

SCHOOL COUNSELING EVALUATION RUBRIC (rev. 4/2011)

This evaluation consists of three parts: Professional Identity and Behavior, School Counseling Program Management Skills, and Counseling Skills. The practicum student must achieve an overall rating of a Level 3 to pass practicum, and the internship student must achieve an overall rating of Level 4 / Level 5 to pass internship. *Please note that **students are responsible** for obtaining and tracking their attainment of each behavior or experience listed in the rubric.*

This rubric has been organized using BLOOM'S TAXONOMY (Revised, Anderson & Krathwohl, 2001), which outlines the shifts in thinking that learners experience as they progress from "novice" thinking to more "expert" thinking.

Lowest: Remember → Understand → Apply → Analyze → Evaluate → Create *Highest*

For the purposes of this rubric, LEVEL 1 represents student behaviors that indicate that the student does not have access to, or chooses not to access, the information learned about the profession. He/she is not *able to remember* or chooses not to *remember* professionally relevant priorities.

LEVEL 2 represents student behaviors that indicate the student does *remember and understand* professionally relevant priorities, but *struggles to apply* that knowledge and understanding.

LEVEL 3 indicates that the student is able to *apply the knowledge* and demonstrate *understanding* of professionally relevant priorities. This level is expected of successful practicum students.

LEVEL 4 represents student behaviors that indicates both *application* and *analysis* of professional situations, but is inconsistent in or unable to *evaluate* the resulting insights in order to *create* highly appropriate responses. This level is expected of successful internship students, and represents good performance as an entry level professional school counselor.

LEVEL 5 indicates that the student is consistently using "expert" thinking skills to *evaluate* professional situations and *create* professionally meaningful responses (i.e., behaviors and programs) that serve to enhance the school counseling program in particular and the whole school in general. This level is advanced and would be expected from practicing professionals with experience. It is presented here to describe *exemplary* intern performance and to inspire further professional achievement.

If you have not observed a behavior or it is not applicable to your work with the student, please insert "NA" (not applicable) or "NO" (not observed). Comments and suggestions for improvement are vital for the student's growth. Please feel free to attach additional pages as needed.

PART ONE: PROFESSIONAL IDENTITY AND BEHAVIOR

	LEVEL 1 Unacceptable	LEVEL 2 Below Average	LEVEL 3 Acceptable with room for growth	LEVEL 4 Good level of proficiency consistently demonstrated	LEVEL 5 High level of professional achievement consistently demonstrated
Follow Through with Tasks Rating: _____	Tasks are usually left undone.		Tasks are done with prompting from others.		Tasks are completed without prompting; student monitors own accomplishment of timelines.
Attendance Rating: _____	Late arrival or absence without calling in.		Several late arrivals or absences; always calls in.		Almost never late or absent; always calls in.
Initiating Activities Rating: _____	Does not initiate any new programs or services. Must be prompted by others.		Initiates some activities, but without independence or autonomy.		Initiates new activities and brings energy and enthusiasm to tasks.
Commitment to Profession Rating: _____	Unmotivated, or motivated by external factors, i.e., wanting summers off.		Some level of student motivation.		High student counselor motivation; feels passion for the job of the school counselor.
Commitment to the Academic Mission of the school (K1) Rating: _____	Unaware or unconcerned about the academic progress of students.		Aware and committed to contribute to the academic progress of all students.		Highly dedicated to work to enhance the academic progress of all students.
Quality of Work Rating: _____	Work is of low quality; full of errors. No effort put into tasks.		Work is of basic quality.		Work is high quality; thoughtful, complete, thorough.
Persistence in the face of setbacks Rating: _____	Gives up at first sign of any resistance.		Persists and initiates additional effort to address setback.		Uses sound professional judgment to address setbacks in appropriate manner.
Leadership (M3, O2) Rating: _____	No leadership skills evident.		Accepts leadership when prompted by others.		Takes leadership role with tasks to motivate others.
Making use of feedback Rating: _____	Does not take ownership of problems that are the source of negative feedback.		Takes responsibility for making changes suggested in feedback.		Actively seeks feedback and takes responsibility for making changes to improve skills.

Self-Supervision (D5) Rating: _____	Unaware of the quality of his/her work.		Able to evaluate own work with prompting.		Actively reflects on own work in an effort to improve skills.
Putting the needs of the team over needs of self (C5, M2) Rating: _____	Unaware of the needs of colleagues in the counseling office and acts in own self-interest.		Able to balance the needs of self and others to allow for smooth functions within school counseling program.		Able to assess situations in terms of the needs of his/her teammates and is willing to put the needs of the team first when the situation calls for it.
Ethical Behavior (B1) Rating: _____	<u>Any</u> violation of ACA or ASCA ethics.		Developing awareness of ethical issues in the school environment.		Highly ethical behavior; awareness of codes of ethics and sensitive to ethical issues in the school environment.
Professional Presentation Rating: _____	Language, attire, and attitudes are unprofessional and inappropriate for a school setting.		Language, attire, and attitudes are acceptable for a professional in a school setting.		Language, attire, and attitudes are highly desirable in a school setting by setting an example for young people.
Actively Welcoming of Diversity (D1) Rating: _____	Intolerant attitudes toward persons of diversity or other beliefs and values.		Accepting of diverse persons, beliefs, and values.		Celebrates diversity and works to cross boundaries, seeks exposure to new beliefs and values.
Advocates for a Positive School Climate for all (F2, F3) Rating: _____	Unaware of school climate.		Aware of school climate and able to advocate for improvement of school climate with prompting.		Sensitive to school climate issues and actively advocates for improvement of school climate issues under own initiative.
Advocates for a Positive School Climate for Diverse Students (F2, F3) Rating: _____	Unaware of school climate for diverse students.		Aware of school climate for diverse students and able to advocate for improvement of school climate with prompting.		Sensitive to school climate issues for diverse students and actively advocates for improvement of school climate issues under own initiative.

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Establishes effective collaborative relationships (C5, M3) Rating: _____	Does not attempt to collaborate with others.		Initiates collaborative relationships with some hesitation.		Actively seeks collaborative relationships to enhance the functioning of the school counseling program and the school as a whole.
Whole-school focus (C5, E3, M2, M3) Rating: _____	Focuses only on school counseling program to exclusion of whole-school issues.		Focuses first on school counseling program and has started to transition focus to school-wide issues.		Maintains focus on whole-school issues and uses school counseling program as a means of addressing school-wide issues.
Knows about Professional Standards (A4) Rating: _____	Unaware and/or unconcerned about professional organizations, professional development, preparation standards, and credentialing.		Aware of professional organizations, joins with prompting. Limited commitment to professional development. Attains credentials as part of process.		Committed to professional organizations. Demonstrated commitment to professional development. Proud of credentials.
OTHER Define: _____ Rating: _____					

OVERALL RATING: _____

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):

PART TWO: SCHOOL COUNSELING PROGRAM MANAGEMENT SKILLS

	LEVEL 1 Unacceptable	LEVEL 2 Below Average	LEVEL 3 Acceptable with room for growth	LEVEL 4 Good level of proficiency consistently demonstrated	LEVEL 5 High level of professional achievement consistently demonstrated
Classroom Developmental Curriculum Skills (L3, K3, D2) Rating: _____	Does not know how or unable to compile information for delivery in a classroom guidance lesson.		Designs acceptable classroom developmental guidance lessons.		Designs highly effective interactive classroom lessons.
Classroom Management Skills (L3, D1, D2, K3) Rating: _____	Unable to manage student behavior during classroom developmental guidance lesson.		Controls student behavior with minimal distraction from lesson.		Engages students in such a dynamic way that problematic student behaviors do not occur.
Consultation Skills (M1, M4) Rating: _____	Does not consult with teachers, parents, or colleagues.		Started to participate in consultation with others.		Seeks opportunities to consult with teachers, parents, and colleagues.
Student/Teacher Needs Assessment Skills (M1, M4) Rating: _____	Does not conduct needs assessments to understand the needs in the school.		Started to develop methods to identify building needs.		Conducts continuous needs assessments, both formal and informal, to always know the "pulse" of the school.
Program Design Skills (C2, L1, O3, P1) Rating: _____	Does not know how or is unable to design programmatic responses to school needs.		Designs adequate programmatic responses to address student or school needs.		Designs highly effective programmatic responses to address student and school needs.
Program Implementation Skills (C2, O3, P2) Rating: _____	Does not know how or is unable to implement programs.		Implements parts of the program he/she designs.		Implements a highly effective program.
Program Advocacy Skills (B2, F2, O4, P3) Rating: _____	Does not advocate for program or advocates in inappropriate ways.		Recognizes opportunities for advocacy and attempts to do so.		Advocates for program in a way that enhances the reputation and status of the program in the eyes of the school community.

Budgeting Skills (O3) Rating: _____	Not aware of budgeting issues that impact the reality of the program.		Articulates ways to manage program resources.		Actively understands program resources and actively seeks ways to increase funding through grants, etc.
Outcomes Evaluation Skills (C2, P1) Rating: _____	Does not collect outcomes data after individual programs are offered.		Collects outcomes data from individual program.		Collects outcomes data and compiles it in a meaningful way for constituent groups.
Program Evaluation Skills (C2, I2, O3, P1) Rating: _____	Does not know how to evaluate the program in its entirety.		Evaluates the program or articulates ways to evaluate the program.		Designs innovative ways to document program accomplishments and share data with constituent groups.
Systemic Awareness (C5, E2, E3, M1) Rating: _____	Does not see systemic issues that impede student progress.		Able to identify systemic issues, but is not sure what to do to address them.		Identifies community, environmental, & institutional opportunities and barriers to students and acts to enhance opportunities and reduce barriers.
Community Awareness (N2) Rating: _____	Unaware of services or resources available for students and families.		Aware that there are services and resources in the community for students and families.		Able to promote services and resources in the community for students and families due to efforts to collect such information.
Crisis Management Preparedness (A7, C6) Rating: _____	Does not see need for school counselor involvement in crisis preparedness.		Understands the need for building crisis planning but does not act on that understanding.		Understands and participates in planning for building crises.
Engaging families to promote student development (F4, M5, N1, P2) Rating: _____	Does not engage families of students to promote student development (parent programs, resources, etc.)		Engages parents, guardians, and families in ways they can promote student development (parent programs, parent libraries, etc.)		Seeks out ways to engage family as support for student development through programming, outreach, service, etc.

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Engaging school community to promote student development (N3) Rating: _____	Does not engage school community to promote student development (teacher in-services, cross-training in developmental issues of students)		Engages school community in ways to promote student development (provides teacher resources, in-service training, professional development)		Actively seeks ways to engage school community in support of student development.
OTHER Define: _____ Rating: _____					

OVERALL RATING:

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):

PART THREE: PROFESSIONAL SCHOOL COUNSELING SKILLS

	LEVEL 1 Unacceptable	LEVEL 2 Below Average	LEVEL 3 Acceptable with room for growth	LEVEL 4 Good level of proficiency consistently demonstrated	LEVEL 5 High level of professional achievement consistently demonstrated
Counselor Personal Attributes Rating: _____	Is stilted and makes the client uncomfortable.		Able to establish a working relationship.		Is warm, caring, respectful, non-judgmental, and genuine.
Management of Counseling Session (D2) Rating: _____	Jumped from topic to topic and/or engaged in chit-chat.		Conducts relatively smooth session, with some side-bar discussions that do not contribute to the therapeutic agenda.		Conducts a smooth, flowing session that moved from one meaningful therapeutic topic to next.

Management of Therapeutic Dialogue (D2) Rating: _____	Does not respond to client statements, but moves to next question. Interrupts client.		Makes minimal response to client comments.		Acknowledges client communication before making next comment.
Delivery of Content Rating: _____	Questions, comments, and statements are random and lack purpose.		Questions, comments, and statements are relatively well delivered.		Questions, comments, and statements are blended, well thought-out, and well delivered.
Pacing Rating: _____	Pacing is too fast, rushing and interrupting the client.		Pacing is uneven, but suggests patience is developing.		Appropriate pacing resulted when counselor waits one beat before speaking
Therapeutic Skills (silence, encouragement, empowerment) Rating: _____	Therapeutic skills are random and do not function to facilitate a therapeutic relationship.		Therapeutic skills are developing.		Silence, encouragement, and other therapeutic skills are used effectively to facilitate therapeutic relationship and communication, and client insight and empowerment
Introduction and Summary Rating: _____	Introduction and summary are rushed or incomplete.		Introduction and summary are present, but not fully connected with session content.		Introduction and summary are comfortable and complete
Management of Emotions (D2) Rating: _____	Processes own issues in session or does not know how to help the client with his/her emotions.		Manages the client's emotions during the session.		Manages own emotions and demonstrates ability to help client manage emotions
Assessment of Strengths (C3)	Unable to conceptualize the client in positive ways; uses deficit model.		Conceptualizes and assesses all students with a strengths-based awareness.		Strengths and positive attributes are focus of assessment and all interventions.
Assessment of Diversity Constructs (D1)	Unaware or uninterested in exploring diversity experiences with client.		Conceptualizes and assesses all students as unique in their diversity constructs.		Appreciation for diversity and respectful curiosity about diverse phenomenology foster broaching behaviors.
Assessment Before Goals Rating: _____	Quickly moves to advice giving under the guise of goal setting.		Conducts assessment, but assessment may be incomplete.		Does not rush to provide answers or to problem solve, but conducts thorough assessment before discussing goals.

<p>Goal Setting Skills Rating: _____</p>	<p>Projects goals onto client without client input.</p>		<p>Conducts goals discussion, but may miss important parts of the client's issues.</p>		<p>Counseling goals are primarily the client's, and are thoroughly and actively discussed with the client.</p>
<p>Theoretical Congruence (C1) Rating: _____</p>	<p>Interventions are not connected to any theory, are not effective, are inappropriate.</p>		<p>Interventions are not clearly connected to theory, but are developing.</p>		<p>Therapeutic interventions are theoretically consistent, well delivered and appropriate.</p>
<p>Self-Supervision of Counseling (D5) Rating: _____</p>	<p>Not able to evaluate his/her own counseling work.</p>		<p>Evaluates own counseling work with prompting.</p>		<p>Demonstrates self-awareness and ability to self-supervise (evaluated on the basis of the self-reflection exercises, discussions, and papers).</p>
<p>Appropriate Termination Rating: _____</p>	<p>Termination is inappropriate.</p>		<p>Termination is acceptable.</p>		<p>Termination is appropriate in timing and manner.</p>
<p>Group Counseling skills (C1, D2) Rating: _____</p>	<p>Does not know how to facilitate group counseling.</p>		<p>Conducts groups with co-facilitator or evidences emerging group skills.</p>		<p>Conducts creative and engaging group counseling sessions on meaningful topics.</p>
<p>Transition Planning (C4) Rating: _____</p>	<p>Does not conduct transition planning with students.</p>		<p>Conducts basic transition planning with clients.</p>		<p>Applies creative strategies and helpful interventions to aid students with transition planning.</p>
<p>Empowerment of students and families of diversity (E3, F1, M1, M5) Rating: _____</p>	<p>Does not empower students or families of diversity.</p>		<p>Empowers students and families of diversity to be self-advocates with prompting.</p>		<p>Actively and independently empowers students and families of diversity to be self-advocates.</p>
<p>Advocacy for students and families of diversity (F1, F2, M1) Rating: _____</p>	<p>Does not advocate for students or families of diversity.</p>		<p>Advocates for students and families of diversity in the school with prompting.</p>		<p>Actively and independently advocates for students and families of diversity.</p>

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Referral to another professional when needed (D5, H4, M2, N5) Rating: _____	Inappropriate referrals to other professionals (never refers or refers too quickly). Does not discuss referral with student or family.		Provides referral name to student or family, but unable to provide additional information about referral to increase comfort with process.		Provides referral name and information, along with other relevant information to facilitate referrals process.
OTHER Define: _____ Rating: _____					

OVERALL RATING:

COMMENTS/ SUGGESTIONS FOR IMPROVEMENT (attach additional sheets if needed):