

Standards & Indicators of Effective Teaching Practice: Rubric

FOCUS ELEMENTS for Guidance Counselors

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Systematic Planning and Delivery <ol style="list-style-type: none"> Strategic Planning for Systematic Delivery School Counseling Curriculum Coherent Delivery 	E. Student Services <ol style="list-style-type: none"> Academic Advising Transitions Post-Secondary Planning College Planning Responsive Services 	A. Engagement Indicator <ol style="list-style-type: none"> Family Engagement B. Sharing Responsibility Indicator <ol style="list-style-type: none"> Student Support Family Collaboration C. Communication Indicator <ol style="list-style-type: none"> Two-Way Communication Culturally Proficient Communication 	A. Reflection Indicator <ol style="list-style-type: none"> Reflective Practice Goal Setting B. Professional Growth Indicator <ol style="list-style-type: none"> Professional Learning and Growth C. Collaboration Indicator <ol style="list-style-type: none"> Professional Collaboration Consultation

Note: At the Exemplary level, and educator's level of expertise is such that he/she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Specialized Instructional Support Personnel Rubric - GUIDANCE COUNSELORS

Standard I: Curriculum, Planning, and Assessment. *promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-D. Systemic Planning and Delivery. Uses data to create a comprehensive school counseling program; develops and delivers a standards-based counseling curriculum; and promotes coherent delivery by fostering school-wide involvement.				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-2. School Counseling Curriculum	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.	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.	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.	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.
I-D-3. Coherent Delivery	Makes little or no attempt to foster school-wide involvement in the design, planning and/or advancement of the school counseling program.	Makes limited attempts to foster school-wide involvement in the design, planning and/or advancement of the school counseling program to ensure coherent delivery through the coordination of school counseling activities with academic curricula, classroom instruction, and services across grade levels.	Fosters school-wide involvement in the design, planning, and advancement of the school counseling program to ensure coherent delivery through the coordination of school counseling activities with academic curricula, classroom instruction, and services across grade levels.	Leads school-wide collaboration around the design, planning, advancement, and regular assessment of the school counseling program to ensure coherent delivery through school counseling activities that are coordinated with and inform academic curricula, classroom instruction, and services across grade levels. Is able to model this element.

Standard II: Teaching All Students. Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-E. Student Services. Helps all students become college and career ready through academic, career, and post-secondary planning and knowledge-building that promotes equity and access; provides responsive services and supports transitions to reduce barriers that impact student achievement.				
II-E Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Academic Advising	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.	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.	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.	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.
II-E-2. Transitions	Rarely contributes to development, coordination and implementation of strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for students, or contributions are ineffective.	Contributes to development and coordination of strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for some students, but implementation of transition strategies is incomplete.	Contributes to development, coordination and implementation of effective strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for all students. Assesses the effectiveness of transition planning in positively impacting student achievement.	Leads development, coordination and implementation of effective transitions for all students in collaboration with colleagues, administrators, families, higher education institutes, and/or workforce development specialists. Is able to model this element.
II-E-5. Responsive Services	Rarely uses evidence-based counseling theories and techniques or relies on outdated practices to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and/or respond to crisis events.	Delivers short term counseling interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning, and/or responds to crisis events, but the counseling interventions may not be evidence-based and/or utilized in all situations.	Seeks out and implements evidence-based counseling theories and techniques to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and respond to crisis events. Assesses the effectiveness of interventions and responses in positively impacting student achievement.	Seeks out, implements, and continuously refines evidence-based counseling theories and techniques to deliver short term counseling interventions, intervene in school-specific situations that disrupt learning, and respond to crisis events. Collaborates with colleagues, administrators, and families in assessing the effectiveness of interventions and responses in positively impacting student achievement. Is able to model this element.

Standard III: Family and Community Engagement. Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-C. <u>Communication</u> : Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.

Standard IV: Professional Culture. Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-C. <u>Collaboration</u> : Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.