Professional School Counselor Rubric
6 Standards; 17 Indicators
Aligned with standards from the American School Counselor Association and the Oregon Comprehensive Guidance and Counseling Framework

The Professional School Counselor: Using leadership, collaboration, and advocacy, the counselor plans, delivers, manages and promotes a Comprehensive Guidance and Counseling Program that is data driven and focuses on student needs and outcomes. As an integral component of the school's academic mission, the program provides systematic, developmental, and culturally responsive guidance essential to the success of every student in the areas of academic, social/emotional, career, and community involvement.

Definitions and Acronyms
American Standards – American School Counselor Association Standards
Counselor – Professional School Counselor
OSCA – Oregon School Counselor Association
Oregon Framework – Oregon Comprehensive Guidance and Counseling Framework
Program – Comprehensive Guidance and Counseling Program
SIP – School Improvement Plan
TSPC – Teacher Standards and Practice Commission
Yearly Action Plan – A document that guides the action plan for the Counselor and the Comprehensive Guidance and Counseling Program for the year, including goal based actions, program development, delivery, and collaboration. It reflects collaborative discussion, planning, and agreement between the counselor and administrator.

Standard 1: Foundations
The counselor plans and designs a comprehensive, systemic school counseling program aligned with the school and district strategic plans as well as state and national school counseling standards.

Indicators	Ineffective	Area for Growth	Effective	Exemplary
1.1 Develops the **comprehensive school counseling program and mission** by utilizing the Oregon Framework and the American School Counselor Association guidelines.	Minimal or no evidence of incorporating the American and Oregon standards to develop the program mission, lesson plans, and/or activities. Minimal or no evidence of addressing the domains and/or utilizing content delivery systems.	Recognizes and sometimes incorporates the American and Oregon standards in the program mission, lesson plans, and activities. Addresses some domains and utilizes few content delivery systems.	Incorporates the American and Oregon standards in the program mission, lesson plans, and activities. Addresses all domains and utilizes multiple content delivery systems.	Incorporates the American and Oregon standards in the program mission, lesson plans, and activities. Addresses all domains and utilizes multiple content delivery systems. Continuously evaluates and revises the program based on the standards and needs of students.
1.2 Aligns the **comprehensive school counseling program** with the district goals and the school improvement plan.	Minimal or no evidence of designing a collaborative program aligned with the district goals and the SIP. Minimal or no evidence of engaging administration, staff, and/or stakeholders.	Some evidence of designing a collaborative program aligned with the district goals and the SIP. Some evidence of engaging administration, staff, and/or stakeholders.	Designs a collaborative school-wide, cross-curricular program aligned with the district goals and the SIP. Engages administration, staff, and stakeholders.	Designs a collaborative school-wide, cross-curricular program aligned with the district goals and the SIP. Engages administration, staff, and stakeholders across programmatic levels within the school and its feeder schools.

Guiding Questions	Evidence Examples
• Is there a demonstrated understanding of the Oregon Framework and American standards? • Is there a demonstrated understanding of district and school mission, beliefs, and philosophy? • Are the district and school mission, beliefs and philosophy published or displayed for stakeholder view? • How does the counselor incorporate the four domains in the delivery of their program? • Are multiple delivery systems used to provide program content to all students? • Is there a defined scope and sequence for the program content? • To what degree is the program integrated into the school and district mission and goals?	• Lesson/guidance/curriculum plans and calendars (reflecting four domains and multiple content delivery systems) • Annual goals and results of needs assessments • Counselor communication to stakeholders (students and families, staff, site council, community, district). Examples: website, newsletter, emails, handbooks, meetings, workshops, annual review of program, etc.

Standard 2: Delivery System

The counselor utilizes a variety of delivery methods to provide direct and indirect services and comprehensive content for students, parents, staff, and community.

Indicators	Ineffective	Area for Growth	Effective	Exemplary
2.1 Provides **guidance curriculum** to all students, systemically and collaboratively, and is proactive, preventative, developmental, and culturally relevant.	Delivers minimal or no comprehensive guidance curriculum that may or may not be proactive, preventative, developmental, and/or culturally relevant.	Delivers some comprehensive guidance curriculum in some content domains for students that may or may not be proactive, preventative, developmental, and/or culturally relevant.	Delivers systemic, comprehensive guidance curriculum in all content domains for all students that is proactive, preventative, developmental, and culturally relevant.	Highly skilled in the delivery of systemic, comprehensive guidance curriculum in all content domains for all students that is proactive, preventative, developmental, and culturally relevant. Engages in a high level of collaboration with staff to utilize a wide array of strategies and maximize delivery options.
2.2 Provides **individualized planning** to assist students in establishing personal, academic, career, and community goals that support the ongoing development of each student's personal Education Plan and Profile (grades 7-12).	Minimal implementation activities to assist students in establishing personal, academic, career, and community involvement goals. Little or no documentation to support the development of a student's personal Education Plan and Profile.	Inconsistent implementation of activities and limited use of strategies to assist students in establishing personal, academic, career, and community involvement goals. Minimal documentation to support the development of a student's personal Education Plan and Profile.	Systematically plans and implements activities with students using a variety of strategies to establish personal, academic, career, and community involvement goals that support the development of students' personal Education Plan and Profile. Collaborates with staff, parents, and community in implementation of goals.	Systematically plans and implements activities with students using a variety of strategies to establish personal, academic, career, and community involvement goals that support the development of students' personal Education Plan and Profile. Collaborates with staff, parents, and community in implementation of goals. Leverages the Education Plan Profile to engage and motivate students to initiate connections to resources and take action on their plan.

2.3 Provides **responsive services** on behalf of students and families who may benefit from additional assistance, consultation, collaboration, referral, or intervention, including response to crisis, tragedy, or trauma.	Minimal or no implementation of responsive services in attempt to meet student and/or school-wide needs. Minimal or no attempt to provide referral services and responses to crisis situations.	Implements some effective and timely responsive services in attempt to meet student and/or school-wide needs. Provides some referral services and some appropriate responses to crisis situations.	Actively implements effective and timely responsive services to meet individual student and/or school-wide needs. Collaboratively provides referral services and appropriate responses to crisis situations.	Proactively plans and implements effective and timely responsive services to meet individual student and/or school-wide needs. Collaboratively provides referral services and appropriate responses to crisis situations. Assesses the effectiveness of responsive services.
2.4 Implements **system support and integration** of the program through leadership, coordination, collaboration, effective communication, systemic planning, staff development, and continuous improvement.	Minimal or no attempt to maintain program implementation and integration with little or no coordination, collaboration, communication and/or planning. Provides minimal or no in-service instruction. May have a hard time accepting program and service feedback.	Some attempt to maintain program implementation and integration through some coordination, collaboration, effective communication, and/or planning. Provides in-service instruction sporadically and/or ineffectively. Sometimes accepts program and service feedback.	Maintains and enhances program implementation and integration through coordination, collaboration, effective communication, and systemic planning. Provides in-service instruction and accepts program and service feedback.	Initiates and provides leadership in program implementation and integration through coordination, collaboration, effective communication, and systemic planning at the school and/or district level. Provides in-service instruction and actively seeks ways to increase effective delivery of the program.

Guiding Questions	**Evidence Examples**
• Does the counselor offer support groups for various needs? • Does the counselor offer office hours for individual counseling? • Does the counselor respond to referrals in a timely manner? • Does the counselor respond in a timely and effective way to needs presented by students, parents, staff, and the community? • Does the counselor data support and demonstrate responsive services? • Does the counselor collaborate with other educators, parents and the community to provide culturally responsive services? • Does the counselor plan, lead, and coordinate guidance curriculum? • Does the counselor provide leadership in implementation of the program? • How does the counselor utilize all delivery components in program implementation? • Does the counselor lead and educate staff about the scope and sequence of the program and the role of the school counselor? • To what extent does the counselor advise on the need for systemic change to better meet the needs of all students?	• Personal Education Plan and Profile (grades 7-12) • Naviance Scope and Sequence by grade level (grades 9-12) • Collaboration on Functional Behavior Assessment and Behavior Plans • Culturally inclusive curricular, instructional, and program plans • Posted schedule of groups, including parent nights and post-secondary planning • Documentation of AVID support/activities • Needs Assessment survey results • Tracking and monitoring systems to monitor student progress toward graduation • Yearly Action Plan and Master Calendar • Involvement and leadership in school and district crisis team • Evidence of leading staff in-service and presentations • Classroom presentation materials and parent presentation materials • Junior interviews, forecasting, or college/career planning agendas • Mental health referrals • Phone log for Department of Human Services, family resource services, etc. • Team meeting agendas • Counselor time/task analysis results • PBIS team meetings

Standard 3: Management
The counselor manages a developmental, comprehensive, and data-driven school counseling program.

Indicators	Ineffective	Area for Growth	Effective	Exemplary
3.1 Completes **Yearly Action Plan** in collaboration with school leadership, collecting and utilizing data in the development of goals to maximize services to all students.	Minimal or no attempt to collaborate with administration to complete a Yearly Action Plan with minimal or no attempt to collect and utilize data and/or align to standards.	Some attempt to collaborate with administration to complete a Yearly Action Plan with some attempt to collect and utilize data and/or align to standards.	Collaborates with administration to complete a detailed and timely Yearly Action Plan, collecting and utilizing data and aligning with the American and state standards.	Collaborates with administration to complete a detailed and timely Yearly Action Plan, collecting and utilizing data and aligning with the American and state standards. Documents regular communication with administration to review and revise the plan, ensuring effective services to all students.
3.2 Efficiently organizes an annual **Master Calendar,** which shows activities, services, and delivery systems that support the program goals, and is communicated to students, parents, and staff.	Minimal or no attempt to organize an annual Master Calendar, showing activities, services, and delivery systems that may or may not support the program goals. Minimal or no attempt to communicate the goals to students, parents, and staff.	Some attempt to organize an annual Master Calendar, showing activities, services, and delivery systems that may or may not support the program goals. Some attempt to communicate the goals to students, parents, and staff.	Efficiently organizes an annual Master Calendar, showing activities, services, and delivery systems that support the program goals. Communicates the goals to students, parents, and staff.	Maximizes time management through an organized annual Master Calendar, partnering with others to ensure the delivery of a comprehensive program. Multiple communication systems are set up to ensure effective communication with students, parents, and staff.

Guiding Questions	Evidence Examples
- Is a Yearly Action Plan developed with building administration, promoting a climate of respect and learning and clearly defining program goals? - Does the counselor participate in the design/implementation of school and counseling program action plans? - Does the counselor collaborate with other staff members and administrators to provide an effective school counseling program? - Are program goals and activities effectively communicated to all stake holders?	- Documentation of active participation between counselor and administration - Active annual agreement, including strategic action plans with measureable results - Daily, weekly, and long-term plans - Time task analysis - District's Professional Counselor Cohort Meeting agendas/minutes - Master Calendar of guidance and counseling activities - Counseling newsletters - Parent emails

Standard 4: Accountability

The counselor monitors and evaluates the needs, goals, processes, and results of the comprehensive school counseling program.

Indicators	Ineffective	Area for Growth	Effective	Exemplary
4.1 Periodically conducts **time/task analysis and needs assessments,** gathering information from students, staff, and parents to guide development of the program and initiate appropriate system change.	Minimal or no evidence of conducting time/task analysis and/or needs assessments, with minimal or no gathering of information from students, staff, and/or parents to guide development of the program.	Some evidence of conducting time/task analysis and/or needs assessments, with some gathering of information from students, staff, and/or parents to guide development of the program.	Periodically conducts time/task analysis and needs assessments, gathering information from students, staff, and parents to guide development of the program and initiate appropriate system change.	Systematically and collaboratively conducts time/task analysis and needs assessments, gathering information from students, staff, and parents to guide development of the program, revise goals as necessary, and initiate appropriate system change.
4.2 Implements **collaborative monitoring systems** to assess student progress.	Minimal or no attempt to develop, implement, and/or utilize monitoring systems to support student progress.	Some attempt to develop, implement, and/or utilize monitoring systems to support student progress.	Collaboratively develops and implements effective monitoring systems, utilizing them to monitor and support student progress.	Collaboratively develops, implements, and integrates an effective and comprehensive monitoring system, using individual student data and other early warning signs to identify at-risk students.
4.3 Conducts **program assessment** used to guide continuous improvement.	Minimal or no attempt to conduct program assessment.	Some attempt to conduct program assessment, with some attempt to use it to develop goals and/or guide program improvements.	Conducts program assessment and uses it to develop goals and guide program improvements.	Initiates and conducts thorough program assessment, involving key stakeholders, and uses it to develop goals and guide program improvements. Shares results with stakeholders.

Guiding Questions	Evidence Examples
• Does the counselor conduct program assessments or personal time/task analyses? • Does the Yearly Action Plan show results of assessments and analyses? • Is data used to shape the program? • Is there evidence that information is shared with stakeholders to improve the program? • Is the counselor assisting in the design and implementation of a collaborative monitoring system? • What tracking system is used by the counselor to monitor the progress of students?	• Data team agendas, notes, and materials • Documents showing collection, evaluation, and sharing of data with stakeholders on a continuing basis • Documentation of how collaborative monitoring system is supporting students • Needs assessments and time/task analysis forms and results • Tracking system for counselor caseloads meeting graduation requirements • Early warning system data and uses/collaborative teams

Standard 5: Leadership and Advocacy
The counselor is a student advocate, program leader, collaborator, and systems change agent.

Indicators	Ineffective	Area for Growth	Effective	Exemplary
5.1 Provides **advocacy for all students** in the areas of personal, academic, career, and community involvement, demonstrating sensitivity related to race, gender, sexual identity, social and economic status, language, and religion.	Minimal or no evidence of advocating for the success of students in the areas of personal, academic, career, and community involvement, with minimal or no attempt to collaborate with staff, parents, and/or stakeholders. Minimal or no evidence of sensitivity to students specific to race, gender, sexual identity, social and economic status, language, and/or religion.	Some evidence of advocating for the success of students in the areas of personal, academic, career, and community involvement, with some attempt to collaborate with staff, parents, and/or stakeholders. Some evidence of sensitivity to students specific to race, gender, sexual identity, social and economic status, language, and/or religion.	Actively advocates for the success of all students in the areas of personal, academic, career, and community involvement by collaborating with staff, parents, and stakeholders to address student needs. Demonstrates sensitivity to students specific to race, gender, sexual identity, social and economic status, language, and religion.	Demonstrates leadership in advocating for the success of each and every student in the areas of personal, academic, career, and community involvement by collaborating with staff, parents, and stakeholders to address student needs. Models inclusive practices and sensitivity to students specific to race, gender, sexual identity, social and economic status, language, and religion.
5.2 Removes systemic barriers to student achievement and recommends changes in policies and procedures to promote equity, access, and student achievement.	Minimal or no evidence of understanding school policies and procedures. Minimal or no attempt to use data to recommend changes in policies and procedures to remove barriers to learning and/or promote equity and access.	Some evidence of understanding school policies and procedures. Some attempt to use data to recommend changes in policies and procedures to remove barriers to learning and/or promote equity and access.	Demonstrates understanding of school policies and procedures. Uses data to recommend changes in policies and procedures to remove barriers to learning and promote equity and access.	Demonstrates extensive knowledge of school policies and procedures. Uses data to recommend changes in policies and procedures and initiate system change to remove barriers to learning and promote equity and access.

Guiding Questions	Evidence Examples
- Does the counselor show leadership and advocacy in the school? - Does the counselor collaborate with stakeholders for systemic change? - Does the counselor initiate communication about program and student advocacy within the staff and community? - Does the counselor provide professional development for staff? - Does the counselor facilitate or attend data team meetings?	- Documentation of initiating activities/programs to further enhance systems - Documentation of involvement in building leadership, site council, data teams as well as district, state, and/or national work - Professional development agendas, materials, etc. - Behavior plans, PBIS, data teams 504 plans - IEPs

Standard 6: Ethical Practice and Professional Learning

The counselor adheres to professional ethical standards, policies, and laws in conduct and practices. The counselor demonstrates competence in the knowledge, skills, and attitudes necessary to plan and deliver equity-based, comprehensive guidance and counseling, with a focus on continuous improvement and openness to feedback.

Indicators	Ineffective	Area for Growth	Effective	Exemplary
6.1 Adheres to **ethical standards, policies, and laws.**	Demonstrates minimal or no understanding of federal, state, and district standards, policies, and laws. Minimal or no attempt to conduct self in a professional and ethical manner.	Demonstrates some understanding of federal, state, and district standards, policies, and laws. Some attempt to conduct self in a professional and ethical manner.	Demonstrates understanding of and adheres to federal, state, and district standards, policies, and laws. Conducts self in a professional and ethical manner.	Demonstrates thorough understanding of and adheres to federal, state, and district standards, policies, and laws, recognizing the larger context of public education. Conducts self in a professional and ethical manner and encourages staff and students to do the same.
6.2 Demonstrates **professional skills and knowledge** in school counseling.	Demonstrates minimal or no knowledge, skills, and/or appropriate attitudes in delivering, evaluating, and communicating about school counseling.	Demonstrates some knowledge, skills, and/or appropriate attitudes in delivering, evaluating, and communicating about school counseling.	Demonstrates professional knowledge, skills, and appropriate attitudes in delivering, evaluating, and communicating about school counseling.	Models and collaborates to increase professional knowledge, skills, and appropriate attitudes in delivering, evaluating, and communicating about school counseling.
6.3 Pursues **professional growth and improvement** in the knowledge, skills, and attitudes necessary to provide services.	Minimal or no attempt to engage in professional learning opportunities.	Some attempt to engage in professional learning opportunities. Some attempt to implement new knowledge and skills.	Engages in professional learning opportunities at the district and school level based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities at the district and school level. Implements and shares new knowledge and skills with others. Reviews school counseling research, articles, and/or journals.
6.4 Reflects on personal biases, accepts feedback from others, and accesses resources to deepen understanding of differences.	Minimal or no attempt to incorporate culturally responsive services. Minimal or no acceptance of feedback from others. Minimal or no evidence of understanding personal biases.	Some attempt to incorporate culturally responsive services. Hesitant to accept feedback from others. Some evidence of understanding personal biases.	Incorporates culturally responsive services. Accepts feedback from others. Deepens understanding of personal biases, with an understanding of student differences.	Incorporates culturally responsive services. Seeks feedback from others. Deepens understanding of and transcends personal biases, with an understanding of student differences.

Guiding Questions	Evidence Examples
• Is the counselor able to maintain positive relationships and communication with students, parents, and staff? • Does the counselor adhere to TSPC professional and ethical standards? • Does the counselor show or reflect cultural awareness in counseling activities? • To what extent does the counselor seek professional growth and development?	• Documentation of professional membership (such as ASCA/OSCA) • School Counselor website/brochures/calendar/newsletter • Annual Agreement • Documentation of professional conferences attended • Participation in professional development related to cultural competency • Participation in the district's professional Counselor cohort (PDUs) • Documentation of initiating support services and programs for specific student populations • Documentation capturing inclusive practices and sensitivity to diversity