**Framework: Hawaii Teacher Standards Board (HTSB)**

***Rubric for: School Counselors***

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| **HTSB School Counselor - Standard 1** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 1: Program organization and delivery** | The school counselor does not participate in the design, organization and/or delivery of a school counseling program. The school counselor demonstrates negative interpersonal relationships with students, staff and parents/guardians. | The school counselor participates in the design, organization and delivery of a school counseling program and uses some data to develop goals. The school counselor sometimes demonstrates positive interpersonal relationships with students, staff and parent/guardians. | The school counselor participates/leads the design, organization and delivery of  an appropriate school counseling program that uses available data that informs program goals. The school counselor  also demonstrates positive interpersonal relationships with students, staff and parent/guardians. | The school counselor effectively leads the design, organization and delivery of a school counseling program that is highly appropriate based on school data that informs program goals and has been developed by a team. The school counselor also demonstrates very positive interpersonal relationships with students, staff and parents/guardians. |
| ***Critical***  ***Attributes*** | *1.1: There is no program plan or the design does not meet the needs of the school.*  *1.2 The professional school counselor demonstrates negative interpersonal relationships with students.*  *1.3 The professional school counselor*  *demonstrates negative interpersonal relationships with educational staff.*  *1.4 The professional school counselor demonstrates negative interpersonal relationships with parents or guardians.* | *1.1: A program is designed that does not fully meet the needs of the school and the counselor participates as a member of the team. Some data is used to guide the development of the*  *program goals.*  *1.2: The professional school counselor Somewhat demonstrates positive interpersonal relationships with students.*  *1.3: The professional school counselor somewhat demonstrates positive interpersonal relationships with educational staff.*  *1.4: The professional school counselor somewhat demonstrates positive interpersonal relationships with parents or guardians.* | *1.1: A program is designed by a team with the counselor as an integral member or lead and the school counseling program meets the needs of the school based on available*  *data.*  *1.2: The professional school counselor demonstrates positive interpersonal relationships with students.*  *1.3: The professional school counselor demonstrates positive interpersonal relationships with educational staff.*  *1.4: The professional school counselor demonstrates positive interpersonal relationships with parents or guardians* | *1.1: A program is designed using school and other data resulting in a highly accurate analysis of needs of the school and the school counselor effectively leads the program team.*  *1.2: The professional school counselor*  *demonstrates very positive interpersonal relationships with students.*  *1.3: The professional school counselor demonstrates very positive interpersonal relationships with educational staff.*  *1.4: The professional school counselor demonstrates very positive interpersonal relationships with parents or guardians.* |
| ***Possible Examples of Evidence*** | • *Documentation of student, staff and parent/guardian feedback*  • *School counseling program action plan*  • *Data used to determine school needs and develop goals*  • *School counseling program assessment*  • *Minutes from meetings with school counseling advisory council* | | | |

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| **HTSB School Counselor - Standard 2** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 2: School guidance curriculum delivered to all students** | The school counselor is not able to implement a school guidance curriculum and is ineffective at instructional skills and planning of structured group sessions. | The school counselor implements a school guidance curriculum with assistance from peers and is somewhat effective at instructional skills and planning of structured group sessions. | The school counselor is effective in implementing a school guidance curriculum and uses effective instructional skills and planning of structured group sessions. | The school counselor is highly effective in implementing and leading the use of a school guidance curriculum and uses highly effective instructional skills and planning of structured group sessions. |
| ***Critical***  ***Attributes*** | *2.1: The professional school counselor does not teach school guidance units effectively.*  *2.2: The professional school counselor is ineffective at developing materials and instructional strategies to meet*  *student needs and school goals.*  *2.3: The professional school counselor is ineffective at collaborating with staff to ensure effective implementation of school guidance curriculum.* | *2.1: The professional school counselor is*  *somewhat effective at teaching school guidance units.*  *2.2: The professional school counselor \ develops somewhat effective materials and needs some assistance with the implementation of instructional strategies to meet student needs and school goals.*  *2.3: The professional school counselor is somewhat effective at collaborating with staff to ensure implementation*  *of the school guidance curriculum.* | *2.1: The professional school counselor is effective at teaching school guidance units.*  *2.2: The professional school counselor develops effective materials and effectively implements instructional strategies to meet student needs and school goals.*  *2.3: The professional school counselor is effective at collaborating with staff to ensure effective implementation of the school guidance curriculum.* | *2.1: The professional school counselor is highly effective at teaching school guidance units.*  *2.2: The professional school counselor*  *develops high effective materials and implements highly effective instructional strategies to meet student needs and school goals.*  *2.3: The professional school counselor is a leader and is highly effective at collaborating and consulting with*  *staff to ensure the effective implementation of the school guidance curriculum.* |
| ***Possible Examples of Evidence*** | • *Pre and Post tests and surveys*  • *Documentation of student and teacher feedback*  • *Minutes from meetings with school counseling and guidance advisory council*  • *Guidance lesson plans* | | | |

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| **HTSB School Counselor - Standard 3** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 3: Individual Student Planning** | The professional school counselor does not participate in student planning for any student. | The professional school counselor assists with implementing the individual planning component for selected students. | The professional school counselor implements the individual planning component by guiding most students and/or their parents and guardians through the  development of educational and career plans. | The professional school counselor effectively implements the individual planning component by leading all efforts to guide all students and their parents or guardians through the development of educational and career plans. |
| ***Critical***  ***Attributes*** | *3.1: The professional school counselor is ineffective at helping students establish goals and develop and use planning skills.*  *3.2: The professional school counselor is ineffective at interpreting assessment data.* | *3.1: The professional school counselor collaborates with some parents and guardians and helps some students establish goals and develop and use planning skills.*  *3.2: The professional school counselor*  *attempts to interpret assessment data and may present some kinds of data to stakeholders when asked.* | *3.1: The professional school counselor is effective in collaborating with parents and guardians and helps most students establish goals and develop and use planning skills.*  *3.2: The professional school counselor*  *demonstrates accurate and appropriate interpretation of data and presents relevant, unbiased information to stakeholders when needed.* | *3.1: The professional school counselor is highly effective in collaborating with parents or guardians and helps all students to establish goals and to develop and use planning skills.*  *3.2: The professional school counselor*  *consistently demonstrates accurate and appropriate interpretation of assessment data and regularly presents highly relevant, unbiased information to all stakeholders.* |
| ***Possible Examples of Evidence*** | • *Documentation of student, staff and parent/guardian feedback*  • *School counseling program action plan/curriculum*  • *Data used to determine school needs and develop goals*  • *School counseling program assessment*  • *Student educational and career plans* | | | |

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| **HTSB School Counselor - Standard 4** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 4: Responsive Services** | The professional school counselor provides responsive services to a few students and is not effective with individual and small-group counseling, consultation and referral skills. | The professional school counselor offers and provides responsive services to some students and is somewhat effective with individual and small-group counseling, consultation and referral skills. | The professional school counselor provides responsive services to most students through the use of effective individual and small-group counseling, consultation and referral skills. | The professional school counselor provides responsive services to all students through the use of highly effective individual and small- group counseling, consultation and referral skills. |
| ***Critical***  ***Attributes*** | *4.1: The professional school counselor is not effective at counseling individual students and small groups of students with identified needs and concerns.*  *4.2: The professional school counselor is not effective at consulting with parents or guardians, teachers, administrators and other relevant individuals.*  *4.3: The professional school counselor not effective at implementing a referral process with administrators, teachers and other school personnel.* | *4.1: The professional school counselor is somewhat effective at counseling individual students and small groups of students with identified needs and concerns.*  *4.2: The professional school counselor is*  *somewhat effective at consulting with parents or guardians, teachers, administrators and other relevant individuals.*  *4.3: The professional school counselor implements a somewhat effective referral process with administrators, teachers*  *and other school personnel.* | *4.1: The professional school counselor is effective at counseling individual students and small groups of students with identified needs and concerns.*  *4.2: The professional school counselor is effective at consulting with parents or guardians, teachers, administrators and other relevant individuals.*  *4.3: The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.* | *4.1: The professional school counselor is highly effective at counseling individual students and small groups of students with identified needs and concerns.*  *4.2: The professional school counselor is highly effective at consulting with parents or guardians, teachers, administrators and other relevant individuals.*  *4.3: The professional school counselor implements a highly effective referral process with administrators, teachers and other school personnel.* |
| ***Possible Examples of Evidence*** | • *Documentation of student, staff and parent/guardian feedback*  • *Pre and post test/rating scale data*  • *School counseling program action plan/curriculum*  • *Data used to determine school needs and develop goals*  • *School counseling program assessment*  • *Minutes from meetings with school counseling advisory council*  • *Referral forms with documentation of time lines and disposition* | | | |

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| **HTSB School Counselor - Standard 5** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 5: System Support** | The professional school counselor does not have effective school counseling program  management and does not integrate the program  to create an environment that promotes and supports student success. | The professional school counselor provides somewhat effective school counseling program management and minimally integrates the program to create an environment that promotes and supports student success. | The professional school counselor provides system support through effective school counseling program management by integrating the program to create an environment that promotes and supports student success. | The professional school counselor provides system support through highly effective school counseling program management by thoroughly integrating the program to create an environment that promotes and supports  student success. |
| ***Critical***  ***Attributes*** | *5.1: The professional school counselor does not have a school counseling program.*  *5.2: The professional school counselor does not*  *integrate the school counseling program with other school programs.*  *5.3: The professional school counselor does not have a calendar that identifies counseling activities and programs.* | *5.1: The professional school counselor implements a school counseling program with minimal collaboration with school staff.*  *5.2: The professional school counselor*  *minimally integrates the school counseling program with other school programs.*  *5.3: The professional school counselor develops an incomplete calendar that does not identify all the counseling activities and programs.* | *5.1: The professional school counselor effectively implements a comprehensive and balanced school counseling program in collaboration with school staff.*  *5.2: The professional school counselor*  *integrates the school counseling program with other school programs.*  *5.3: The professional school counselor develops and distributes a calendar which identifies counseling activities and programs.* | *5.1: The professional school counselor leads and is highly effective in implementing a comprehensive and balanced school counseling program based on highly effective collaboration with school staff.*  *5.2: The professional school counselor leads*  *the thorough integration of the school counseling program with other school programs.*  *5.3: The professional school counselor leads*  *the timely development and distribution of a calendar which identifies counseling activities and programs.* |
| ***Possible Examples of Evidence*** | • *Documentation of student, staff and parent/guardian feedback*  • *School counseling program framework with supporting activities*  • *Collaboration notes and feedback used to determine counseling programs and scheduling*  • *School counseling program assessment*  • *School Counseling Annual Calendar* | | | |

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| **HTSB School Counselor - Standard 6** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 6: School Counselor and Administrator Agreement** | The professional school counselor does not discuss or collaborate with the school administrator to create and implement the school counseling department management system and the program action plans. | The professional school counselor creates and implements a counseling department management system with minimal discussion with the school administrator. | The professional school counselor discusses the qualities of the school counseling department management system and the program action plans with the school administrator. | The professional school counselor leads the discussion and collaborates with the school administrator to create and implement a highly effective school counseling department management system and the program action plans. |
| ***Critical***  ***Attributes*** | *6.1: The professional school counselor does not have a school counseling department management system.*  *6.2: The professional school counselor does not*  *have an action plan.* | *6.1: The professional school counselor creates and implements the school counselor management system with minimal input from the other members of the counseling staff and/or school administrator.*  *6.2: The professional school counselor*  *shares minimal information on the anticipated program results when implementing the action plans for the school year.* | *6.1: The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and/or school administrator.*  *6.2: The professional school counselor*  *discusses and shares the anticipated program results when implementing the action plans for the school year.* | *6.1: The professional school counselor leads the counseling staff and/or school administrator in creating a consistent and high quality school counselor management system.*  *6.2: The professional school counselor leads*  *the discussion and presentation on the anticipated program results when implementing the action plans for the school year using data from the prior year to validate current year plans.* |
| ***Possible Examples of Evidence*** | • *Documentation of staff and administrator feedback*  • *School counseling program management system*  • *Program action plan*  • *Data used to determine school counseling management tasks*  • *School counseling program assessment*  • *Minutes from collaboration with team members used to create the school counseling management system.* | | | |

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| **HTSB School Counselor - Standard 7** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 7: The professional school counselor collects and analyzes data to guide program direction and emphasis.** | The professional school counselor does not collect or analyze data to guide program direction and emphasis. | The professional school counselor participates in and is somewhat effective in the collection and analysis of data to guide program direction and emphasis. | The professional school counselor is effective in collecting and analyzing data to guide program direction and emphasis. | The professional school counselor is highly effective and consistent in leading the collection and analysis of data to guide program direction and emphasis. |
| ***Critical***  ***Attributes*** | *7.1: The professional school counselor does not use school data to make decisions regarding student choice of classes and/or special programs.*  *7.2: The professional school counselor does not use data from the counseling program to make decisions regarding program revisions.*  *7.3: The professional school counselor does not*  *understand, nor uses data, to establish goals and activities to support academic achievement.* | *7.1: The professional school counselor sometimes uses school data to make decisions regarding student choice of classes and/or special programs.*  *7.2: The professional school counselor sometimes uses data from the counseling program to make decisions regarding program revisions.*  *7.3: The professional school counselor*  *sometimes understands and often uses data to establish goals and activities to support academic achievement.* | *7.1: The professional school counselor often uses school data to make decisions regarding student choice of classes and/or special programs.*  *7.2: The professional school counselor often uses data from the counseling program to make decisions regarding program revisions.*  *7.3: The professional school counselor often*  *understands and frequently uses data to establish goals and activities to support academic achievement.* | *7.1: The professional school counselor consistently uses school data to make decisions regarding student choice of classes and/or special programs.*  *7.2: The professional school counselor consistently uses data from the counseling program to make decisions regarding program revisions.*  *7.3: The professional school counselor*  *understands and consistently uses data to establish goals and activities to support academic achievement.* |
| ***Possible Examples of Evidence*** | • *Assessment reports*  • *Summary of analyzed data*  • *School counseling program action plan*  • *Data used to determine school needs and develop goals*  • *Documents showing activities that support student achievement*  • *Minutes from meetings with school counseling team, Principal, or teachers*  • *IEPs, 504 plans, Personal Transition Plans, Student plans* | | | |

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| **HTSB School Counselor - Standard 8** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.** | The professional school counselor does not monitor the students on a regular basis as they progress in school. | The professional school counselor participates in monitoring the students on a regular basis as they progress in school. | The professional school counselor frequently and effectively monitors the students on a regular basis as they progress in school. | The professional school counselor consistently and effectively leads the monitoring of the students on a regular basis as they progress in school. |
| ***Critical***  ***Attributes*** | *8.1: The professional school counselor is not accountable for monitoring students’ progress.*  *8.2: The professional school counselor does not implement monitoring systems appropriate to the individual school.*  *8.3: The professional school counselor does not develop appropriate interventions for students as needed nor monitors their progress.* | *8.1: The professional school counselor is Sometimes accountable for monitoring Some of the students’ progress.*  *8.2: The professional school counselor sometimes implements monitoring systems appropriate to the individual school.*  *8.3: The professional school counselor sometimes develops appropriate interventions for students as needed and sometimes monitors their progress.* | *8.1: The professional school counselor is consistently accountable for monitoring the students’ progress.*  *8.2: The professional school counselor frequently implements monitoring systems appropriate to the individual school.*  *8.3: The professional school counselor frequently develops appropriate interventions for student s as needed and frequently monitors their progress.* | *8.1: The professional school counselor consistently and effectively leads the accountability process in monitoring students’ progress.*  *8.2: The professional school counselor consistently and effectively leads and implements monitoring systems appropriate to the individual school.*  *8.3: The professional school counselor*  *consistently and effectively develops appropriate interventions for students as needed and consistently and effectively monitors their progress.* |
| ***Possible Examples of Evidence*** | • *Monitoring system report/action plan*  • *Results of monitoring system*  • *Documentation of student, staff and parent/guardian referral/ feedback*  • *School counseling program assessment*  • *Minutes from meetings with school counseling team, principal, or data teams*  • *Copies of emails to teachers, administrators, staff, students, or parents*  • *FBA/BSPs, Behavior charts, Behavior plans, Implementation plans, Score reports* | | | |

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| **HTSB School Counselor - Standard 9** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 9: The**  **professional school counselor develops a system for evaluating the results**  **of the counseling program.** | The professional school counselor has not developed a system for evaluating the results of the counseling program. | The professional school counselor participates in the development of a system for evaluating the results of the counseling program and shares some of that information with stakeholders. | The professional school counselor leads the development of a system for evaluating the results of the counseling program and shares that information with stakeholders. | The professional school counselor effectively leads the development of a system for evaluating the results of the counseling program and consistently and actively shares that information with stakeholders. |
| ***Critical***  ***Attributes*** | *9.1: The professional school counselor does not collect data nor analyze results attained from school counseling activities*  *9.2: The professional school counselor does not work with members of the counseling*  *team, if applicable, nor with the principal to clarify how programs are evaluated and how results are shared.*  *9.3: The professional school counselor does not*  *use program assessment to make changes as needed in the school counseling program and calendar for the following year*  *9.4: The professional school counselor does not share the results of the program assessment with stakeholders.* | *9.1: The professional school counselor collects some data and analyzes some of the results attained from school counseling activities.*  *9.2: The professional school counselor sometimes works with members of the counseling team, if applicable, and sometimes works with the principal to clarify how programs are evaluated and how results are shared.*  *9.3: The professional school counselor*  *sometimes uses program assessment to make changes as needed in the school counseling program and calendar for the following year.*  *9.4: The professional school counselor sometimes shares the results of the program assessment with stakeholders.* | *9.1: The professional school counselor often collects data and analyzes results attained from school counseling activities.*  *9.2: The professional school counselor often works with members of the counseling team, if applicable, and often works with the principal to clarify how programs are evaluated and how results are shared.*  *9.3: The professional school counselor*  *generally uses effective program assessment to make changes as needed in the school counseling program and calendar for the following year.*  *9.4: The professional school counselor generally shares the results of the program assessment with stakeholders.* | *9.1: The professional school counselor consistently and actively collects highly accurate data and effectively analyzes results attained from school counseling activities.*  *9.2: The professional school counselor consistently and actively works with and leads members of the counseling*  *team, if applicable, and consistently and \*  *actively works with the principal to clarify how programs are evaluated and how results are shared.*  *9.3: The professional school counselor is highly effectively at using appropriate program assessment to make changes as needed in the school counseling program and calendar for the following year.*  *9.4: The professional school counselor*  *consistently and actively shares the results of the program assessment with stakeholders.* |
| ***Possible Examples of Evidence*** | • *School Calendars*  • *Assessment reports*  • *Documentation of student, staff and parent/guardian feedback*  • *School counseling program action plan*  • *Data used to determine school needs and develop goals*  • *School counseling program assessment*  • *Minutes from meetings with school counseling team, Principal, or data teams*  • *Copies of emails to stakeholders* | | | |

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| **HTSB School Counselor - Standard 10** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 10: The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.** | The professional school counselor is not an advocate for students, and is not a leader, collaborator, nor a systems change agent | The professional school counselor sometimes is an advocate for students, and is also sometimes a leader, collaborator, and a systems change agent. | The professional school counselor is generally an advocate for students, and generally a leader, collaborator, and a systems change agent. | The professional school counselor is consistently an active advocate for students, and consistently is a leader, collaborator, and a systems change agent. |
| ***Critical***  ***Attributes*** | *10.1: The professional school counselor does not promote academic success of students*  *10.2: The professional school counselor does not promote equity and access for students*  *10.3: The professional school counselor does not take a leadership role within the school setting and/or community.*  *10.4: The professional school counselor does not understand reform issues and does not*  *work to close the achievement gap.*  *10.5: The professional school counselor does not Collaborate with teachers, parents and the community to promote academic success*  *of students.*  *10.6: The professional school counselor is not a member of effective teams and does not encourage collaboration among all school staff.*  *10.7: The professional school counselor does not use data to recommend systemic change*  *in policy and procedures that limit or inhibit academic achievement.* | *10.1: The professional school counselor sometimes promotes academic success of students.*  *10.2: The professional school counselor sometimes promotes equity and access for students*  *10.3: The professional school counselor*  *sometimes takes a leadership role within the school setting and/or community.*  *10.4: The professional school counselor somewhat understands reform issues and sometimes works to close the achievement gap.*  *10.5: The professional school counselor Sometimes collaborates with teachers, parents and the community to promote academic success of students.*  *10.6: The professional school counselor is sometimes a member of effective teams and sometimes encourages collaboration among all school staff.*  *10.7: The professional school counselor*  *sometimes uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.* | *10.1: The professional school counselor generally promotes academic success of students.*  *10.2: The professional school counselor generally promotes equity and access for students*  *10.3: The professional school counselor*  *generally takes a leadership role within the school setting and/or community.*  *10.4: The professional school counselor generally understands reform issues and works to close the achievement gap.*  *10.5: The professional school counselor generally collaborates with teachers, parents and the community to promote academic success of students.*  *10.6: The professional school counselor is a member of effective teams and generally encourages collaboration among all school staff.*  *10.7: The professional school counselor generally uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.* | *10.1: The professional school counselor consistently and actively promotes academic success of students.*  *10.2: The professional school counselor consistently and actively promotes equity and access for students*  *10.3: The professional school counselor*  *takes an active and effective leadership role within the school setting and/or community.*  *10.4: The professional school counselor thoroughly understands reform issues and actively leads to close the achievement gap.*  *10.5: The professional school counselor consistently and effectively collaborates with teachers, parents and the community to promote academic success of students.*  *10.6: The professional school counselor is an active member and/or leader of effective teams and actively encourages and leads collaboration among all school staff.*  *10.7: The professional school counselor*  *consistently and effectively uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.* |
| ***Possible Examples of Evidence*** | • *School Calendars*  • *Assessment reports*  • *Documentation of student, staff and parent/guardian feedback*  • *School counseling program action plan*  • *Data used to determine school needs and develop goals*  • *School counseling program assessment*  • *Minutes from meetings with school counseling team, Principal, or data teams*  • *Copies of emails to stakeholders* | | | |