about human development and student success.</p> <p><input type="checkbox"/> Communicates beyond the school level innovative practices that show promise of improving student success.</p>	
<p>c. School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines. School counselors understand how the comprehensive school counseling program relates to other disciplines. School counselors support the mission and goals of the school and district by providing technical assistance to all curricula areas as they align components of the <i>North Carolina Standard Course of Study</i> to their content areas/disciplines. School counselors support teachers and other specialists' use of the <i>North Carolina Standard Course of Study</i> to develop and enhance students' twenty-first century skills and promote global awareness.</p>				
<p><input type="checkbox"/> Understands how the school counseling program relates to other content areas/disciplines.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with school staff to help them understand how the <i>North Carolina Guidance Essential Standards</i> are related to their content areas/disciplines.</p>	<p>... and</p> <p><input type="checkbox"/> Provides assistance to school staff as they integrate the <i>North Carolina Guidance Essential Standards</i> into their content areas/disciplines.</p>	<p>... and</p> <p><input type="checkbox"/> Shares outcome results of the integration of the <i>North Carolina Guidance Essential Standards</i> and/or the American School Counselor Association National Model to develop and enhance students' 21st Century skills.</p>	

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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d. School Counselors develop comprehensive school counseling programs that are relevant to students. School counselors use data to develop comprehensive programs that meet student needs. School counselors deliberately, strategically, and broadly incorporate into their programs the life skills that students need to be successful in the twenty-first century. These skills span the academic, personal/social, and career domains and include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

<input type="checkbox"/> Understands the need for a comprehensive school counseling program to be relevant to students. <input type="checkbox"/> Accesses data regarding the effectiveness of the school counseling program.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Develops a comprehensive school counseling program based on data to meet student needs, skills, and interests.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Builds on student needs, skills, and interests to incorporate 21 st Century skills and content into the school counseling program.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Shares strategies that show promise for incorporating 21 st Century skills and content into the school counseling program.	
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Examples of Artifacts that may be used to support ratings:

- School Counseling Program Calendars
- Curriculum Action Plans
- Needs Assessments
- Teacher Lesson Plans
- Professional Learning Community Documentation
- Closing the Gap Action Plans
- Accountability/Results Reports
- Stakeholder Surveys
- Pre- and Post-Tests
- Professional Development Documentation
- Meeting Minutes
- Resource Checklists
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Evaluator Comments:

Comments of Person Being Evaluated (Optional):

Standard 4: School counselors promote learning for all students. Professional school counselors are knowledgeable of the ways in which learning takes place and understand the significance of academic, career, and personal/social development of all students. School counselors work to eliminate barriers that students may experience. School counselors use data to plan programs that help students develop their academic and career-related skills as well as their abilities to relate cooperatively and effectively with other people. School counselors use a variety of methods to implement programs that will help raise achievement and close gaps. School counselors help students think through their problems and find solutions. School counselors listen and communicate well, and they model those behaviors for others around them

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<p>a. School Counselors know how students learn. School counselors understand the teaching and learning process. School counselors know the influences that affect individual student learning, such as human development, culture, and language proficiency. School counselors are aware of barriers that impact student learning and assist in overcoming them. School counselors provide resources to staff to enhance student strengths and address student weaknesses.</p>				
<input type="checkbox"/> Understands the influences that affect individual student learning,	<p>... and</p> <input type="checkbox"/> Addresses the achievement gap by assessing student strengths and needs.	<p>... and</p> <input type="checkbox"/> Seeks strategies to mitigate barriers to student learning.	<p>... and</p> <input type="checkbox"/> Mitigates barriers to student learning.	
<p>b. School Counselors plan their programs for the academic, career, and personal/social development of all students. School counselors use academic, behavior, and attendance data to plan appropriate programs for students. School counselors discuss the comprehensive school counseling program with school administrators and communicate the goals of the program to stakeholders. School counselors consult and collaborate with colleagues, parents/guardians, and other stakeholders to ensure that students' needs are addressed. School counselors make their programs responsive to cultural diversity and student needs.</p>				
<input type="checkbox"/> Understands the need for a comprehensive school counseling program that addresses the needs of all students including underserved, underperforming and under-represented populations. <input type="checkbox"/> Understands how significant adults in the lives of students impact student success.	<p>... and</p> <input type="checkbox"/> Plans appropriate programs using academic, behavior, and attendance data including student diversity.	<p>... and</p> <input type="checkbox"/> Collaborates and consults with stakeholder groups to create program plans that support students' academic, career, and personal/social development. <input type="checkbox"/> Promotes the effectiveness of the comprehensive school counseling program to stakeholder groups. <input type="checkbox"/> Assists significant adults in advocating for students.	<p>... and</p> <input type="checkbox"/> Presents results data at the district, state and/or national levels that demonstrate the impact of the school counseling program on students' academic, career, and personal/social development.	

Standard 4: School counselors promote learning for all students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>c. School Counselors use a variety of delivery methods. School counselors utilize the Guidance Curriculum, Individual Student Planning, and Preventive and Responsive Services in meeting the needs of students as they strive to raise achievement and close gaps. School counselors spend the majority of their time in these direct services, allocating time based on the developmental needs of their students. School counselors are responsive to individual student needs and differences in learning styles and culture in the programs and activities they provide. School counselors employ technology as appropriate to enhance delivery of their programs.</p>				
<ul style="list-style-type: none"> <input type="checkbox"/> Assists students, individually and/or in groups, with developing academic, personal/social, and career goals. <input type="checkbox"/> Develops a plan for the effective use of time based on program priorities, student needs, raising achievement, and closing gaps. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides a wide range of evidence-based developmentally appropriate prevention, intervention, and responsive services. <input type="checkbox"/> Implements a plan for the effective use of time based on program priorities, student needs, raising achievement, and closing gaps. <input type="checkbox"/> Employs appropriate and available technology to enhance service delivery. 	<p>... and</p> <p>Monitors plan implementation to assure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The majority of time is spent in providing direct and indirect student services. <input type="checkbox"/> Services provided are based on program priorities, student needs, raising achievement, and closing gaps. <input type="checkbox"/> Adapts program plans and activities based on results of monitoring activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares results of monitoring activities. 	

Standard 4: School counselors promote learning for all students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>d. School Counselors help students develop critical thinking and problem-solving skills. School counselors assist all students with developing academic, career, and personal/social skills. School counselors help students utilize sound reasoning, understand connections, and make complex choices. School counselors help students learn problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence, and evaluating consequences. School counselors encourage students to use these skills to make healthy and responsible choices in their everyday lives.</p>				
<p><input type="checkbox"/> Helps students learn problem-solving techniques that incorporate critical thinking and other 21st Century Skills.</p>	<p>... and</p> <p><input type="checkbox"/> Assists students in using problem solving, critical thinking and other 21st Century skills to make healthy and responsible choices.</p>	<p>... and</p> <p><input type="checkbox"/> Addresses issues that interfere with the students' ability to problem solve, think critically, and use other 21st Century skills.</p>	<p>... and</p> <p><input type="checkbox"/> Shares outcome and results data indicating students' acquisition of critical thinking, problem-solving, and other 21st Century skills.</p>	
<p>e. School Counselors use and promote effective listening and communication skills. School counselors listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. School counselors use a variety of methods to communicate effectively in support of the academic, career, and personal/social development of all students. School counselors assist students in developing effective listening and communication skills in order to enhance academic success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible twenty-first century citizens.</p>				
<p><input type="checkbox"/> Listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.</p> <p><input type="checkbox"/> Understands the importance of students developing effective communication skills.</p>	<p>... and</p> <p><input type="checkbox"/> Uses a variety of methods to assist students in developing effective communication skills.</p> <p><input type="checkbox"/> Models effective communication skills.</p>	<p>... and</p> <p><input type="checkbox"/> Assists students in determining the most appropriate communication strategies to use in a variety of situations.</p> <p><input type="checkbox"/> Promotes the development of effective communication skills throughout the school community.</p>	<p>... and</p> <p><input type="checkbox"/> Shares effective communication techniques at the district, state, and/or national level.</p>	

Examples of Artifacts that may be used to support ratings:

- Action Plans
- Advisory Council Meeting Documentation
- Annual Agreement between Administrator and Counselor
- Counselor Webpage
- Lesson Plans
- Resource Checklist
- Training Documentation
- Observation Results
- Stakeholder Surveys
- Approved Program Goals
- Calendars
- Time and Task Analysis
- Scope of Work Indicators
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Evaluator Comments:

Comments of Person Being Evaluated (Optional):

Standard 5: School counselors actively reflect on their practice. Professional school counselors demonstrate accountability for managing and delivering a comprehensive school counseling program. School counselors analyze formal and informal data to evaluate their programs in a deliberate on-going manner. School counselors participate in professional development opportunities that support the school and district’s mission as well as the comprehensive counseling program. School counselors recognize that change is constant and use best practices to continually improve their programs.

Developing	Proficient	Accomplished	Distinguished	Not Evident
<p>a. School Counselors analyze the impact of the school counseling program. School counselors think systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. School counselors analyze student achievement, behavior, and school climate data, as well as feedback from students, parents, and other stakeholders to continually develop their program. School counselors evaluate the effectiveness of their program based on these data.</p>				
<p><input type="checkbox"/> Thinks systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development.</p>	<p>... and</p> <p><input type="checkbox"/> Develops and maintains a written plan of data driven goals and strategies for effective delivery of the school counseling program.</p>	<p>... and</p> <p><input type="checkbox"/> Seeks feedback from stakeholder groups on the effectiveness of service delivery and needed changes.</p> <p><input type="checkbox"/> Determines the effectiveness of service delivery based on data.</p> <p><input type="checkbox"/> Uses results to improve and enhance the school counseling program.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with stakeholder groups to implement necessary changes.</p>	

b. School Counselors link professional growth to the needs of their school and their program goals. School counselors participate in continued, high quality professional development that reflects a global view of educational practices; includes twenty-first century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

<ul style="list-style-type: none"> <input type="checkbox"/> Participates in high quality professional development specific to school counseling. <input type="checkbox"/> Understands the need to align professional growth activities with the North Carolina Professional School Counseling Standards and the American School Counselor Association National Model. 	<p>... and</p> <p>Participates in high quality professional development that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is based on needs identified by school data. <input type="checkbox"/> Reflects 21st Century skills and knowledge. <input type="checkbox"/> Addresses individual professional growth goals. <input type="checkbox"/> Aligns with State Board of Education priorities and school and district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies new knowledge and skills gained through professional development activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops focused and rigorous professional development activities. <input type="checkbox"/> Leads focused and rigorous professional development at the district, state, and/or national level. 	
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c. School Counselors function effectively in a complex dynamic environment. Understanding that change is constant, school counselors actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the school counseling profession. School counselors collaborate with students, staff, parents, and other stakeholders to implement these ideas.

<p>Actively investigates and considers new ideas that improve:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student academic, career, and personal/social development. <input type="checkbox"/> The school counseling profession. <input type="checkbox"/> Understands the need to engage in active reflection about practice (e.g., written journals, professional learning communities, discussions with colleagues and mentors). 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively investigates and considers new ideas that improve the school counseling profession. <input type="checkbox"/> Collaborates with students, staff, parents, and other stakeholders to implement improvements to student academic, career, and personal/social development. <input type="checkbox"/> Engages in active reflection about practice. <input type="checkbox"/> Adapts professional 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors the impact of adaptations to professional practice on student academic, career, and personal/ social development. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares results of monitoring activities. <input type="checkbox"/> Leverages resources to integrate monitoring findings into ongoing practices. <input type="checkbox"/> Contributes to enhancement of the school counseling profession. 	
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	practice based on current evidence-based research findings and other data to best meet stakeholder needs.			
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Examples of Artifacts that may be used to support ratings:

- Student achievement data
- Records of student behavior
- School climate data
- Student feedback
- Parent feedback
- Stakeholder feedback
- Self-assessment
- Documentation of continuing education
- Feedback from students, parents/significant adults, colleagues and other stakeholders
- Program Assessment
- Resource Checklist
- Documentation of active reflection
- Accountability/Results Report

Evaluator Comments:

Comments of Person Being Evaluated (Optional)

Rubric Signature Page

School Counselor Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: ____ YES ____ NO

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

Note: The school counselor's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the school counselor has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Counselor Evaluation Process.