LOUISIANA COUNSELING

Performance Evaluation Rubric

Guided by the input of practitioners from around the state and the framework provided by the Louisiana School Counseling Model, LDOE has identified four key components of school counseling upon which school counselors may be evaluated. The following tool provides a narrative description, key characteristics, and possible examples of each component. The four components are:

**Individual Student Planning:** The school counselor coordinates activities related to students' individual plans for academic, personal/social, and career goals.

**System Support:** The school counselor engages in broader school improvement efforts and engages with external resources to ensure that the school has access to the most current trends and resources in counseling.

**Responsive Services:** The school counselor responds to urgent needs and enables others in the school community to respond efficiently and effectively to changing student needs.

**School Counseling Curriculum:** The counselor proactively plans a curriculum of activities aligned with data and school-specific needs.

Each of these components should be rated ineffective, effective: emerging, effective: proficient, or highly effective and weighted equally to determine a Professional Practices Rating based upon observations and a collection of evidence from the school counselor's work.

| **Component 1:** Individual Student Planning |
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The individual student planning component consists of school counselors coordinating ongoing activities designed to help individual students establish personal goals and develop future plans. The school counselor coordinates activities that help all students plan, monitor and manage their own learning, as well as set, evaluate, and attain goals in the areas of academic, career and personal/social development. The school counselor helps students make the transition from school to school, school to work, or school to higher education or career and technical training. These activities are generally delivered on an individual basis or by working with individuals in small groups or advisement groups. Parents or guardians and other school personnel are often included in these activities. Systematic delivery of individual planning for every student includes a documented strategy for student success. Individual planning with students is implemented through such strategies as:

**Individual or small-group appraisal:** The school counselor works with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. In high school, the school counselor should meet with students yearly to develop and revise students' academic plans.

**Individual or small-group advisement:** The school counselor advises students using personal/social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.

| **Examples of Individual Student Planning** | |
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| Test score review, interpretation and analysis | Individual Graduation Plans |
| Promotion and retention information | Social Skills |
| Career decision-making | Test-taking strategies |
| Yearly course selection | College selection |
| Financial aid | Job Shadowing |
| Interest inventories | Senior planning appointments |
| Senior exit interviews and surveys | Review of behavior plans |

| Component 1: Individual Student Planning | | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Critical Attributes** | • The school counselor has no approach to individual planning, or has one that only reaches some of the students or does not use data and assessments when planning for individual students<br>• The school counselor does not distribute accurate, current, appropriate and effective information to support the individual planning efforts of students and their parents.<br>• The school counselor provides no goal setting activities. | • The school counselor creates plans with students, but may not consistently leverage school and student-level data to accurately tailor plans to student needs.<br>• The school counselor distributes minimal information to support the individual planning efforts of students and their parents.<br>• The school counselor creates clear goals with students but may not always include concrete next steps to develop planning sills and revisit goals. | • The school counselor uses school and student-level data to identify needs and helps students plan for their future in academics, career choice and personal/social development.<br>• The school counselor provides accurate and timely information to parents and stakeholders about options for students.<br>• Individual student plans include specific actions and next steps for the student to move toward goals and develop planning skills. | • The school counselor uses school and student-level data to accurately identify needs and creates differentiated plans with students that maximize opportunities available to them.<br>• The school counselor consistently seeks out additional information and resources to share with stakeholders in order to keep them engaged in and informed about all options regarding students' individual planning.<br>• The school counselor uses written action plans as guides for students to plan and revisit goals; counselor implements follow-up activities. |

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| **Component 1:** Individual Student Planning | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Possible Examples** | • Provides no evidence of individual student planning.<br>• A secondary school counselor does not meet with all students to update IGPs.<br>• Offers few or no career activities.<br>• Has brochures and printed materials from prior years available in his or her office, but offers little or no availability and /or delivery of financial aid information.<br>• Does not interpret and/or share assessment results. | • The elementary counselor spends 1% - 4%, middle school counselor spends 5%-14%, and the high school counselor 10% - 24% of time providing individual student planning.<br>• Meets with all secondary students to update IGPs and sends a letter to parents requesting their signatures.<br>• Allows students to research careers in computer lab and provides list of suggested websites.<br>• Compiles a printed packet of financial aid information and guidance to send home with students.<br>• Assures all state test data is recorded and available. | • The elementary counselor spends 5 - 7%, middle school counselor spends 15 - 20%, and the high school counselor 25 - 30% of time providing individual student planning.<br>• Uses multiple outlets to schedule meetings with parents and secondary students to update IGPs. Multiple efforts are made to contact unresponsive parents.<br>• Invites presenters from local businesses to a career fair in which students learn about local economy and requirements for careers.<br>• Offers workshops for parents and students walking them through the process of financial aid applications.<br>• Compiles, analyzes, and creates a report for stakeholders on the results of state testing. | • The elementary counselor spends 5 - 10%, middle school counselor spends 15- 25%, and the high school counselor 25 - 35% of time providing individual student planning.<br>• Exhausts all options for not only obtaining parent signatures for the IGP, but actively involving parents and influencers in the IGP process.<br>• Regularly recruits community participation in career education and arranges for field trips, apprenticeships, and mentoring opportunities.<br>• Recruits participants and offers several sessions and locations for workshops on financial aid and provides opportunities for individual counseling for families unable to attend.<br>• Draws data from a variety of assessments on a student and uses these results to advocate for and empower individual students and families. |

| **Component 2:** System Support |
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System Support consists of management activities that establish, maintain and enhance the total school counseling program. School counselors tailor the school counseling program to the unique context and needs of the school. In order to do so, counselors remain engaged in the most current developments in their field, team with others at the school and district levels to better identify and address contextual needs, and remain actively engaged as a professional in the school community. Specifically, school counselors use their leadership and advocacy skills to promote whole school improvement by contributing in the following areas:

**Professional Development:** School counselors are involved regularly in updating and sharing their professional knowledge and skills through in-service training, professional association membership, and/or post-graduate education. In these contexts, counselors both receive and provide development and are encouraged to contribute to professional and public discourse and remain competent in their constantly evolving field of work.

**Consultation, Collaboration and Teaming:** Through consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system. Counselors must consult with teachers, staff members and parents or guardians regularly in order to provide information, to support the school community and to receive feedback on the emerging needs of students. School counselors network with other stakeholders to identify student needs and design programs and activities to address them. Counselors should also serve actively in and communicate with the community through presentations, memberships, and meetings to ensure that all community resources are available to students and that the community is aware of the needs of the school and able to contribute. School counselors are also encouraged to participate and represent the needs of the school on district/state/national committees.

**Program Management and Operations:** This includes the planning and management tasks needed to support activities conducted in the school counseling program as well as responsibilities that need to be fulfilled as a member of the school staff. These include budget, facilities, policies and procedures, research and resource development. Counselors analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps that exist between different groups of students that need to be addressed. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive an optimal education. As team members within the educational system, school counselors perform fair share responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site.

| Component 2: System Support | | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Critical Attributes** | • The school counselor has created minimal or no support services.<br>• The school counselor does not provide professional development to staff regarding the school counseling program.<br>• The school counselor does not participate in professional development activities.<br>• The school counselor does not serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils.<br>• The school counselor does not use data to advocate for systematic change to reduce barriers to student learning. | • The school counselor has created support services but may not incorporate feedback from administrators.<br>• The school counselor offers generic professional development to staff regarding the school counseling program as requested by the administration.<br>• The school counselor participates in required professional development activities.<br>• The school counselor occasionally serves or takes a passive role on departmental curriculum committees, district-level subject councils, community committees or advisory councils.<br>• The school counselor attempts to use data to advocate for systematic change to reduce barriers to student learning. | • The school counselor has created support services collaboratively with administrators.<br>• The school counselor provides relevant professional development to staff regarding the school counseling program.<br>• The school counselor seeks out professional development opportunities that address the needs of the school.<br>• The school counselor serves on departmental curriculum committees, district-level subject councils, community committees or advisory councils.<br>• The school counselor uses data to advocate for systematic change to reduce barriers to student learning. | • The school counselor collaborates with all stakeholders to create support systems.<br>• The school counselor collaborates with staff to identify needs and provide targeted on-going professional development.<br>• The school counselor demonstrates wise discretion in seeking the most relevant professional development opportunities for the needs of the school or his or her unique professional growth plans.<br>• The school counselor takes an active leadership role (not the chairperson) on departmental curriculum committees, district-level subject councils, community committees or advisory councils and state-level focus groups by providing vital information and feedback to committee members.<br>• The school counselor uses and analyzes multiple data sources and collaborates with stakeholders to advocate for systematic change to reduce barriers to student learning. |

| Component 2: System Support | | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Possible Examples** | • Does not attend system support team meetings.<br>• Does not hold membership in any professional organizations.<br>• Does not keep up with professional literature.<br>• Does not attend professional conferences.<br>• Does not provide professional development.<br>• Is unaware of community resources. | • Punctually attends RTI meetings but only occasionally contributes meaningfully.<br>• Accepts invitations to participate but does not seek out involvement in professional organizations.<br>• The counselor may occasionally scan a professional magazine or journal that is delivered to the school.<br>• Does not attend professional conferences annually.<br>• Redelivers staff development presentation on bullying prevention because of personal interest.<br>• Maintains a list of community resources that is available to students and parent visitors. | • Serves as student advocate and member of system support teams such as Advisory Council, SBLC, RTI, SIP, IEP, IAP, etc.<br>• Belongs to professional organizations such as LCA, ACA, LSCA, ASCA, College Board, NACAC, etc.<br>• Reads professional literature regularly.<br>• Annually attends LCA, ASCA, College and Career Readiness, AP or other conference.<br>• Provides staff development on bullying because needs assessment revealed an increase in reported bullying by 45% over last semester.<br>• Invites community agencies to present at PTA meetings and school functions. | • Participates in and presents at professional development, stakeholder meetings/activities and team building activities.<br>• Holds leadership position in professional organizations such as LCA, ACA, LSCA, ASCA, College Board, NA-CAC, etc.<br>• Utilizes research based findings and current trends in developing school counseling programs and shares with stakeholders.<br>• Presents or volunteers at LCA, ASCA, College and Career Readiness, AP or other conferences.<br>• Identifies need for bullying prevention through needs assessment, collects further data to determine its context in the school, researches and provides differentiated professional development for teachers and workshops for parents.<br>• Collaborates with agencies in the community to create joint events that serve the school and broader community. |

| **Component 3:** Responsive Services |
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The Responsive Services component of the school counseling program consists of activities to meet students' immediate needs and concerns. These needs or concerns may stem from a change in circumstances or life crisis and require counseling, consultation, referral and/or peer facilitation. This component is available to all students and is often student-initiated through self-referral. However, teachers, parents or guardians or others may also refer students for assistance and should clearly understand and feel comfortable engaging in an open referral process. Although the school counselor has special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation. The school counselor offers a range of services along the continuum from early intervention to crisis response to meet students' needs. The school counselor consults with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. These plans may involve a wide variety of strategies but must all be specific and aligned to a clear objective for the student.

**These strategies include:**

- **Consultation:** Counselors serve as student advocates by consulting with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families.
- **Individual and small-group counseling:** Individual and small-group counseling helps students identify problems, causes, alternatives and possible consequences as they confront challenges in relationships. Such counseling is normally short-term in nature. When longer-term or professional therapeutic services are necessary, the counselor makes appropriate referrals.
- **Crisis counseling:** Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors can provide a leadership role in the district's crisis intervention team process.
- **Referrals:** Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.
- **Peer facilitation:** Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other.

| Component 3: Responsive Services | | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Critical Attributes** | • The school counselor provides little individual and small group counseling.<br>• The school counselor provides little opportunity for consultation with parents or guardians, teachers, administrators and other relevant individuals.<br>• There is no referral process in place.<br>• Students and faculty are unaware of procedures for initiating responsive services or no such procedures are in place. | • The school counselor provides some access for students to receive individual and small group counseling services and is able to respond in high priority scenarios.<br>• The school counselor provides some opportunity for consultation with parents or guardians, teachers, administrators and other relevant individuals but may do so irregularly or only in severe situations.<br>• The school counselor has a referral process in place that functions adequately but may not always be clear or efficient for all involved.<br>• There are written procedures in place for self and peer and staff-initiated responsive services. | • The school counselor counsels individual students and small groups of students with identified needs and concerns.<br>• The school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.<br>• The school counselor develops and communicates an efficient referral process and implements it effectively with administrators, teachers and other school personnel.<br>• Students and faculty are aware of procedures to initiate responsive services for themselves or other students. | • The school counselor has a well-developed and systematic plan for addressing individual and small group counseling such that all students have ready access.<br>• The school counselor regularly involves relevant stakeholders in the development of counseling plans for individual students.<br>• The counselor's referral process empowers of all stake-holders to respond effectively to student needs, and the school counselor takes responsibility for informing and engaging all required personnel.<br>• All stakeholders are informed annually and actively engaged in the process of initiating any level of responsive services. |

| Component 3: Responsive Services | | | | |
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| **Possible Examples** | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| | • Maintains little/no organized documentation of individual counseling (log, referral procedures, resource directory).<br>• May rely primarily on students to seek out counseling or self-identify needs. | • Documents and files counseling referrals and able to verify that counseling occurred.<br>• Establishes a responsive services program robust enough to react appropriately and connects students with services. | • Counselor keeps robust notes on all referrals and uses information collected to anticipate needs, shape school counseling program, and track data on successful interventions.<br>• Establishes responsive services program that catches early signs of abuse and/ or neglect and connects student with appropriate services. | • Maintains notes, analyzes information, and collects data from all referrals and consistently provides high-quality follow-up services.<br>• Establishes responsive services program that identifies early warning signs of a wide array of student issues and assures that all school personnel are aware of signs as well as procedures for getting services. |

| Component 4: School Counseling Curriculum |
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The school counseling curriculum component consists of a data-driven written instructional program that is comprehensive in scope, preventative, proactive, and developmental in design. The curriculum is coordinated by school counselors and delivered, as appropriate, by school counselors and other educators. School counseling curriculum is designed to facilitate the systematic delivery of lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. The school counseling curriculum promotes knowledge, attitudes and skills through instruction in three domains: academic achievement, career development and personal/social growth. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum. The elements of a strong school counseling curriculum are:

**Classroom Instruction:** The counselor provides systematic instruction in the data-driven school counseling curriculum.

**Interdisciplinary Curriculum Development:** The school counselor collaborates with other educators to deliver elements of the curriculum through infusion in other classroom disciplines.

**Group Activities:** The school counselor conducts planned small group activities outside the classroom to respond to students' identified needs or interests.

**Parent Workshops and Instruction:** The school counselor plans and delivers workshops and information sessions aligned with the school counseling curriculum for parents and guardians.

| Component 4: School Counseling Curriculum | | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Critical Attributes** | • There is little evidence of a school counseling curriculum.<br>• Few students receive the content of the school counseling curriculum to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.<br>• There is no evidence of school counseling curriculum effectiveness.<br>• Few materials, equipment and facilities are available to support the program delivery.<br>• The counselor does not develop classroom school counseling curriculum activities. | • School counseling curriculum is based on the needs of the local site but may not address all three domains comprehensively.<br>• Many students receive the content of the school counseling curriculum to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.<br>• Success of curriculum is measured, but measures of success may not systematically drive adjustments and evaluations on a regular basis.<br>• Materials, equipment and facilities are available to support the program delivery.<br>• The school counseling curriculum has been presented to administration. | • School counseling curriculum for all three domains has been written and adopted based on local site needs.<br>• All students have opportunities to engage with the school counseling curriculum to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.<br>• Curriculum success is regularly measured through tests, product creations, etc., and effectiveness of the curriculum is evaluated annually.<br>• Materials, equipment and facilities are available to sup- port the program delivery.<br>• The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council. | • School counseling curriculum has been written with local site needs and priorities of all three domains well-represented.<br>• The school counselor assures that all students receive critical elements of school counseling curriculum to support their acquisition of the knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.<br>• Counselor thoughtfully analyzes and adjusts the curriculum based upon measures of success regularly throughout the year.<br>• Materials and equipment are current and technology is utilized regularly.<br>• The school counseling curriculum has been developed in conjunction with and/or based upon feedback from administration, counselors, and the advisory council. |

| **Component 4:** School Counseling Curriculum | | | | |
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| | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** |
| **Possible Examples** | • Does not collaborate with social studies teachers to enhance the social studies curriculum.<br>• Has no lesson or action plans.<br>• Does not conduct any classroom activities<br>• No evidence of parent communication exists.<br>• Presents the school counseling curriculum as needed or requested. | • Provides the social studies teacher with websites on local job markets when the teacher asks for resources for her upcoming unit on capitalism.<br>• Has some lesson or action plans on file and develops monthly calendars.<br>• Visits classrooms primarily for required activities (i.e. scheduling).<br>• Sends a letter home to parents about how to interpret test results.<br>• Presents data-driven proactive school counseling curriculum within these percentages of time: elementary: 1 - 34%; middle: 1 - 24%; high school: 1 - 14%. | • Plans a lesson within the social studies unit on capitalism in which the counselor teaches a lesson on how the economic principles they're learning about impact the career opportunities in the local area.<br>• Maintains lesson and action plans and delivery schedule which is publicized to all teachers and administrators.<br>• Regularly in classrooms for instructional purposes.<br>• Delivers a well-received parent workshop on Open House night about interpreting test results.<br>• Systematically presents data driven proactive school counseling curriculum classroom lessons as recommended: elementary: 35 - 45%, middle school: 25 - 35%; high school: 15 - 25%. | • Collaborates with the social studies teacher to plan a unit on capitalism and connects students with local entrepreneurs for job shadowing projects.<br>• Writes exemplary data- driven units and lessons with accompanying action plans and results reports.<br>• Maintains a public calendar of planned curriculum activities and consistently seeks opportunities to further incorporate the school counseling curriculum and support instruction in various settings.<br>• Prior to the release of state test results, plans and implements several sessions on and off-site on interpreting the results, and makes recording available online for parents unable to attend.<br>• Infuses the data-driven proactive school counseling curriculum into the whole school curriculum and presents it systematically as recommended: elementary: 35 - 45%, middle school: 25 -35%; high school: 15 - 25%. |

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