School Counselor Evaluation Rubric
2025-2026 School Year

This rubric is for information purposes only.
All evaluation rubrics must be completed/submitted online at *http://www.standardsforsuccess.com*.

Domain 1: School Guidance Curriculum

1.1 Knowledge of Content

Ineffective	Minimally Effective	Effective	Highly Effective
Displays minimal knowledge of the Comprehensive Guidance Curriculum. Does not complete and deliver guidance orientations in the classroom. Does not complete and deliver post-secondary presentations in the classroom.	Displays general knowledge of Comprehensive Guidance Curriculum. Some but not all students receive presentations on guidance orientation, and post-secondary planning.	Counselor displays a solid understanding to coordinate and implement the Comprehensive Guidance Curriculum, including guidance orientation and post-secondary planning. Provides a comprehensive and balanced school counseling program in collaboration with school staff. Conducts classroom guidance lessons to ensure every student receives prevention education to address life choices in technical, career, and personal/social development.	Displays extensive knowledge and understanding of Comprehensive Guidance Counseling. Designs a program to meet the needs of the students and the school. Develops materials and instructional strategies to meet student needs and school goals. Takes a leadership role within the counseling department, school setting, and community.

1.2 Classroom Presentations

Ineffective	Minimally Effective	Effective	Highly Effective
Minimal contact with students and staff. Interaction between counselor and students is predominantly recitation style, with teacher mediating all questions and answers. Questions are virtually of poor quality. Ignores students' questions or interests.	Establishes visibility and interacts with student population prior to and following class periods in hallways and throughout the school. Establishes visibility and interacts with students in cafeteria/hall during break periods. Makes some attempt to engage students in a true discussion, with uneven results. Questions are a combination of low and high quality. Only some invite response. Attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Visits and interacts with students on a weekly basis (minimum) in all assigned program areas. Most of the counselor's questions are of high quality. Adequate time is available for students to think/respond. Successfully accommodates students' questions or interests. Counseling interaction represents true discussion, with counselor stepping, when appropriate, to the side.	Takes a leadership role within the counseling department, school setting, and community. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Seizes a major opportunity to enhance learning, building on a spontaneous event.

1.3 Curriculum Materials and Resources

Ineffective	Minimally Effective	Effective	Highly Effective
Counseling materials and resources are	Counseling materials and resources are	Counseling materials and resources are	Counseling materials and resources are

Counseling materials and resources are unsuitable to the goals or do not engage students mentally. Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. Adheres rigidly to an instructional plan, even when a change will clearly improve the lesson.	Counseling materials and resources are partially suitable to the goals or students' level of mental engagement is moderate. Some activities are appropriate to students and engage them mentally, but others do not. Attempts to adjust a lesson, with mixed results.	Counseling materials and resources are suitable to the goals and engage students mentally. Most activities are appropriate to students. Almost all students are cognitively engaged in them. Makes minor adjustments to lessons, and the adjustments occur smoothly. Promotes academic success for all students.	Counseling materials and resources are suitable to the goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. All students are cognitively engaged in activities and in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. Successfully makes a major adjustment to a lesson. Takes a leadership role in the development and implementation counseling program and services

Domain 2: Individual Planning

2.1 Monitors Student Progress

Ineffective	Minimally Effective	Effective	Highly Effective
Displays little understanding of the progress reporting procedure. Does not maintain accurate counseling files for each program area. Does not follow-up on student progress reports from teachers. When a student has difficulty learning, the counselor either gives up or blames the environment for the student's lack of success.	Maintains files on student progress with inconsistent follow-up with students. Assists some students with technical, career, and personal/social interventions. Accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Monitors and maintains files on all students including transcripts and career plans. Distributes accurate and effective material to support student progress and the individual planning efforts of students and their parents/guardians. Develops appropriate interventions to address identified needs of students and monitors their progress. Persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Collaborates with teachers, parent/guardians, sending schools and others to promote the success of all students. Develops materials and instructional strategies to meet student needs and school goals. Understands high school reform issues and works to close the achievement gap. Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school or community.

2.2 Post-secondary Planning

Ineffective	Minimally Effective	Effective	Highly Effective
Does not present post-secondary planning lessons in the classroom.	Knowledge of post-secondary planning is minimal as demonstrated through inability to respond to student questions. Presents post-secondary planning class lessons but with no follow-up with individual students.	Coordinates and conducts post-secondary planning discussions with groups of students. Demonstrates knowledge of post-secondary planning and is able to respond to students' questions. Distributes accurate and effective material to support the individual planning efforts of students and their parents/guardians.	Coordinates and conducts post-secondary planning discussions, including securing updated, pertinent information to give to students. Continues to upgrade post-secondary program. Facilitates the growth of student responsibility in following through with their post-secondary planning.

2.3 Career Planning

Ineffective	Minimally Effective	Effective	Highly Effective

Ineffective	Minimally Effective	Effective	Highly Effective
Does not present career planning lessons in the classroom.	Demonstrates minimal understanding of the career planning process and how it applies to individual students.	Exhibits effective classroom management skills. Follows well-organized career planning lessons. Assists students in exploring career information with various tools.	Demonstrates a strong understanding of the career planning process when working with students both individually and in groups. Applies career planning concepts when working collaboratively with teachers to improve student learning and/or behavior. Extends student understanding of career planning concepts by developing follow-up activities.

2.4 Graduation Audit

Ineffective	Minimally Effective	Effective	Highly Effective
Does not do graduation audits with students in their final year.	Has minimal involvement in the completion of graduation audits. Demonstrates minimal understanding of the graduation audit data and how it applies to student success.	Is active in ensuring that graduation audits are completed. Is involved in processes to make the graduation audit better for staff and students.	Collaborates with staff to ensure all staff to facilitate the completion of graduation audit data. Uses the graduation audit data in developing strategies to increase student success.

Domain 3: Responsive Services

3.1 Flexibility and Responsiveness

Ineffective	Minimally Effective	Effective	Highly Effective
Adheres rigidly to counseling techniques even when feedback indicates changes are necessary. Gives up or blames the student or the environment for student's lack of success.	Attempts to adjust counseling techniques with mixed results. Inconsistent in working with students to facilitate success. Has a limited repertoire of counseling strategies to use.	Makes effective adjustments to counseling. Possesses an adequate repertoire of counseling strategies. Consults appropriately with parents/guardians, teachers, administrators, and other relevant individuals. Implements an effective referral process with parents/guardians, teachers, administrators, and other relevant individuals.	Adapts counseling continually and spontaneously. Persists in seeking effective counseling approaches for students as individuals. Employs strategies for increasing student success. Maintains an extensive professional network for consulting.

3.2 Feedback to Students

Ineffective	Minimally Effective	Effective	Highly Effective
Feedback is not provided; is in disarray.	Feedback is of low quality, is rarely provided, and is only partially effective.	Feedback is of high quality, provided in a timely manner, and is effective.	Feedback is consistently high quality, timely with provisions for students' use, and

| | | | incorporates students' information and interpretation of their records. |

3.3 Student Interaction

Ineffective	Minimally Effective	Effective	Highly Effective
Interactions with students are characterized by conflict, sarcasm, or put-downs. Not alert to students' needs.	Interactions with students are generally polite and respectful. Attempts to serve students are inconsistent. Inconsistently seeks opportunities to consult with others.	Interactions with students demonstrate unconditional positive regard. Follows through with students referred by staff, peers, or others is immediate. Active in serving students, regularly seeking input from others, and opportunities to collaboratively resolve student concerns.	Interactions with students demonstrate genuine caring for one another as individuals and as participants. Sees students on a daily basis and follows up on previous contacts. Highly proactive in serving students, seeking out resources and consultation when necessary.

3.4 Crisis Intervention

Ineffective	Minimally Effective	Effective	Highly Effective
Not trained in crisis intervention. Does not respond to a crisis.	Trained in crisis intervention but does not take an active role on the crisis intervention Team. Appears to lack skill and confidence in responding to a crisis.	Keeps crisis intervention skills current through attendance at workshops. Actively involved with the Crisis Intervention Team. Responds effectively to a crisis.	Takes a leadership role on the crisis intervention team, bringing ideas and information to improve the intervention plan. Shows confidence and skill in responding to a crisis.

Domain 4: Systems Support

4.1 Service to District

Ineffective	Minimally Effective	Effective	Highly Effective
Excessive time is lost in non-counseling duties. Avoids involvement with school activities.	Time is lost in non-counseling duties. Participation in school events occurs only when requested.	Loss of time for non-counseling duties is minimal. Participates in school and/or district events and provides support and assistance for colleagues. Performs other duties and assignments as directed by administration (i.e. Perkins Grant, student clubs budget, scholarships, etc.)	Completes non-counseling tasks outside of times when students are in the building. Assumes a leadership role in school and/or district events and provides support and assistance for colleagues. Serves on district or building committees, subject area councils, community committees, and/or advisory councils.

4.2 Service to Profession

Ineffective	Minimally Effective	Effective	Highly Effective

Engages in no professional development. Makes no effort to share knowledge with others. Demonstrates little or no pride in his/her work. Seems to be motivated by a desire to complete a task rather than do high-quality work.	Participates in professional activities. Finds limited ways to contribute to the profession. Minimally accepts the responsibility to "do good work" and invests little energy in the quality of the work.	Seeks out professional development opportunities. Assists other educators actively. Insists on work of high quality and demonstrates pride in work.	Seeks a variety of professional development opportunities to keep self up-to-date on educational and social issues. Initiates activities that contribute to the profession. Takes obvious pride in work and initiatives improvements in it (e.g., revising work on one's own initiative, helping peers, and ensuring that high-quality work is displayed).

4.3 Service to School

Ineffective	Minimally Effective	Effective	Highly Effective
Cannot gauge his/her effectiveness. Misjudges success of instruction profoundly and has few suggestions for improvement. Contributes to school practices that result in some students being ill served and not able to succeed. Makes decisions based on self-serving interests.	Can generally gauge his/her effectiveness. Can make general suggestions for improving counseling. Contributes to school practices that result in most students being well-served and able to succeed. Decisions are based on limited professional considerations.	Makes accurate assessment of effectiveness. Works within the context of a particular team or department, through consultation, to ensure that all students receive a fair opportunity to succeed. Advocates for equity and access for every student. Actively seeks consultation with staff on student issues.	Makes thoughtful assessment of effectiveness, draws on extensive repertoire of skills, and offers specific suggestions for improvement. Makes a particular effort through consultation with staff, administration, and peers to help ensure that all students, particularly those traditionally underserved, are honored at school. Takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

4.4 Communication Skills

Ineffective	Minimally Effective	Effective	Highly Effective
Oral communication skills are unclear or rude, often met with confusion and/or misunderstandings. Written communication skills are weak and seldom utilized (memos and/or e-mails). Does not or inconsistently practice Board policies or statutory guidelines related to confidentiality and privacy of verbal, written, and electronic communication.	Oral communication skills are weak, with assumptions made that staff understands. Written communication is used inconsistently or not given to all parties needing to be informed. Learns laws, Board policy, and district practices regarding the confidentiality and privacy of verbal, written, and electronic communication.	Communication, both written and oral, is clear and provided in a timely manner to keep staff informed. Demonstrates the ability to determine when, where, and with whom it is legal and appropriate to share confidential information. Demonstrates positive interpersonal relationships with students, staff, and parents.	Oral/written communication skills are strong, and demonstrate effective active listening skills. Promotes confidentiality and encourages others to maintain professional ethics in regards to privacy. Interpersonal relationships with students, staff, and parents are strong with counselor demonstrating effective listening skills.

4.5 Relationships with Staff

Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with colleagues are negative or	Cordial relationships with colleagues are	Maintains an open mind and participates in	Maintains a collegial relationship with staff,

self-serving. Inconsistently treats others with respect, and does not show a commitment to resolving concerns/conflicts.	maintained. Attempts are made to resolve staff concerns/conflicts, but are not regularly met with success.	team or departmental decision-making. Demonstrates an understanding and appreciation of the contributions of people with diverse backgrounds, abilities, and work styles.	seeking first to understand and then be understood. Capitalizes on the unique contributions of others to effectively work on teams.

4.6 Information/Data Collection

Ineffective	Minimally Effective	Effective	Highly Effective
Makes decisions based on self-serving interests. Uses very few resources to develop appropriate curriculum.	Can cite general references for support and make suggestions. Decisions are based on limited though genuinely professional considerations. Uses some resources (professional literature and research) to develop appropriate curriculum.	Provides relevant information to administrators, teachers, parents/guardians, on issues related to student success. Provides support to increase the enrollment and retention of non-traditional students. Uses a variety of resources (professional literature and research) to develop appropriate curriculum.	Understands and uses data to establish goals and counseling activities to close the achievement gap. Implements a documented annual improvement process/system for best practice based on student data report. Collaborates with other professionals locally and throughout the state to conduct action research. Uses and shares with colleagues a variety of effective resources to develop appropriate curriculum.