

School Counselor Performance Evaluation Rubric (MSCA) (v.2020)

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Domain 1: DIRECT SERVICES TO STUDENTS - Curriculum (14.00%)

1.1 Effectively plans school counseling core curriculum consistent with identified student needs.

Ineffective

Competency not present.

Minimally Effective

Possesses basic understanding that a school counseling core curriculum exists but designs lessons that are unrelated to identified student needs.

Effective

Is knowledgeable about the school counseling core curriculum and designs lessons that address identified student needs.

Highly Effective

Actively assists in planning the school counseling core curriculum, which addresses identified student needs and is regularly updated.

1.2 Uses effective instructional techniques.

Ineffective

Competency not present.

Minimally Effective

Uses a lesson plan with minimal evidence of student learning. Unable to establish and maintain a positive learning environment.

Effective

Delivers lesson plans that are effective and engage students in learning.

Highly Effective

Consistently uses a variety of instructional strategies that consider diverse student needs and learning differences while engaging all students.

1.3 Uses data to demonstrate the effectiveness of the school counseling core curriculum.

Ineffective

Competency not present.

Minimally Effective

Rarely collects and uses data to demonstrate the effectiveness of the school counseling core curriculum.

Effective

Periodically collects and uses data to demonstrate the effectiveness of the school counseling core curriculum.

Highly Effective

Frequently collects and uses data to demonstrate the effectiveness of the school counseling core curriculum.

Domain 2: DIRECT SERVICES TO STUDENTS - ISP (20.00%)

2.1 Plans and conducts student meetings using educational and career activities consistent with identified student needs.

Ineffective

Competency not present.

Minimally Effective

Follows a prepared format without consideration of individual student characteristics/needs.

Effective

Follows a prepared format in ISP meetings with accurate information that is clear, unbiased with consideration of individual student characteristics/needs.

Highly Effective

Pre-plans and facilitates the ISP meeting with accurate information that is clear, unbiased, and with consideration of individual student characteristics/needs.

2.2 Involves students/parents in personalized educational and career planning.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Presents information to student/parent(s), but does not integrate it with the individual student plan.	Uses educational and career information with student/parent(s) and integrates it with the individual student plan.	Uses educational and career information with student/parental input that integrates with the individual student plan.

2.3 Provides accurate and appropriate test interpretation.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Can identify high and low scores but cannot relate that information to students in a useful way.	Understands and interprets assessment results and communicates them accurately to students for planning purposes.	Is knowledgeable about each test used and can accurately interpret results. Demonstrates to the student how the information can be helpful in educational and career planning.

2.4 Uses data to demonstrate that individual student planning interventions are effective.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Rarely collects data to influence planning and interventions which promote student success.	Regularly attempts to collect data to influence planning and interventions which promote student success.	Frequently collects and uses data to influence planning and interventions which promote student success.

Domain 3: DIRECT SERVICES TO STUDENTS - Responsive Services (14.00%)

3.1 Demonstrates positive interpersonal relationships with students.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Does not relate well with all students. Has difficulty establishing a professional and appropriate counseling relationship.	Develops relationships that are professional, warm and appropriate with all students.	Develops relationships that are professional, warm, and appropriate with all students. Uses strong interpersonal skills to encourage student contact.

3.2 Provides accurate identification of issues and develops appropriate actions, using listening and responding skills effectively.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Is able to identify student issues but does not develop appropriate actions.	Accurately identifies student issues and develops appropriate actions.	Accurately identifies student issues and develops appropriate actions.

Competency not present.

Lacks depth or understanding of main issues and is rarely able to develop appropriate action plans.

Accurately identifies main issues and helps students develop appropriate action plans.

Accurately identifies issues, causes, and dynamics underlying student behavior in order to support students in making appropriate action plans.

3.3 Uses listening and responding skills when counseling and advising.

Ineffective

Competency not present.

Minimally Effective

Rarely uses effective listening and responding skills when counseling and advising.

Effective

Often uses effective listening and responding skills when counseling and advising.

Highly Effective

Always uses effective listening and responding skills when counseling and advising.

3.4 Uses small group leadership skills to address student needs.

Ineffective

Competency not present.

Minimally Effective

Rarely uses small group process to address student needs.

Effective

Often uses small group process to address student needs.

Highly Effective

Frequently uses small group process to address student needs.

3.5 Uses data to demonstrate that counselor responsive service interventions are effective in promoting student success.

Ineffective

Competency not present.

Minimally Effective

Rarely collects and uses data to demonstrate that counselor responsive services affect student success.

Effective

Periodically collects and uses data to demonstrate that counselor responsive services affect student success.

Highly Effective

Frequently collects and uses data to demonstrate that counselor responsive services affect student success.

Domain 4: INDIRECT SERVICES FOR STUDENTS - Referrals, Consultation, and Collaboration (14.00%)

4.1 Understands legal and ethical issues as related to appropriately referring students.

Ineffective

Competency not present.

Minimally Effective

Is unfamiliar with ethical and legal guidelines. Exceeds professional limits and reluctantly uses referral sources.

Effective

Is familiar with and follows professional ethical and legal guidelines. Is aware of professional limits and knows how to make appropriate referrals.

Highly Effective

Is familiar with and follows professional ethical and legal guidelines, is aware of professional limits, knows how to make appropriate referrals, and continues to develop knowledge of current referral sources.

4.2 Communicates effectively and demonstrates positive interpersonal relationships with all stakeholders.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Shows minimal effort in consulting and collaborating with stakeholders and struggles to establish positive working relationships.	Consults and collaborates with all stakeholders as requested in a professional, appropriate, and timely manner.	Frequently and pro-actively consults and collaborates with stakeholders as necessary in a professional, appropriate, and timely manner.

4.3 Communicates effectively with diverse populations.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Has limited understanding of how diversity impacts communications and avoids involvement in issues of diversity.	Understands and accepts the diverse backgrounds of others and how diversity impacts communication. Regularly engages in issues of diversity.	Applies skills that promote inclusiveness and attempts to close achievement and/or opportunity gaps.

Domain 5: PROGRAM PLANNING AND SCHOOL SUPPORT (14.00%)

5.1 Manages time to assure delivery of a comprehensive and balanced school counseling program that is consistent with building and district goals.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Has difficulty managing multiple tasks in a timely manner. Does not seek assistance when needed.	Manages time and multiple tasks effectively. Asks for assistance when needed.	Adjusts easily to managing multiple tasks. Delegates specific tasks when appropriate.

5.2 Implements a plan for continuous professional development.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Reads materials that are required and meets the minimum hours required for professional development.	Initiates professional development by reading three or more professional articles and participating in at least two counseling-related professional development activities during the year to improve skills.	Belongs to professional associations, reads numerous articles or books (more than three) about the profession, and participates in more than two professional development activities during the year to improve skills.

5.3 Uses results data (student achievement, attendance and behavior) for program accountability and closing the gap.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Rarely monitors data that indicate student	Regularly identifies data that indicate	Frequently identifies and presents to

	achievement trends. Rarely uses data in program modification. Does not monitor data over time.	student achievement trends. Uses data to make program changes. Occasionally monitors data over time.	stakeholders data that indicate student achievement trends. Uses data to make program changes or changes in student interventions. Monitors data over time.
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5.4 Is actively involved in school improvement initiatives, supports other school programs, and accepts fair share responsibilities.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Has limited involvement in school improvement initiatives or support for other school programs. Rarely attends after school activities.	Is aware of important school improvement initiatives, participating on committees when asked. Occasionally attends after school activities.	Actively participates on committees and initiatives that facilitate school improvement. Frequently attends after school activities.

Domain 6: PROFESSIONALISM (24.00%)

6.1 Seeks consultation and supervision for continuous professional growth.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Occasionally asks questions of a basic nature.	Periodically consults with other professionals. Asks questions about procedures. Upon suggestion may observe others as a model to gain new ideas.	Frequently contacts other professionals seeking suggestions and feedback for continuous growth.

6.2 Maintains professional and responsible work habits.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	May not maintain a reliable and consistent work schedule. Inconsistent professional attire and demeanor.	Maintains a reliable and consistent work schedule to accomplish necessary tasks. Consistently displays professional demeanor and attire.	Maintains a reliable and consistent work schedule in order to accomplish tasks, often arriving early and/or staying late. Consistently displays professional demeanor and attire.

6.3 Demonstrates initiative within the department.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Is rarely willing to take the lead in projects or tasks. When the lead is taken, cannot plan events without direct supervision. Is inconsistent in establishing objectives and/or	Periodically takes the lead in assigned projects or tasks. Can establish workable objectives and procedures for tasks which are well-defined and which have set goals.	Frequently takes the lead in projects or tasks which are assigned or self-initiated. Establishes clear goals, objectives, and procedures where needed and can

	procedures to reach an established goal		communicate those expectations effectively to all.
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6.4 Practices according to the ethical and professional standards and legal guidelines.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Is unfamiliar with current ethical and legal guidelines.	Understands the legal and ethical constraints in delivering the school counseling program and periodically consults with other professionals in decision-making.	Understands the legal and ethical constraints in delivering the school counseling program and frequently applies those principles and consults with other professionals in decision making.

6.5 Uses written communication that is clear, grammatically correct, and well organized.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Uses written communication that includes most important points but needs more clarity and organization. Contains grammatical errors.	Uses written communication that clearly explains its purpose, is instructive to its audience, and is error-free.	Uses written communication that is clear, instructive, accurate, and error-free. It maintains a warm but professional style.

6.6 Operates within established procedures, policies, and priorities.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Is minimally aware of established procedures, policies, and priorities.	Follows established procedures, policies, and priorities; consults when clarification is needed.	Follows policies and procedures and skillfully applies policies with judgement and compassion.

6.7 Uses technology to enhance program delivery.

Ineffective	Minimally Effective	Effective	Highly Effective
Competency not present.	Has limited use of basic technology tools.	Demonstrates fundamental use of technology to communicate, present, and disseminate data/information.	Uses many available forms of technology for the enhancement of the school counseling program and encourages student use of technology in informed decision-making.