

South Carolina School Counselor Evaluation Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

The South Carolina School Counselor Evaluation Rubric brings a comprehensive focus on four key domains: **Planning, Program Management, Direct and Indirect Services, and Professionalism.**

Planning	Program Management	Direct and Indirect Services	Professionalism
<ol style="list-style-type: none"> 1. Program Plans 2. Communication 3. Lesson Planning 	<ol style="list-style-type: none"> 1. Assessment 2. Progress Monitoring 	<ol style="list-style-type: none"> 1. Direct Services 2. Indirect Services 	<ol style="list-style-type: none"> 1. Ethics 2. Growing & Developing Professionally 3. Student Success 4. Leadership 5. Collaboration

Performance definitions are provided at levels *Exemplary (4)*, *Proficient (3)*, *Needs Improvement (2)*, and *Unsatisfactory (1)*.

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Program Plans</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • Pre-Conference Questions #1 and 2 • School Counselor Plan: Role and Responsibilities • School Counselor Plan: Use of Time • Student Growth Goal: SMART Goal 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Designs the program to meet the needs of all students. • Creates plans that consistently and effectively teach competencies and explicitly communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement. • Consistently creates a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students. • Designs action plans for the delivery of a school counseling curriculum through various activities, lessons, small groups, and closing the gap programs. 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Designs the program to meet the needs of most students. • Creates plans that effectively teach competencies and communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement. • Usually creates a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students. 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Designs the program to meet the needs of some students. • Creates plans that sometimes effectively teach competencies and communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement. • Sometimes creates a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students. 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Designs the program to meet the needs of few students. • Creates plans that do not effectively teach competencies and communicate specific goals for reaching positive student outcomes in alignment with the school's vision and mission statement. • Does not create a use-of-time assessment to determine the amount of time needed to provide direct and indirect services to students.
<p>Communication</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • Pre-Conference Question 2 • School Counselor Plan: Role and Responsibilities • School Counselor Plan: Use of Time • Student Growth Goal: SMART Goal 	<p>The school counselor always:</p> <ul style="list-style-type: none"> • Publishes, shares, and regularly updates a master calendar to plan the program activities throughout the year. 	<p>The school counselor usually:</p> <ul style="list-style-type: none"> • Publishes and shares a master calendar to plan the program activities throughout the year. 	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> • Publishes and shares a master calendar to plan the program activities throughout the year. 	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> • Publishes and/or shares a master calendar to plan the program activities throughout the year.
<p>Lesson Planning</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • Post-conference Question 3 • School Counselor Plan: Role and Responsibilities • School Counselor Plan: Use of Time • Student Growth Goal: SMART Goal 	<p>The school counselor always:</p> <ul style="list-style-type: none"> • Researches, designs, and delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students. 	<p>The school counselor usually:</p> <ul style="list-style-type: none"> • Researches, designs, and delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students. 	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> • Researches, designs, and delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students. 	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> • Researches, designs, and/or delivers evidence-based structured lessons to promote student achievement pertaining to the desired national mindsets and competencies addressing students.

PROGRAM MANAGEMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;">Assessment</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • <i>Pre-Conference Question #1</i> • <i>Observation</i> • <i>School Counselor Plan: Assessment</i> • <i>Student Growth Goal: Rationale</i> 	<p>The school counselor always:</p> <ul style="list-style-type: none"> • Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready. • Disaggregates the data to analyze gaps in performance. • Creates programs to close the gaps between subgroups. • Creates and administers needs assessments to determine additional areas of needed support. • Provides opportunities for students to self-assess their own progress and share their progress with others. 	<p>The school counselor usually:</p> <ul style="list-style-type: none"> • Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready. • Disaggregates the data to analyze gaps in performance. • Creates programs to close the gaps between subgroups. • Creates and administers needs assessments to determine additional areas of needed support. 	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> • Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready. • Disaggregates the data to analyze gaps in performance. • Creates programs to close the gaps between subgroups. • Creates and administers needs assessments to determine additional areas of needed support. 	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> • Collects and analyzes standardized testing and other data to develop appropriate services to ensure all students are college/career ready. • Disaggregates the data to analyze gaps in performance. • Creates programs to close the gaps between subgroups. • Creates and administers needs assessments to determine additional areas of needed support.
<p style="text-align: center;">Progress Monitoring</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • <i>Pre-Conference Question # 2</i> • <i>Observation</i> • <i>School Counselor Plan: Results Report of the School Counseling Program</i> • <i>School Counselor Plan: Collaboration</i> 	<p>The school counselor frequently:</p> <ul style="list-style-type: none"> • Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program. • Analyzes how he/she contributes to program goals. • Analyzes the results data from the various activities implemented throughout the year. • Creates a results report to determine the value of the current year’s activities on student achievement. • Shares program results report with administration and stakeholders. • Uses the results report as a guide for planning the comprehensive school counseling program and calendar for the following school year. 	<p>The school counselor periodically:</p> <ul style="list-style-type: none"> • Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program. • Analyzes how he/she contributes to program goals. • Analyzes the results data from the various activities implemented throughout the year. • Creates a results report to determine the value of the current year’s activities on student achievement. • Shares program results report with administration and stakeholders. 	<p>The school counselor sometimes:</p> <ul style="list-style-type: none"> • Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program. • Analyzes how he/she contributes to program goals. • Analyzes the results data from the various activities implemented throughout the year. • Creates a results report to determine the value of the current year’s activities on student achievement. • Shares program results report with administration and stakeholders. 	<p>The school counselor rarely:</p> <ul style="list-style-type: none"> • Evaluates the effectiveness of the comprehensive school counseling program and shows how students are different because of the program. • Analyzes how he/she contributes to program goals. • Analyzes the results data from the various activities implemented throughout the year. • Creates a results report to determine the value of the current year’s activities on student achievement. • Shares program results report with administration and stakeholders.

DIRECT AND INDIRECT SERVICES

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Direct Services</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • <i>Pre-Conference Questions #2 and 3</i> • <i>Post-Conference Questions #1, 2, 3</i> • <i>Observation</i> • <i>School Counselor Plan: Role and Responsibilities</i> • <i>Student Growth Goal: Planned Activities/Strategies/Interventions by School Counselor</i> 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge of national professional competencies and student competencies to make certain they are capable of accurately and consistently handling the expectations of the profession along with providing effective services. • Always ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. • Conducts consistently effective school counseling curriculum activities or small groups based on collected and analyzed data. • Facilitates ongoing student-led activities and students can articulate how the activities assist them with their academic, career, and social-emotional development and/or goals. • Provides consistently appropriate responsive services such as individual counseling, small-group counseling, and/or crisis counseling based on the immediate needs and concerns of students. • Provides consistently appropriate interpretation of assessment data with significant and just information and students can articulate how the data connects to progress towards their goals. • Seeks feedback from students in determining student needs and identifying special areas of focus for services. 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of national professional competencies and student competencies to make certain they are capable of accurately handling the expectations of the profession along with providing effective services. • Consistently ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. • Conducts mostly effective school counseling curriculum activities or small groups based on Collected and analyzed data. • Regularly conducts ongoing activities to assist students with their academic, career, and social-emotional development and/or goals. • Provides mostly appropriate responsive services such as individual counseling, small-group counseling, and/or crisis counseling based on the immediate needs and concerns of students. • Provides mostly appropriate interpretation of assessment data with significant and just information. 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Demonstrates some knowledge of national professional competencies and student competencies and some capability to accurately handle the expectations of the profession along with providing effective services. • Sometimes ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. • Conducts somewhat effective school counseling curriculum activities or small groups based on collected and analyzed data. • Sometimes conducts ongoing activities to assist students with their academic, career, and social-emotional development and/or goals. • Provides somewhat appropriate responsive services such as individual counseling, small-group counseling, and/or crisis counseling based on the immediate needs and concerns of students. • Provides somewhat appropriate interpretation of assessment data with significant and just information. 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Demonstrates minimal or no knowledge of national professional competencies and student competencies. • Does not demonstrate capability to accurately handle the expectations of the profession along with providing effective services. • Rarely ensures that direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. • Conducts minimally effective school counseling curriculum activities or small groups based on collected and analyzed data. • Rarely conducts ongoing activities to assist students with their academic, career, and social-emotional development and/or goals. • Provides inappropriate responsive services. • Provides inappropriate interpretation of assessment data.

DIRECT AND INDIRECT SERVICES, *continued*

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Indirect Services</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> • <i>Observation</i> • <i>School Counselor Plan: Collaboration</i> • <i>Student Growth Goal: Collaboration</i> • <i>Student Growth Goal: Planned Activities/Strategies/Interventions by School Counselor</i> 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Frequently monitors student progress and develops appropriate interventions. • Develops and consistently maintains a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.). • Frequently collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards. • Frequently consults and collaborates effectively with students, parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.). 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Regularly monitors student progress and develops appropriate interventions. • Develops and usually maintains a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.). • Regularly collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards. • Regularly consults and collaborates effectively with parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.). 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Sometimes monitors student progress and develops appropriate interventions. • Develops and somewhat maintains a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.). • Sometimes collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards. • Sometimes consults and collaborates effectively with parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.). 	<p>The school counselor:</p> <ul style="list-style-type: none"> • Rarely monitors student progress and develops appropriate interventions. • Does not develop or maintain a current and extensive resource directory to make appropriate referrals (i.e., Dept. of Mental Health, Dept. of Social Services, etc.). • Rarely collaborates with classroom teachers to deliver services that align student competencies with the state’s academic standards. • Rarely consults and collaborates effectively with parents, teachers, administrators, and other pertinent individuals to ensure quality services (i.e. Parent workshops, staff development, community presentations, etc.).

PROFESSIONALISM

	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Ethics</p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Adheres to the national and state school counselor ethics standards 	Always	Often	Sometimes	Rarely
<p>Growing & Developing Professionally</p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Participates in professional development meetings, bringing artifacts when requested 	Always	Often	Sometimes	Rarely
<p>Student Success</p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> • Observation • Student Growth Goal: Planning • Student Growth Goal: Planned Activities / Strategies/ Interventions by School Counselor 	<ul style="list-style-type: none"> • Utilizes the national and state model as a framework to meet the needs of all students 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> • Promotes academic, social/emotional, and career success of all students 	Always	Often	Sometimes	Rarely
<p>Leadership</p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> • Observation • School Counselor Plan: Collaboration 	<ul style="list-style-type: none"> • Takes a leadership role within the school counseling program as well as the school and outside community 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> • Demonstrates leadership, advocacy, and collaboration skills to bring systemic change 	Always	Often	Sometimes	Rarely
<p>Collaboration</p> <p><i>Sources of Evidence:</i></p> <ul style="list-style-type: none"> • Observation • School Counselor Plan: Collaboration • Student Growth Goal: Collaboration 	<ul style="list-style-type: none"> • Works in conjunction with the school system to provide support and assistance for other school programs 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> • Collaborates effectively with teachers, administrators, and all other educational stakeholders to ensure fair and just outcomes for all students 	Always	Often	Sometimes	Rarely

