

Louisiana Counselor Rubric

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The Louisiana Counselor Rubric was designed through a partnership with the LDOE and the National Institute for Excellence in Teaching (NIET) to directly support improvements in school counselor practices. By clearly defining excellence in school counseling, this rubric supports counselors in establishing programs that address academic achievement, college and career readiness, and personal and social development. This research-based rubric provides counselors with a common understanding and language for supporting student growth and success represented in five key domains, as shown in the overview below.

Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual counselor performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score at levels 2 or 4 based on the consistency of the evaluatee's actions related to the descriptors and specific evidence to merit the rating. Counselors earn a score of 1, 2, 3, 4, or 5 for each indicator. The domains and their research-based performance indicators serve as a tool for counselor coaching, support, and evaluation.

Louisiana Counselor Rubric Domains and Indicators

<u>COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, AND ACTION PLANNING</u>	<u>STUDENT SERVICES</u>	<u>LEADERSHIP, ADVOCACY, AND REFLECTION</u>
1. Development and Communication of Vision 2. Goal Setting, Action Planning, and Monitoring 3. Expectations	1. Student Support and Data Collection 2. Meeting Students' Needs 3. Organization and Management of Time and Student Records	1. Leadership and Advocacy 2. Reflective Practices
<u>PROFESSIONALISM AND INTEGRITY</u>	<u>SCHOOL AND COMMUNITY ENGAGEMENT</u>	
1. Professional Behavior 2. Integrity 3. Confidentiality	1. Collaboration with School Personnel 2. Collaboration with All Stakeholders	

Counseling Program Vision, Strategic Goal Setting, and Action Planning

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Development and Communication of Vision	The counselor consistently and effectively: - Invests in and seeks input from all stakeholders in the development of the vision for the counseling program, recognizing the importance of ownership in achieving the vision. - Develops and communicates to all stakeholders a clear and compelling vision for the counseling program that is aligned with the school's overall vision and goals for school improvement. - Communicates the vision to all stakeholders through various mediums, ensuring all stakeholders understand their role and how stakeholders can support achievement of the vision.	The counselor usually: - Seeks input from school leaders and teachers in the development of the vision for the counseling program. - Develops and communicates to school leaders and teachers a vision for the counseling program that is aligned to the school's vision and goals for school improvement. - Communicates the vision to all stakeholders, ensuring all stakeholders understand their role in achieving the vision and how stakeholders can support achievement of the vision.	The counselor inconsistently and/or ineffectively: - Seeks input from school leaders and teachers in the development of the vision for the counseling program. - Develops and communicates to school leaders and teachers a vision for the counseling program that is aligned to the school's vision and goals. - Communicates the vision to school leaders and teachers, ensuring they understand their role in achieving the vision.
Goal Setting, Action Planning, and Monitoring	The counselor consistently and effectively: - Demonstrates the ability to collect, synthesize, and use both qualitative and quantitative student data from a variety of sources (e.g., surveys, academic records, attendance reports, discipline records, resource allocation information) to identify trends that impact students' academic achievement, self-development, and growth to inform goal setting and action plans. - Develops counseling goals and action plans that are ambitious and aspirational, aligned with the identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis prevention, and/or social development, ensuring goals prioritize closing achievement gaps. - Monitors student progress toward	The counselor usually: - Collects and analyzes student data from various sources (e.g., academic records, attendance reports, discipline records) to identify trends to inform goal setting and action plans. - Develops counseling goals and action plans that are aligned with identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis intervention, and/or social development. - Monitors progress toward counseling goals and adjusts support strategies in action plans as needed, demonstrating flexibility in response to changing student needs.	The counselor inconsistently and/or ineffectively: - Collects and analyzes student data from limited sources (e.g., attendance reports, discipline records). - Develops counseling goals and action plans that are aligned with identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis intervention, and/or social development. - Monitors progress toward counseling goals and adjusts support strategies in action plans as needed.

Counseling Program Vision, Strategic Goal Setting, and Action Planning

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	counseling goals and adjusts support strategies in action plans as needed, demonstrating agility in response to changing student needs.		
Expectations	The counselor consistently and effectively: - Provides strategic, focused support for students experiencing academic and/or behavioral challenges. - Assists students in setting academic and/or behavioral goals to establish educational plans. - Conducts individual and group counseling sessions with students to address identified concerns and challenges. - Responds to immediate and urgent concerns, such as emotional crises or traumatic events. - Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.	The counselor usually: - Provides support for students experiencing academic and/or behavioral challenges. - Assists students in setting academic and/or behavioral goals to establish educational plans. - Conducts individual and group counseling sessions with students to address identified concerns and challenges. - Responds to immediate and urgent concerns, such as emotional crises or traumatic events. - Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.	The counselor inconsistently and/or ineffectively: - Provides support for students experiencing academic and/or behavioral challenges. - Assists students in setting academic and/or behavioral goals to establish educational plans. - Conducts individual and group counseling sessions with students to address identified concerns and challenges. - Responds to immediate and urgent concerns, such as emotional crises or traumatic events. - Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.

Student Services

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Student Support and Data Collection	The counselor consistently and effectively: • Demonstrates exceptional knowledge and understanding of school counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals. • Identifies and facilitates lessons and/or sessions that are relevant, engaging, and developmentally appropriate for students to ensure impact on students' overall development and growth. • Collects, analyzes, and uses student data from multiple sources to determine trends and patterns to document impact and inform next steps. • Promotes collaboration through frequent engagement with school leaders, teachers, and other support staff to ensure the implementation of identified next steps in daily practices.	The counselor usually: • Demonstrates knowledge and understanding of counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals. • Identifies and facilitates lessons and/or sessions that are relevant, engaging, and developmentally appropriate for students to ensure impact on students' overall development and growth. • Collects and uses available student data to determine trends and patterns to document impact and inform next steps. • Engages with school leaders, teachers, and other support staff to support the implementation of identified next steps in daily practices.	The counselor inconsistently and/or ineffectively: • Demonstrates knowledge and understanding of counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals. • Facilitates lessons and/or sessions that impact students' overall development and growth. • Uses available student data to determine trends and patterns to document impact and inform next steps. • Engages with school leaders, teachers, and other support staff to support the implementation of identified next steps in daily practices.
Meeting Student Needs	The counselor consistently and effectively: • Uses multiple data sources to facilitate systematic change across multiple student need areas (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support). • Conducts thorough needs assessments to design targeted action plans for support, instruction, and intervention. • Implements student support plans that include tailored interventions that are aligned to identified needs (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support).	The counselor usually: • Uses data sources to demonstrate a need for change schoolwide (e.g., discipline, attendance, achievement). • Conducts needs assessments to design action plans for support, instruction, and intervention. • Implements student support plans that include tailored interventions that are aligned to identified needs (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support) to enhance students' overall self-development, academic achievement,	The counselor inconsistently and/or ineffectively: • Uses data to demonstrate a need for change. • Conducts needs assessments to identify support, instruction, and interventions. • Implements support plans that address student needs. • Creates lesson plans/counseling sessions that are aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.

Student Services

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	health and well-being, career support) to enhance students' overall self-development, academic achievement, and resilience. Creates lesson plans/counseling sessions that are aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.	and resilience. Creates lesson plans/counseling sessions that are aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.	
Organization and Management of Time and Student Records	The counselor consistently and effectively: - Prioritizes and manages the allocation of time to optimize opportunities to address the needs of all students (e.g., use of calendars, meetings, lessons, deadlines). - Organizes accurate records of all counseling activities. - Maintains student documentation that is thorough, error-free, and easily accessible, including records of behavior, academic performance, and relevant communication with parents.	The counselor usually: - Prioritizes and manages the allocation of time to optimize opportunities to address the needs of all students (e.g., use of calendars, meetings, lessons, deadlines). - Organizes accurate records of most counseling activities. - Maintains student documentation that is complete and mostly error-free, including records of behavior, academic performance, and relevant communication with parents.	The counselor inconsistently and/or ineffectively: - Prioritizes and allocates time effectively to address student needs. - Organizes records of a few counseling activities. - Maintains student documentation, including limited examples of behavior, academic performance, and relevant communication with parents.

Leadership, Advocacy, and Reflection

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Leadership and Advocacy	The counselor consistently and effectively: - Acts as a system advocate for student access for all to instructional programs and activities. - Demonstrates and promotes leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving. - Develops, implements, and supports effective crisis management skills outlined in the district and school crisis plan during a challenging situation to ensure effective safety measures are taken. - Facilitates effective communication channels, coordinates resources, and leverages expertise, contributing to a cohesive and supportive response during a crisis. - Participates in the school improvement process with the instructional leadership team to ensure the inclusion of the school counseling perspective into the development of school goals.	The counselor usually: - Advocates for student access to instructional programs and activities. - Demonstrates leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving. - Implements crisis management skills during a crisis to take prompt and appropriate safety measures. - Engages actively with colleagues, students, parents, and relevant community members to ensure a comprehensive approach to crisis management during a crisis. - Participates in the school improvement process with the instructional leadership team to provide the school counseling perspective into the development of school goals.	The counselor inconsistently and/or ineffectively: - Advocates for variety in instructional programs and activities. - Demonstrates leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving. - Implements crisis management skills during a crisis. - Engages with colleagues, students, parents, and relevant community members to ensure a comprehensive approach to crisis management during a crisis. - Informs the school improvement process and the instructional leadership team of the school counseling perspective.
Reflective Practices	The counselor consistently and effectively: - Demonstrates a profound understanding of personal values and beliefs. - Engages in insightful and critical self-reflection and analysis of counseling sessions/lessons, identifying key moments of growth, challenges, and areas for improvement. - Demonstrates a proactive approach to	The counselor usually: - Demonstrates an understanding of personal values and beliefs. - Engages in self-reflection and analysis of counseling sessions/lessons, identifying challenges and areas for improvement. - Engages in ongoing professional learning (e.g., crisis management, assessment and data analysis, research-based	The counselor inconsistently and/or ineffectively: - Demonstrates awareness of personal values and beliefs. - Engages in self-reflection on counseling sessions/lessons, identifying next steps for future sessions. - Engages in professional learning that is related to school counseling.

Leadership, Advocacy, and Reflection

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
	ongoing professional learning by developing a yearly professional learning plan that includes personal self-reflections, consultation, and supervision to promote professional growth and development.	interventions) that is aligned to the vision and goals for the counseling program.	

Professionalism and Integrity

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Professional Behavior	The counselor consistently and effectively: • Demonstrates an understanding of relevant professional codes through the application of the key principles and guidelines that govern professional behaviors. • Demonstrates and promotes strong decision-making skills by engaging in critical thinking and/or consulting with relevant resources when faced with complex dilemmas.	The counselor usually: • Demonstrates an understanding of relevant professional codes through the application of the key principles and guidelines that govern professional behaviors. • Demonstrates strong decision-making skills by engaging in critical thinking and/or seeking appropriate guidance during challenging situations and complex dilemmas.	The counselor inconsistently and/or ineffectively: • Demonstrates understanding of relevant professional codes. • Demonstrates decision-making skills when seeking appropriate guidance during challenging situations and complex dilemmas.
Integrity	The counselor consistently and effectively: • Serves as a role model of professional integrity, honesty, and accountability within the school community and counseling profession. • Demonstrates and promotes accountability among teachers and staff for each student's well-being and success. • Initiates collaboration with other school counselors, education professionals, counseling experts, and legal professionals as a proactive measure to gain multiple perspectives.	The counselor usually: • Upholds and demonstrates professional integrity, honesty, and accountability within the school community. • Demonstrates accountability among teachers and staff for all students' well-being and success. • Engages in collaboration with other professionals to gather different perspectives.	The counselor inconsistently and/or ineffectively: • Demonstrates professional integrity, honesty, and accountability within the school community.. • Demonstrates accountability among teachers and staff for students' well-being and success. • Engages in collaboration with other professionals.
Confidentiality	The counselor consistently and effectively: • Models and applies legal obligations to families, teachers, school leaders, and other school staff. • Demonstrates an exceptional commitment to maintaining client confidentiality by taking proactive measures to safeguard client information and following guidelines related to privacy.	The counselor usually: • Applies legal obligations to families, teachers, school leaders, and other school staff. • Maintains and upholds client confidentiality and follows guidelines related to client privacy.	The counselor inconsistently and/or ineffectively: • Applies legal obligations to families, teachers, school leaders, and other school staff. • Maintains client confidentiality, with occasional minor lapses that are promptly addressed, and takes appropriate steps to protect client privacy.

School and Community Engagement

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Collaboration with School Personnel	The counselor consistently and effectively: • Maintains ongoing collaboration with the school leadership team, teachers, and other agencies as appropriate to address student needs (e.g., academic, well-being, and/or physical). • Establishes protocols to consult with other school personnel and community resources, as appropriate, before making a referral to ensure a comprehensive understanding of the student's situation. • Communicates and maintains high expectations for all students.	The counselor usually: • Collaborates with the school leadership team, teachers, and other agencies as appropriate to address student needs (e.g., academic, well-being, and/or physical). • Consults with fellow school personnel and community resources, as appropriate, before making a referral to ensure a comprehensive understanding of the student's situation. • Communicates high expectations for all students.	The counselor inconsistently and/or ineffectively: • Collaborates with the school leadership team to address student needs (e.g., academic, well-being, and/or physical). • Makes appropriate referrals to school and community resources. • Communicates high expectations for most students.
Collaboration with All Stakeholders	The counselor consistently and effectively: • Initiates, leads, and influences collaboration with families, teachers, leaders, other school staff, and education stakeholders that positively impact the professional environment and student success. • Explains and provides adequate evidence of progress toward school and student goals to all stakeholders. • Establishes strong partnerships with relevant agencies. • Attends and meaningfully contributes school counseling expertise (e.g., crisis management strategies, mentorship, interventions) during teacher collaboration.	The counselor usually: • Collaborates with families, teachers, school leaders, other school staff, and education stakeholders to impact the success of students. • Discusses and provides documentation of progress toward school and student goals with school leaders, teachers, and students. • Establishes partnerships with relevant agencies. • Attends and provides school counseling information (e.g., attendance records, discipline records, achievement data) during teacher collaboration.	The counselor inconsistently and/or ineffectively: • Collaborates with teachers and school leaders to impact the success of students. • Discusses progress toward school goals with school leaders and teachers. • Establishes partnerships with relevant agencies. • Attends and participates in teacher collaboration.