



Utah Effective Professional School Counselor Evaluation Rubric

The Utah Effective School Counselor Performance Standards align with (1) The Utah College and Career Readiness School Counseling Program [Model](#), (2) the American School Counselor Association school counselor standards, (3) the work of the National Office of Counselor Advocacy, and (4) current research on effective school counselor practice. The categories indicated on the rubric describe phases of the development of school counselor skill from the most basic to the highest levels of effectiveness. The indicators of performance expectations vary in their levels of complexity. It is expected that the level of an individual counselor's effective practice will increase across the continuum through experience and study.

Based on Utah Board Rule [R277-530](#) this Professional School Counselor Evaluation Rubric is intended for use during the summative individual school counselor evaluation. Prior to meeting with their supervisor/evaluator, the school counselor should complete the rubric assessing their own personal effectiveness within each indicator and provide notation of their evidence for their effectiveness ranking. The evaluator will also complete the rubric and indicate their findings and can also provide additional comments for the school counselor.

Please note that the seven standards of this evaluation tool are not the same as the seven standards in the School Counselor Program Performance Self-Evaluation (program review). This tool is used for *individual school counselor* evaluations. The Program Performance Self-Evaluation tool is designed to evaluate school counseling *programs*.

School Counselor Name: _____

School Name: _____

Supervisor/Evaluator Name: _____

Date: _____

Describe your progress towards the previous identified goals (*to be completed by the school counselor prior to meeting with supervisor/evaluator*):

Standard 1: Collaboration, Leadership, and Advocacy		
<i>The professional school counselor is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</i>		
1.1 Collaborates to promote a positive school climate.		
Self	Eval	
		Not Effective: Seldom collaborates outside of the local counseling team; seldom connects to students or parents.
		Emerging Effective: Collaborates with other professionals within the school, occasionally connects to students and parents, and sometimes participates in student programs.
		Effective: Collaborates regularly with other professionals within the school and between schools, connects to students and parents, and helps establish programs that positively affect most students.
		Highly Effective: Analyzes data and assumes a leadership role collaboration with other professionals within the school and between schools, regularly connects to students and parents, and establishes programs that positively affect all students.
1.2 Collaborates to promote academic success for all students to become college and career ready.		
Self	Eval	
		Not Effective: Seldom attends student advocacy meetings, minimally helps students with registration, and does not participate in interventions or other activities.
		Emerging Effective: Attends IEP, 504, and ILDP meetings, helps students with registration, assists with interventions and other activities and is aware of data.
		Effective: Collaborates with others through participation in IEPs, 504s, ILDPs, and registration; holds College and Career Readiness meetings, interventions and other activities, and reviews data for all students.
		Highly Effective: Seeks opportunities to be a student advocate in IEPs, 504s, ILDPs, and registration; involves parents in College and Career Readiness meetings, creates and implements interventions and other activities, reviews data and implements action plans for all students in Career Literacy.
1.3 Assumes leadership role(s) in advocating for equity and access for all students to curriculum, programs, services, and resources.		
Self	Eval	
		Not Effective: Knows school curriculum and programs.
		Emerging Effective: Provides students with information about academic curriculum and programs.
		Effective: Works in a leadership capacity to ensure all students access to academic curriculum and programs that promote success.
		Highly Effective: Shares expertise with other school personnel in advocating for equitable practices for every student and equitable access to a rigorous academic curriculum and program that creates opportunities and resources to be successful in school and life.

Overall Standard 1 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 1 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional Comments (Optional):

Standard 2: Collaborative Classroom Instruction and Instructional Skills		
<i>The professional school counselor delivers a developmental and sequential school counseling curriculum in harmony with content standards identified in the Utah Model for College and Career Readiness School Counseling Program. The curriculum is prioritized according to the results of the school Systemic Assessment process.</i>		
2.1 Plans curriculum based on the Systemic Assessment results, Student Outcomes Standards, and School Improvement plan.		
Self	Eval	
		Not Effective: Uses little data to plan curriculum and/or not involved in delivery of classroom presentations.
		Emerging Effective: Plans curriculum based on one of the following: Systemic Assessment results, Student Outcomes or other competencies, or the School Improvement Plan.
		Effective: Plans effective curriculum based on two of the following: Systemic Assessment results, Mindsets & Competencies, or the School Improvement Plan.
		Highly Effective: Plans effective curriculum based on Systemic Assessment results, Student Mindsets & Competencies Standards, and the School Improvement plan.
2.2 Manages the classroom effectively when implementing school counseling curriculum.		
Self	Eval	
		Not Effective: Is not aware or does not use strategies to improve learning and keep students on task when implementing school counseling curriculum.
		Emerging Effective: Uses a few strategies, with teacher assistance, to improve learning for students when implementing school counseling curriculum.
		Effective: Uses multiple behavioral strategies to improve learning and keep students on task when implementing school counseling curriculum.
		Highly Effective: Establishes expectations, routines and procedures, and utilizes multiple positive behavioral support strategies to maximize learning when implementing school counseling curriculum.
2.3 Uses appropriate selection of communication, and teaching techniques, including formative and summative assessment in order to engage all students.		
Self	Eval	
		Not Effective: Delivers some information on school counseling curriculum with little discussion or student involvement.
		Emerging Effective: Uses a lecture format to give students information, and conducts some discussion with the students.
		Effective: Demonstrates use of research based strategies to involve students and increase learning.
		Highly Effective: Demonstrates use of multiple research based strategies that have been proven effective at increasing student learning.
2.4 Conducts informational seminars for parents, guardians, and students to address the needs of the school community.		
Self	Eval	
		Not Effective: Only offers informational seminars if required by supervisor.
		Emerging Effective: Offers an informational seminar to stakeholders as needed and if requested.
		Effective: Offers and publicizes informational seminars to parents and students that are based on self-identified stakeholder needs.
		Highly Effective: Regularly offers publicized informational seminars to parents and students that are based on needs assessment data and evidence.

Overall Standard 2 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 2 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional comments (optional):

Standard 3: Plan for a College and Career Readiness Process		
<i>The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.</i>		
3.1 Facilitates a process of career exploration that may include planning, monitoring, and managing individual education and career plans.		
Self	Eval	
		Not Effective: Does little if any facilitation of career plans for students' plans.
		Emerging Effective: Facilitates career exploration and updates students' plans for college and career readiness.
		Effective: Facilitates career exploration and updates students' plans for college and career readiness, which reinforces the relationship between academic performance, postsecondary options, and the world of work.
		Highly Effective: Facilitates career exploration and continually updates students' plans for college and career readiness, which reinforces the relationship between academic performance, postsecondary options, and the world of work.
3.2 Assists in development of each student's academic achievement and career planning/ exploration by providing Career and Technical Education (CTE) Pathways resources and training to assist students in postsecondary and workforce options.		
Self	Eval	
		Not Effective: Provides students with limited information and activities, including CTE Pathways that will prepare them for academic achievement, post-high school education and career planning.
		Emerging Effective: Provides students with information and activities, including CTE Pathways that will prepare them for academic achievement, post high school education and career planning.
		Effective: Provides students with information, training, and ongoing activities, including CTE Pathways that will prepare them for academic achievement, post-high school education and appropriate career planning.
		Highly Effective: Researches and provides all students with current, accurate, and individualized information regarding post-secondary and workforce options using a variety of delivery methods, including CTE Pathways, that will prepare them for academic achievement, post-high school education and appropriate career planning.
3.3 Assists students and parents in understanding and utilizing assessment data and supports student to create a plan to meet goals, course planning, and student needs, as outlined in district or state guidelines.		
Self	Eval	
		Not Effective: Meets with students to provide course planning information and makes assessment data available with little to no interpretation.
		Emerging Effective: Meets with student to discuss student goal, outlines course planning, and makes assessment data available with minimal interpretation.
		Effective: Meets with students in individual or group settings, to identify student goals, and to provide the students with information that will help them make informed class choices. Makes assessment data available to parents / guardians, and students as an integral part of the Plan for College and Career Readiness process.
		Highly Effective: Meets with students in individual and group settings, to document student goals and needs and to present students with information that will help them make informed class choices. Connections to individual education and occupation goals are clearly articulated and assessment data are used as an integral part of the Plan for College and Career Readiness process.

Overall Standard 3 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 3 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional comments (optional):

Standard 4: Systemic Approach to Dropout Prevention with Social Emotional Supports		
<i>The professional school counselor provides services that address concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources.</i>		
4.1 Effectively counsels individual students and small groups of students with identified needs and concerns.		
Self	Eval	
		Not Effective: Uses few, if any, activities to address the immediate and ongoing needs of the students.
		Emerging Effective: Relies primarily on a crisis response format to engage students in small group activities or individual counseling.
		Effective: Uses school needs data to provide individual student and small group activities dealing with ongoing student issues.
		Highly Effective: Uses a programmatic system to collect data to identify student needs. Provides effective individual student and small group activities to deal with ongoing student issues.
4.2 Appropriately consults with parents, teachers, administrators, community resources, and other relevant stakeholders regarding student needs.		
Self	Eval	
		Not Effective: Has little communication with stakeholders.
		Emerging Effective: Communicates with parents and students on the needs of the individual student
		Effective: Collaborates with some stakeholders on the needs of the individual student.
		Highly Effective: Collaborates with all appropriate stakeholders on the needs of the individual student.
4.3 Collaborates a system of support for students, maintain a crisis prevention/youth protection response plan, and follows the response plan as needed.		
Self	Eval	
		Not Effective: Provides little leadership and understanding of crisis prevention and response and/or system of support for individual students.
		Emerging Effective: Is aware of some crisis prevention/ youth protection response protocols, and attempts to systematically respond to crisis when needed.
		Effective: Exhibits an awareness and understanding of the district and school crisis prevention/ response plan and semantically follows the plan.
		Highly Effective: Leads staff and stakeholder groups in developing, implementing and maintaining a crisis prevention/response plan providing, proper resources and training. As well as outlines a system of support for youth prevention.
4.4 Assists students in developing a plan for credit recovery or appropriate grade level interventions for student supports.		
Self	Eval	
		Not Effective: Completes credit recovery plans with little success and fails to provide students with appropriate grade level interventions.
		Emerging Effective: Develops plans for students to recover credit and/or provides opportunities for school-based interventions.
		Effective: Works with school support staff to assist students with credit recovery plans and/or provide students with school-based interventions to support academic achievement.
		Highly Effective: Applies research based best practice approaches, and collaborates with school support staff to assist students and their parents/ guardians in developing plans for student credit recovery and/or providing school based interventions.

Overall Standard 4 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 4 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional comments (optional):

Standard 5: Data Driven Accountability and Program Evaluation		
<i>The professional school counselor collects and analyzes data to guide program direction and emphasis.</i>		
5.1 Uses data to make decisions regarding School Counseling Program improvement and close student achievement gaps.		
Self	Eval	
		Not Effective: Uses minimal data in making decisions regarding counseling program improvement.
		Emerging Effective: Collects and analyzes data and consults with the counseling team to determine program effectiveness.
		Effective: Collects and analyzes multiple sources of data and consults with the counseling team and administration on implementing improvements to the school counseling program in coordination with the school improvement plan.
		Highly Effective: Collects and analyzes multiple sources of data and consults with advisory committee, administrators, and counseling team on implementing data driven improvements to the program in coordination to the school improvement plan.
5.2 Uses data to show the impact of the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for all students.		
Self	Eval	
		Not Effective: There is little or no evidence the school counselor uses data to show the impact of the counselor's role in the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for student populations.
		Emerging Effective: Uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for most student populations.
		Effective: Uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior and analyzes school counseling program assessments to guide future action and improve future results for some student populations.
		Highly Effective: Uses multiple source of data to show the impact of the counseling program and the counselor's contribution on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for students in the school and in the district.
5.3 Analyzes school and school counseling program data to provide equity in student supports throughout the school.		
Self	Eval	
		Not Effective: Uses data minimally to show a link between student outcomes and the counseling program.
		Emerging Effective: Uses a single source of data to link student outcomes to counseling program efforts.
		Effective: Utilizes multiple sources of data collection to link student outcomes to counseling program efforts.
		Highly Effective: Utilizes multiple sources of data collection to link student outcomes to equitable counseling program activities and shares these data with administration, advisory committee, stakeholders, and the community.

Overall Standard 5 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 5 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional comments (optional):

Standard 6: Program Management and System Support		
<i>The school counselor is involved in management activities that establish, maintain and enhance the total school counseling program.</i>		
6.1 Implements and evaluates a comprehensive school counseling program.		
Self	Eval	
		Not Effective: Has not implemented a comprehensive school counseling program, or has little evidence that such program is successful.
		Emerging Effective: Provides evidence that the comprehensive school counseling program is improving and under development.
		Effective: Completes a yearly program audit of the implemented comprehensive school counseling program and shares the results with stakeholders.
		Highly Effective: Completes a yearly program audit, reviews the results of the audit with the advisory committee and other stakeholders, and elicits and implements recommendations for changes in the following year.
6.2 Promotes the school counseling program's philosophy, priorities and practices to staff, parents, and community.		
Self	Eval	
		Not Effective: Does little to promote the school counseling program to stakeholders.
		Emerging Effective: Promotes the school counseling program to some stakeholders as needed.
		Effective: Promotes the school counseling program and all of its benefits and practices to all stakeholders.
		Highly Effective: Promotes the school counseling program to all stakeholders using a variety of methods and strategies.
6.3 Serves on both building-level and district level committees as appropriate.		
Self	Eval	
		Not Effective: Rarely participates in committees.
		Emerging Effective: Regularly attends committees when opportunities are presented.
		Effective: Consistently contributes and collaborates with building- and district-level committee members and seeks out opportunities to be involved.
		Highly Effective: Provides collaborative leadership in committees, is highly engaged in setting the direction of committee purposes and objectives, and consistently follows through on implementation of committee plans.

Overall Standard 6 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 6 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional comments (optional):

Standard 7: Professional and Ethical Behavior		
<i>The school counselor demonstrates the highest standard of legal, moral, and ethical conduct, as delineated in Utah State Board Rule R277-515</i>		
7.1 Knows and adheres to federal and state law, district policies, and professional standards.		
Self	Eval	
		Not Effective: Inconsistently follows federal and state law, district policy, and professional standards
		Emerging Effective: Follows federal and state law, district policy, and professional standards.
		Effective: Models consistent alignment of professional practices with federal and state law, district policy, and professional and ethical standards for school counselors.
		Highly Effective: Models consistent alignment of professional practices with federal and state law, district policy, and professional and ethical standards for school counselors and holds others to the same.
7.2 Maintains confidentiality as appropriate (including technology) in behalf of student needs and in accordance with FERPA and PPRA.		
Self	Eval	
		Not Effective: Does not demonstrate awareness of confidentiality standards and FERPA/PPRA or procedure in handling electronic information.
		Emerging Effective: Can explain confidentiality standards and FERPA/PPRA.
		Effective: Applies knowledge of confidentiality standards, FERPA/ PPRA, and recognizes the vulnerability of confidentiality in electronic communications and maintains confidentiality.
		Highly Effective: Models consistent application of confidentiality standards and adherence to FERPA/PPRA, and leads others to do in this practice. Also understands the vulnerability of confidentiality in electronic communications and addresses critical and sensitive information personally.
7.3 Promotes cultural diversity and inclusiveness in both school policy and interpersonal relationships.		
Self	Eval	
		Not Effective: Does little to apply actions for the inclusion of underserved and diverse populations.
		Emerging Effective: Believes in the need for cultural diversity and inclusiveness.
		Effective: Promotes the success of all students by promoting cultural diversity, equity, and inclusiveness in all situations.
		Highly Effective: Advocates for the success of all students by promoting cultural diversity, equity, and inclusiveness in school policy and shares data to challenge assumptions of academic stereotyping.
7.4 Systematically manages times to be available to students and parents in a professional manner.		
Self	Eval	
		Not Effective: Is not available in a timely manner most of the time.
		Emerging Effective: Provides options for school counselor contact regarding social, emotional, behavioral, and educational support.
		Effective: Provides options for school counselor contact regarding social, emotional, behavioral, and educational support and is professionally responsive in a timely manner to phone and e-mail contacts.
		Highly Effective: Provides multiple formal and informal options for school counselor contact regarding social, emotional, behavioral, and educational support, and communicates these options while responding in a timely manner to phone and e-mail contacts.
7.5 Participates in USBE supported school counseling educational professional development.		
Self	Eval	
		Not Effective: Provides little or no evidence of school counseling related professional development.
		Emerging Effective: Participates in school counseling related professional development activities.
		Effective: Participates in a variety of school counseling related professional development activities and applies knowledge and skills from the activities.
		Highly Effective: Participates in a variety of school counseling related professional development activities and adapts professional practice based on current evidence based research findings.

Overall Standard 7 Evidence Notes *(to be completed by the school counselor)*

Overall Standard 7 Effectiveness Rating *(to be completed by supervisor/evaluator)*

Not Effective

Emerging Effective

Effective

Highly Effective

Additional comments (optional):

To be completed by school counselor and supervisor/evaluator

Areas of Strength:

Professional Learning Goal(s):

School Counselor Signature: _____

Date: _____

Supervisor/Evaluator Signature: _____

Date: _____