RUBRICS
FOR
SCHOOL COUNSELING STANDARDS

SOE STANDARD – 1 Disciplinary Foundations
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disciplinary foundations: demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate level)	EXCEEDS (undergraduate/graduate level)
Understand one or more of the disciplinary knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts, including the complexities of class, ethnicity, gender, race and/or sexuality as it relates to the interpretive study of educational phenomenon and/or praxis	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases as related to the interpretive study of educational phenomenon and/or praxis.	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits a general appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
Understand the theoretical significance of past and present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits a general appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

Prepared by Stephen Haymes June 5, 2002

SOE STANDARD -- 2 Transformation
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Transformation: Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social.

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate)	EXCEEDS) (undergraduate/graduate level)
Understand theoretical frame-works that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social, as related to the dynamics of class, ethnicity, gender, race, and/or sexuality, as well as other cultural contexts.	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
Understand the relationship between the organizing principles of a social order and educational phenomenon, and/or praxis the influence of that relationship on human self and/or social transformation.	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits a general appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

SOE STANDARD -- 3 Identity Development
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Understands the social and psychological dimensions of human development within, both ontogenetically and phylogenetically.	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
Understands that social institutions and relations of power and privilege frame the processes of human development and the construction of the discipline itself.	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted and complex interdependent relationship between the individual and social dimensions of human thought and activity.
Understands the interdependent nature/construction of dimensions of identity, e.g. race, social class, ethnicity, gender, sexuality.	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates a general understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.

Understands the complexity of processes of human growth and change.	Demonstrates little understanding of or is unable to grasp the sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously consider individual-psychological and the social-relational nature of human growth and change.	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual and social level.	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
Understands the role of institutions and individual agency in shaping and contesting identity constructions in the in the context of social relations.	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in identity construction processes.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
Understands and appreciates issues of difference and multivocality in the educational process as they challenge identificatory formations that support social inequity and thwart human growth and change.	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

SOE STANDARD – 4 Understanding Difference
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Understands that social relations of race, ethnicity, gender, social class, and sexuality as relations of power and privilege that serve the interests of dominant groups and marginalize others.	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
Understands that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
Understands that educational contexts can promote particular constructs of identity that can facilitate/inhibit individual and collective expressions of difference, and reinforce relations of power and social inequity.	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

SCHOOL COUNSELOR STANDARD -- 5. (I-1) ACADEMIC DEVELOPMENT DOMAIN
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Academic Development Domain.   Understands the learning process and the academic environment and develops programs and interventions that promote achievement of all students

	DOES NOT MEET	MEETS	EXCEEDS
Academic Standards	Has insufficient, sketchy knowledge of state and local P-12 learning standards and/or exhibits little or no committed to a vision of high academic standards and helping *all* children reach their maximum academic potential	Knows basics of state and local P-12 learning standards and has appropriate commitment to a vision of high academic standards and helping *all* children reach their maximum academic potential	Knows state and local P-12 learning standards thoroughly, can refer to them easily when planning academic interventions, and is strongly committed to a vision of high academic standards and helping *all* children reach their maximum academic potential
Academic Strategies And Assistance	Interventions to help students overcome barriers to academic growth and achievement and maximize learning are inadequate or inappropriate; knowledge of how to identify learning styles, teach study skills, enhance test-taking skills, and motivate students to learn and achieve is insufficient	Works with students in appropriate ways to help them overcome barriers to academic growth and achievement and maximize learning such as identifying learning styles, teaching study skills, enhancing test-taking skills, and motivating students to learn and achieve	Interventions to help students overcome barriers to academic growth and achievement and maximize learning are intensive, highly appropriate and well-planned; knowledge of how to identify learning styles, teach study skills, enhance test-taking skills, and motivate students to learn and achieve is broad and deep, based on well grounded theory and practice and may be innovative or creative.
Academic Program Planning	Provides inadequate or inappropriate direction for academic program planning and for implementing academic support systems	Provides appropriate direction for academic program planning and for implementing academic support systems	Provides a strong, positive, and highly appropriate direction for academic program and for implementing academic support systems planning that are based on student assessment and considers community values
Collaboration For Academic Success	Collaborative work with school personnel and parents to insure student academic achievement is minimal or inappropriate; has difficulty or gives insufficient attention to helping students understand connections between academic performance and the world of work, family life, and community service	Works appropriately with school personnel and parents to insure student academic achievement, helping students understand connections between academic performance and the world of work, family life, and community service	Collaborative work with all school personnel and parents to insure student academic achievement is strong, positive, and highly appropriate; attention to helping students understand connections between academic performance and the world of work, family life, and community service is similarly strong, positive, and highly appropriate

SCHOOL COUNSELOR STANDARD -- 6. (I-2) CAREER DEVELOPMENT DOMAIN
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Career Development Domain.   Knows about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students

	DOES NOT MEET	MEETS	EXCEEDS
Career Standards and Programs	Has insufficient knowledge of state and national career and vocational standards; articulation or application of principles, theories, phases of career development, and strategies for comprehensive career program planning is insufficient or inappropriate	Knows basics of state and national career and vocational standards and can articulate and apply appropriate principles, theories, phases of career development, and strategies for comprehensive career program planning	Knows state and national career and vocational standards very well; can refer to them easily when planning career interventions; and can articulate and apply appropriate principles, theories, phases of career development, and strategies for comprehensive career program planning in a thorough and highly effective manner
Career Assessment	Administration or interpretation of career and vocational assessment tools is inadequate, incorrect, or inappropriate and provides insufficient help for students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goals setting strategies	Appropriately administers and interprets career and vocational assessment tools to help students identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goals setting strategies	Administration of career and vocational assessment tools is highly accurate; interpretation of assessments is insightful and based on knowledge of individual students; help for students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goals setting strategies is highly useful and effective
Career Strategies and Assistance	Applies inappropriate or insufficient career counseling processes, techniques, resources, and tools so students have inadequate opportunities to select courses, develop career exploration skills, locate career resources, or engage in work-based opportunities	Applies appropriate career counseling processes, techniques, resources, and tools to help students select courses, develop career exploration skills, locate career resources, and engage in work-based opportunities	Applies highly appropriate and effective career counseling processes, techniques, resources, and tools so students have well planned opportunities to select courses, develop career exploration skills, locate career resources, or engage in work-based opportunities; career assistance is strong and positive, based on well grounded theory and practice, and may be innovative or creative.
Collaboration	Collaboration with families to help them respect to their child=s career development, with school professionals to infuse career development activities into the curriculum, and with the community to support work-based opportunities is insufficient or inappropriate	Works appropriately with families to help them respect to their child=s career development, with school professionals to infuse career development activities into the curriculum, and with the community to support work-based opportunities	Collaboration with families to help them respect to their child=s career development, with school professionals to infuse career development activities into the curriculum, and with the community to support work-based opportunities is strong, positive, highly effective, and based on knowledge of the community.

SCHOOL COUNSELOR STANDARD --7. (I-3) PERSONAL/SOCIAL DEVELOPMENT DOMAIN
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Personal/Social Development Domain.   Understands the developmental needs of the school age population and develops programs and interventions that promote optimum personal and social development

	DOES NOT MEET	MEETS	EXCEEDS
Personal/Social Development Standards and Programs	Knowledge of state and national standards for personal/social development is insufficient and ability to articulate and apply appropriate theories of personal development and strategies for comprehensive personal/ social program planning are inadequate or inappropriate	Knows basics of state and national standards for personal/social development and theories of personal development and can articulate and apply strategies for comprehensive personal/ social program planning	Knows state and national standards for personal/social development very well; can refer to them easily when planning personal/social interventions; and can articulate and apply relevant theories of personal development and strategies for comprehensive personal/ social program planning in a thorough and highly effective manner
Personal Development and Family Relations	Applies inappropriate personal/social counseling strategies to help students with personal development and family relationships (e.g., understand and respect themselves and others, develop a healthy sense of self-esteem and personal dignity, and understand family relationships and interactions)	Applies appropriate personal/social counseling strategies to help students with personal development and family relationships (e.g., understand and respect themselves and others, develop a healthy sense of self-esteem and personal dignity, and understand family relationships and interactions)	Applies highly appropriate and effective personal/social counseling strategies to help students with personal development and family relationships (e.g., understand and respect themselves and others, develop a healthy sense of self-esteem and personal dignity, and understand family relationships and interactions)
Personal Decisions and Goals	Applies insufficient or appropriate personal/social counseling strategies to help students make decisions and set goals (e.g., acquire knowledge of their personal strengths and values; set goals, make choices, understand the consequences of decisions, and develop resiliency; understand the dangers of abuses (e.g., substance, sexual, physical), and develop strategies to cope with peer pressure and managing life events)	Applies appropriate personal/social counseling strategies to help students make decisions and set goals (e.g., acquire knowledge of their personal strengths and values; set goals, make choices, understand the consequences of decisions, and develop resiliency; understand the dangers of abuses (e.g., substance, sexual, physical), and develop strategies to cope with peer pressure and managing life events)	Applies highly appropriate and effective personal/social counseling strategies to help students make decisions and set goals (e.g., acquire knowledge of their personal strengths and values; set goals, make choices, understand the consequences of decisions, and develop resiliency; understand the dangers of abuses (e.g., substance, sexual, physical), and develop strategies to cope with peer pressure and managing life events)

Interpersonal Relationships	Applies insufficient or inappropriate personal/social counseling strategies to help students develop interpersonal relationships (e.g., healthy personal boundaries; respect themselves and others; appreciate differences between people and promote tolerance; get along with peers, parents, and authority figures; use effective communication skills that promote cooperation; understand relationship among rules, laws, safety, and the protection of individual rights; deal with stress, self -control, and anger management and resolve conflicts).	Applies appropriate personal/social counseling strategies to help students develop interpersonal relationships (e.g., healthy personal boundaries; respect themselves and others; appreciate differences between people and promote tolerance; get along with peers, parents, and authority figures; use effective communication skills that promote cooperation; understand relationship among rules, laws, safety, and the protection of individual rights; deal with stress, self -control, and anger management and resolve conflicts).	Applies highly appropriate and effective personal/social counseling strategies to help students develop interpersonal relationships (e.g., healthy personal boundaries; respect themselves and others; appreciate differences between people and promote tolerance; get along with peers, parents, and authority figures; use effective communication skills that promote cooperation; understand relationship among rules, laws, safety, and the protection of individual rights; deal with stress, self -control, and anger management and resolve conflicts).

SCHOOL COUNSELOR STANDARD -- 8. (II-4) CLASSROOM INSTRUCTION AND COUNSELING CURRICULUM
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Classroom Instruction and Counseling Curriculum. Understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community, and the overall educational program

	DOES NOT MEET	MEETS	EXCEEDS
Classroom Management	Uses inappropriate or inadequate classroom management techniques to focus student attention and foster engagement in instruction	Uses appropriate classroom management techniques to focus student attention and foster engagement in instruction	Uses highly appropriate or effective classroom management techniques to focus student attention and foster engagement in instruction
Collaboration	Use of a team approach with classroom teachers to deliver counseling curriculum in the classroom is insufficient	Uses a team approach appropriately with classroom teachers to deliver counseling curriculum in the classroom	Use of a team approach with classroom teachers to deliver counseling curriculum in the classroom is strong and highly effective
Diversity	Use of strategies and knowledge of diversity and learning styles to adapt, adjust, and diversify instructional methodologies is inadequate, inappropriate, or not varied sufficiently to help all children learn	Uses appropriate strategies and knowledge of diversity and learning styles to adapt, adjust, and diversify instructional methodologies to help all children learn	Highly varied and individualized strategies and a keen appreciation of diversity and learning styles are used to adapt, adjust, and diversify instructional to help all children learn
Counseling Curriculum	Knowledge of normal growth and development or of the curriculum around the personal/social, career/ vocational, and academic/educational domains is insufficient to implement a curriculum that promotes positive mental health and assist students in acquiring and using life skills	Uses basic knowledge of normal growth and development to implement an appropriate curriculum around the personal/social, career/ vocational, and academic/ educational domains to promote positive mental health and assist students in acquiring and using life skills	Knowledge of normal growth and development are broad and deep and is used effectively to implement a creative, well integrated, and individualized curriculum around the personal/social, career/ vocational, and academic/educational domains that clearly promotes positive mental health and assist all students in acquiring and using life skills

SCHOOL COUNSELOR STANDARD --9. (II-5) RESPONSIVE SERVICE: CRISIS INTERVENTION.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Responsive Service: Crisis Intervention.   Understands and implements appropriate responses to crises, and uses a variety of intervention strategies for students, families, and communities facing emergency situations

	DOES NOT MEET	MEETS	EXCEEDS
Crisis Plan	Understanding of what defines a crisis, the appropriate process responses, and the theory and techniques is insufficient to develop and implement a school-wide crisis plan	Understands what defines a crisis, the appropriate process responses, and the theory and techniques needed to develop and implement a basic school-wide crisis plan	Understanding of what defines a crisis, the appropriate process responses, and the techniques needed to develop and implement a school-wide crisis plan is thorough and well grounded in theory and practice
Intervention Strategies	Techniques and intervention strategies and involvement of appropriate school and community professionals are insufficient to meet the needs of students and their families facing crisis	Implements appropriate techniques and intervention strategies and involves appropriate school and community professionals to meet the needs of students and their families facing crisis	Techniques and intervention strategies and involvement of appropriate school and community professionals are sensitive, highly appropriate, and effectively meet the needs of students and their families facing crisis
Leadership	Knowledge and ability to provide leadership to the school and community in a crisis in insufficient or inappropriate	Demonstrates the knowledge and ability to provide appropriate leadership to the school and community in a crisis	Knowledge and ability to provide strong leadership to the school and community in a crisis in positive, dependable, and highly effective.

SCHOOL COUNSELOR STANDARD --10. (II-6)   RESPONSIVE SERVICE: INDIVIDUAL COUNSELING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Responsive Service: Individual Counseling.   Understands and uses a variety of individual counseling strategies and provides appropriate referral services

	DOES NOT MEET	MEETS	EXCEEDS
Individual Counseling Approach	Has difficulty incorporating the theory and process of various short-term individual counseling approaches when counseling students about personal and social issues, and/or makes inappropriate referrals when necessary to other professionals	Incorporates the essentials of various short-term individual counseling approaches when counseling students about personal and social issues, and makes referrals when necessary to appropriate professionals	Thoroughly incorporates the theory and process of various short-term individual counseling approaches when counseling students about personal and social issues, and makes highly appropriate referrals when necessary to other professionals
Diversity	The specialized needs and resources available for disabled, gifted, special education, and at-risk or dropout populations are inadequately or inappropriately addressed	Appropriately addresses the specialized needs and identifies resources available for disabled, gifted, special education, and at-risk or dropout populations	The specialized needs and resources available for disabled, gifted, special education, and at-risk or dropout populations are addressed in a sensitive, positive, and highly effective manner
Problem Solving	Provides insufficient or inappropriate assistance to students to solve problems (e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)	Assists students appropriately to solve problems (e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that appropriate action can be taken)	Provides highly effective assistance to students to solve problems (e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitates development of long and short-term goals so that appropriate action can be taken)
Intervention Strategies	Uses inadequate or inappropriate strategies for students expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses appropriate strategies for students expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses strategies for students expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks that are strong, theory-based, and highly effective

SCHOOL COUNSELOR STANDARD -- 11. (II-7)   RESPONSIVE SERVICE: GROUP COUNSELING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Responsive Service: Group Counseling.   Understands and implements principles of group work in the school setting

	DOES NOT MEET	MEETS	EXCEEDS
Group Dynamics	Theories of group counseling and principles of group dynamics are insufficiently understood to incorporate them appropriately when working with students in various counseling groups	Incorporates basics of theories of group counseling and principles of group dynamics when working with students in various counseling groups	Theories of group counseling and principles of group dynamics are thoroughly and deeply understood and are incorporated when working with students in various counseling groups in a highly effective way
Group Leadership	Displays inadequate or inappropriate group leadership styles and approaches and/or adheres inadequately to professional standards when working with students in various counseling groups	Displays appropriate group leadership styles and approaches and adheres to professional standards when working with students in various counseling groups	Displays highly appropriate and effective group leadership styles and approaches and adheres strongly to professional standards when working with students in various counseling groups
Group Counseling Methods	Uses insufficient or inappropriate group counseling methods (e.g., group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of group effectiveness) when working with students in various counseling groups	Uses appropriate group counseling methods (e.g., group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of group effectiveness) when working with students in various counseling groups	Uses very effective and well-planned group counseling methods (e.g., group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of group effectiveness) when working with students in various counseling groups
Group Approaches	Implements inadequate or inappropriate types of group work as needed in the counseling curriculum (e.g., task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups)	Implements appropriate types of group work as needed in the counseling curriculum (e.g., task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups)	Implements highly appropriate types of group work as needed in the counseling curriculum (e.g., task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups) that are strong, theory-based, and very effective

SCHOOL COUNSELOR STANDARD -- 12. (II-8) INDIVIDUAL STUDENT PLANNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Individual Student Planning.   Understands and uses a variety of strategies to encourage students= development of academic, personal/social, and career competencies

	DOES NOT MEET	MEETS	EXCEEDS
Individual Advisement	Provides inadequate or inappropriate individual advisement to students to enhance personal/social development and to acquire the skills to set and achieve academic and career goals	Provides appropriate individual advisement to students to enhance personal/social development and to acquire the skills to set and achieve academic and career goals	Provides well-planned and highly effective individual advisement to students to enhance personal/social development and to acquire the skills to set and achieve academic and career goals
Self-direction and Motivation	Assistance for students to develop and evaluate personal goals, educational and career plans is inadequate or inappropriate so they have difficulty monitoring and directing their own learning, personal/social and career development	Appropriately helps students develop and evaluate personal goals, educational and career plans so they learn to monitor and direct their own learning, personal/social and career development	Assistance for students to develop and evaluate personal goals, educational and career plans is strong, individualized, and highly effective so that learning to monitor and direct their own learning, personal/social and career development is an important goal
Individual Appraisal	Application of tests and non-test information is inappropriate or insufficient to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans	Uses tests and non-test information appropriately to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans	Application of tests and non-test information is thorough and insightful and is highly effective in helping students assess their abilities, interests, skills, and achievements to develop short- and long-range plans
Placement and Transition	Assistance for students with transitions from one educational program to another, one school to another, and from school to work is inadequate or inappropriate	Assists students appropriately with placement and transitions from one educational program to another, one school to another, and from school to work	Assistance for all students with transitions from one educational program to another, one school to another, and from school to work is individualized, well-planned, and highly effective

SCHOOL COUNSELOR STANDARD -- 13. (II-9) CONSULTATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Consultation. Understands various consultation models and maintains collaborative relationships within and outside the school community

	DOES NOT MEET	MEETS	EXCEEDS
Consulting Models and Roles	Acts in ways that reflect an inadequate understanding of the counselor=s role, function, and relationship as a consultant to other school professionals and/or uses various consulting models inappropriately	Acts in ways that reflect basic understanding of the counselor=s role, function, and relationship as a consultant to other school professionals and uses various consulting models as appropriate	Acts in ways that reflect a thorough and sensitive understanding of the counselor=s role, function, and relationship as a consultant to other school professionals and uses various consulting models in highly appropriate and effective ways
Role of the Family	Provides insufficient guidance and/or inadequately facilitates families assumption of responsibility for problem solving, demonstrating a weak appreciation of the necessity for collaboration with families and of empowering them to act on behalf of their children	Appropriately guides and/or facilitates families to assume responsibility for problem solving, demonstrating a basic appreciation of the necessity for collaboration with families and of empowering them to act on behalf of their children	Provides thoughtful and well-planned guidance and effectively facilitates families assumption of responsibility for problem solving, demonstrating a very strong and sensitive appreciation of the necessity for collaboration with families and of empowering them to act on behalf of their children
Consulting Strategies	Consultation with parents, teachers, student service staff, other educators, and/or community agencies to develop strategies to help students is inadequate or inappropriate	Consults appropriately with parents, teachers, student service staff, other educators, and/or community agencies to develop strategies to help students	Consultation with parents, teachers, student service staff, other educators, and/or community agencies to develop strategies to help students is strong and highly effective
Teamwork	Participation in multi-disciplinary team meetings and referrals to outside agencies and other student service providers within the school system are inadequate or inappropriate	Participates appropriately in multi-disciplinary team meetings and makes appropriate referrals to outside agencies and other student service providers within the school system as needed	Participation in multi-disciplinary team meetings and referrals to outside agencies and other student service providers within the school system are highly appropriate and effective

SCHOOL COUNSELOR STANDARD --14. (II-10)   SYSTEMS SUPPORT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Systems Support.   Understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program

	DOES NOT MEET	MEETS	EXCEEDS
Importance of systems support activities	Has difficulty explaining the importance of systems support activities and the role that these activities play in the developmental school counseling program	Adequately explains the importance of systems support activities and the role that these activities play in the developmental school counseling program	Thoroughly and convincingly explains the importance of systems support activities and the role that these activities play in the developmental school counseling program
Professional Development activities	Displays little or no commitment to life-long learning and engages in inadequate or inappropriate professional development activities that contribute to one's ability to maintain and enhance the developmental counseling program	Displays a commitment to life-long learning and engages in appropriate professional development activities that contribute to one's ability to maintain and enhance the developmental counseling program	Displays a strong and proactive commitment to life-long learning and engages in multiple, highly appropriate professional development activities that contribute to one's ability to maintain and enhance the developmental counseling program
Orientation and outreach activities	Develops insufficient or ineffective awareness and support activities (e.g., sharing information about the program with staff, families, and community, sharing information about their child with parents, serving on advisory boards and other committees)	Develops adequate awareness and support for the counseling program through appropriate activities (e.g., sharing information about the program with staff, families, and community, sharing information about their child with parents, serving on advisory boards and other committees)	Develops strong and active awareness and support for the counseling program through highly effective activities (e.g., sharing information about the program with staff, families, and community, sharing information about their child with parents, serving on advisory boards and other committees)
Consultation activities	Consultation with teachers and staff to provide information and support and learn about students' needs is inadequate or inappropriate	Consults appropriately with teachers and staff to provide information and support and learn about students' needs	Consultation with teachers and staff to provide information and support and learn about students' needs is proactive and highly effective
Management activities	Manages the support activities described above ineffectively and pays little or no attention to improving these activities	Appropriately manages the support activities described above and uses data to improve these activities	Manages the support activities described above very efficiently and makes highly effective use of data for program accountability and improvement

SCHOOL COUNSELOR STANDARD -- 15. FAMILY SYSTEMS SUPPORT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Family Systems Support. Is able to explore diverse family systems and to demonstrate supportive interventions that promote family-school partnerships for the educational learning process of the students

	DOES NOT MEET	MEETS	EXCEEDS
Understanding Families	Understanding of theories of family systems or different family constellations is vague or insufficient and/or esteem for the family as the primary unit for the development of the student is weak	Understands the basics of family systems theories as well as of different family constellations and esteems the family as the primary unit for the development of the student	Understanding of theories of family systems as well as of different family constellations is very thorough, and strong esteem for the family as the primary unit for the development of the student is very evident in all interactions with the family
Family Diversity	Values diverse family systems insufficiently and/or understanding of families with respect to their multicultural diversity and values is weak	Values diverse family systems and understands families with respect to their multicultural diversity and values	Strongly values diverse family systems and understands families with respect to their multicultural diversity and values in a sensitive, positive, and highly effective manner
Communication with Families	Communication with parents/families to support students in the school community is inadequate or inappropriate as are the conduct of home visits and/or parent/ family interviews	Uses appropriate communicative processes with parents/families to support students in the school community including conducting home visits and parent/family interviews	Communication with parents/families to support students in the school community is strong, proactive, and highly effective as are the conduct of home visits and parent/ family interviews
Interventions	Applies knowledge of family systems inadequately when counseling families and/or suggestions for community resources are inappropriate	Applies basic knowledge of family systems when counseling families and suggests appropriate community resources as needed	Applies thorough knowledge of family systems in a highly effective manner when counseling families and suggestions for community resources are highly appropriate, individualized, and useful

SCHOOL COUNSELOR STANDARD -- 16. (III-11) PROGRAM DEVELOPMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Program Development. Understands and uses organizational and management tools needed to implement an effective developmental program

	DOES NOT MEET	MEETS	EXCEEDS
Developmental School Counseling Concept	Demonstrates limited appreciation the need for comprehensive programs that respond to today's social challenges and enhance the developmental needs of students and/or has limited understanding of the components of the developmental school counseling concept (counseling curriculum, individual student planning, responsive services, systems support)	Appreciates the need for comprehensive programs that respond to today's social challenges and enhance the developmental needs of students and understands the core features of the components of the developmental school counseling concept (counseling curriculum, individual student planning, responsive services, systems support)	Demonstrates keen appreciation the need for comprehensive programs that respond to today's social challenges and enhance the developmental needs of students and has a thorough and deep understanding of the components of the developmental school counseling concept (counseling curriculum, individual student planning, responsive services, systems support)
Assessment	Makes inadequate or inappropriate use of assessment tools to inform the development of counseling programs that are based on the needs of students and the school to become an effective learning community and that enhance academic achievement and other student outcomes is	Uses appropriate basic assessment tools (surveys, interviews, focus groups, and needs assessments) to inform the development of counseling programs so that they are based on the needs of students and the school to become an effective learning community and they enhance academic achievement and other student outcomes	Uses carefully selected, efficient and effective assessments tools to inform the development of counseling programs so they are based on the needs of students and the school to become an effective learning community and that enhance academic achievement and other student outcomes
Planning	Demonstrates insufficient understanding of the importance of planning within a comprehensive developmental school counseling program, has difficulty identifying student achievement competencies, goals, and objectives, and/or plans activities and processes to assist students in achieving these competencies that are inadequate of inappropriate	Understands the importance of planning within a comprehensive developmental school counseling program, identifies student achievement competencies, goals, and objectives, and plans appropriate activities and processes to assist students in achieving these competencies	Demonstrates thorough understanding of the importance of planning within a comprehensive developmental school counseling program, uses assessment data to identify student achievement competencies, goals, and objectives, and plans highly effective activities and processes to assist students in achieving these competencies that are inadequate of inappropriate

Implementation	Demonstrates insufficient organizational and management skills needed to implement, monitor, and evaluate a comprehensive developmental school counseling program including using available resources in order to meet program goals, competencies, and objectives	Demonstrates the basic organizational and management skills needed to implement, monitor, and evaluate a comprehensive developmental school counseling program including using available resources in order to meet program goals, competencies, and objectives	Demonstrates strong and highly effective organizational and management skills needed to implement, monitor, and evaluate a comprehensive developmental school counseling program including using available resources in order to meet program goals, competencies, and objectives

SCHOOL COUNSELOR STANDARD --17. (III-12)   PREVENTION EDUCATION AND TRAINING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Prevention Education and Training. Knows and implements prevention education programs

	DOES NOT MEET	MEETS	EXCEEDS
Early signs	Has inadequate awareness of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels and identification of early signs and predictors of learning problems is insufficient	Is aware of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels and identifies early signs and predictors of learning problems	Has thorough and perceptive awareness of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels and identification of early signs and predictors of learning problems is timely, sensitive to the school culture and highly appropriate
Prevention Measures	Knowledge and/or use of prevention measures to overcome or resolve problems or barriers to learning is inadequate or inappropriate	Knows and uses appropriate prevention measures to overcome or resolve problems or barriers to learning	Knowledge and use of prevention measures to overcome or resolve problems or barriers to learning is inadequate or inappropriate is timely, sensitive to the school culture and highly effective
Prevention Programs	Organization and presentation of prevention programs for students, staff, parents, and community members as appropriate is inadequate or inappropriate	Organizes and presents appropriate prevention programs for students, staff, parents, and community members as appropriate	Organization and presentation of prevention programs for students, staff, parents, and community members as appropriate uses highly appropriate school and community resources and is collaborative, sensitive to the school culture, and highly effective

SCHOOL COUNSELOR STANDARD -- 18. (III-13) ASSESSMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Assessment. Understands basic, concepts of , technology for, and implications of various assessment and evaluative instruments

	DOES NOT MEET	MEETS	EXCEEDS
Basic Concepts of Assessment	Articulation of the purposes of assessment is inadequate and demonstration of the basic concepts of standardized and non-standardized testing (e.g., basic statistical concepts, reliability and validity, and factors related to assessment such as gender, ethnicity, disability, etc.) is insufficient or incorrect	Articulates the basic purposes of assessment and demonstrates knowledge of the basic concepts of standardized and non-standardized testing (e.g., basic statistical concepts, reliability and validity, and factors related to assessment such as gender, ethnicity, disability, etc.)	Articulation of the purposes of assessment is clear and insightful, and knowledge of the basic concepts of standardized and non-standardized testing (e.g., basic statistical concepts, reliability and validity, and factors related to assessment such as gender, ethnicity, disability, etc.) is clear and thorough
Technology for Assessment	Use of appropriate technology in assessment is insufficient	Uses appropriate technology in assessment	Uses appropriate technology in assessment with practiced ease and efficiency
Applications of Assessment	Selection of tests, methods, and/or materials is inappropriate and/or reflects insufficient understanding of diversity and its implications for assessment; administration, interpretation, and/or use of statistical concepts is inaccurate or inappropriate	Selects appropriate tests, methods, and/or materials with understanding of diversity and its implications for assessment; administers and interprets them accurately using appropriate statistical concepts	Selection of tests, methods, and/or materials is careful and individualized and reflects sensitive understanding of diversity and its implications for assessment; assessments are administered with practiced ease and efficiency and interpretation is highly accurate, reflecting careful use of statistical concepts

SCHOOL COUNSELOR STANDARD -- 19. (III-14) RESEARCH TOOLS FOR PROGRAM EVALUATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Research Tools for Program Evaluation.   Understands the statistical and research design tools needed for program evaluation

	DOES NOT MEET	MEETS	EXCEEDS
Research Methods	Understanding of qualitative and quantitative research methods is limited or confused	Understands basic qualitative and quantitative research methods	Understanding of multiple types of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research is broad and deep.
Statistical Methods	Understanding of statistical methods used in conducting research is limited, incorrect or confused	Understands basic statistical methods used in conducting research	Understanding of statistical methods used in conducting research is broad and deep
Data analysis	Analysis of data with statistical methods and computer statistical packages is limited, incorrect, or confused	Analyzes data with appropriate statistical methods and computer statistical packages	Analysis of data with statistical methods and computer statistical packages is thorough and insightful

SCHOOL COUNSELOR STANDARD -- 20. (III-14) APPLICATION OF PROGRAM EVALUATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Application of Program Evaluation.   Understands the importance of and engages in program evaluation research

	DOES NOT MEET	MEETS	EXCEEDS
Needs Assessment	Design and/or application of formal and/or informal methods of needs assessment to improve the developmental counseling program is inadequate or inappropriate	Designs and applies appropriate formal and/or informal methods of needs assessment to improve the developmental counseling program	Design and application of formal and/or informal methods of needs assessment to improve the developmental counseling program is collaborative, theory-based and highly appropriate
Program Evaluation	Design and/or application of formal and/or informal methods of program evaluation to improve the developmental counseling program is inadequate or inappropriate	Designs and applies appropriate formal and/or informal methods of program evaluation to improve the developmental counseling program	Design and application of formal and/or informal methods of program evaluation to improve the developmental counseling program is collaborative, theory-based and highly appropriate

SCHOOL COUNSELOR STANDARD -- 21. (IV-16) HISTORY OF SCHOOL COUNSELING AND CURRENT TRENDS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

History/Current Trends. Understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs

	DOES NOT MEET	**MEETS**	**EXCEEDS**
Context of School Counseling	Understanding of the context of developmental school counseling programs (e.g., the history, philosophy, current trends, and current issues in school counseling) is inadequate and/or use of this understanding when making educational decisions is limited or inappropriately applied	Has a basic understanding of the context of developmental school counseling programs (e.g., the history, philosophy, current trends, and current issues in school counseling) and uses this understanding appropriately when making educational decisions	Understanding of the context of developmental school counseling programs (e.g., the history, philosophy, current trends, and current issues in school counseling) is broad and deep and use of this understanding when making educational decisions is purposefully reflective and insightful
Roles and Functions of School Counselors	Understanding of the roles, functions, and relationships of a school counselor is inadequate and/or participation with other student service providers (such as on multidisciplinary teams) is limited or inappropriate	Has a basic understanding of the roles, functions, and relationships of a school counselor and participates appropriately with other student service providers (such as on multidisciplinary teams)	Understanding of the roles, functions, and relationships of a school counselor is thorough; participation with other service providers (such as on multidisciplinary teams) is highly effective and reflects a purposeful awareness of the historical and philosophical context of developmental school counseling programs

SCHOOL COUNSELOR STANDARD -- 22. (IV-17) HUMAN GROWTH AND DEVELOPMENT.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Human Growth and Development. Understands the individual diversity of human growth, development, and learning, and provides experiences that promote the physical, intellectual, social and emotional development of the student

	DOES NOT MEET	MEETS	EXCEEDS
Learning and Development	Plans/implements counseling interventions that reflect an inadequate or incorrect understanding of how students learn (e.g., construct knowledge, acquire skills, and develop habits of mind) and of how multiple aspects of development influence learning	Plans/implements counseling interventions that reflect a basic understanding of how students learn (e.g., construct knowledge, acquire skills, and develop habits of mind) and of how multiple aspects of development influence learning	Plans/implements counseling interventions that clearly reflect a broad and deep understanding of how students learn (e.g., construct knowledge, acquire skills, and develop habits of mind) and of how multiple aspects of development influence learning
Child and Adolescent Development	Plans/implements counseling interventions that reflect an inadequate or incorrect understanding of typical and atypical child and adolescent development (physical, social, emotional, ethical, and cognitive and linguistic) and of the effect that situational and environmental factors as well as developmental crises, addictive behavior, and psychopathology have on human behaviors	Plans/implements counseling interventions that reflect a basic understanding of typical and atypical child and adolescent development (physical, social, emotional, ethical, and cognitive and linguistic) and of the effect that situational and environmental factors as well as developmental crises, addictive behavior, and psychopathology have on human behaviors	Plans/implements counseling interventions that clearly reflect a broad and deep understanding of typical and atypical child and adolescent development (physical, social, emotional, ethical, and cognitive and linguistic) and of the effect that situational and environmental factors as well as developmental crises, addictive behavior, and psychopathology have on human behaviors
Family and Life-span Development	Plans/implements counseling interventions that reflect an inadequate or incorrect understanding of theories of family development and transitions across the life span	Plans/implements counseling interventions that reflect an understanding of theories of family development and transitions across the life span	Plans/implements counseling interventions that clearly reflect a broad and deep understanding of theories of family development and transitions across the life span
Individual Variation - Disabilities	Plans/implements counseling interventions that reflect an inadequate or incorrect understanding of the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities and the effects they may have on behavior, learning, and communication/interaction patterns	Plans/implements counseling interventions that reflect a basic understanding of the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities and the effects they may have on behavior, learning, and communication/interaction patterns	Plans/implements counseling interventions that clearly reflect a broad and deep understanding of the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities and the effects they may have on behavior, learning, and communication/interaction patterns

Individual Variation - Social/Cultural	Plans/implements counseling interventions that reflect an inadequate or incorrect understanding of the range of individual variation and differences in approaches to learning and how such variations interact with development and understands the characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse) and how these impact students= performance	Plans/implements counseling interventions that reflect a basic understanding of the range of individual variation and differences in approaches to learning and how such variations interact with development and understands the characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse) and how these impact students= performance	Plans/implements counseling interventions that clearly reflect a broad and deep understanding of the range of individual variation and differences in approaches to learning and how such variations interact with development and understands the characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse) and how these impact students= performance
Medical Issues	Plans/implements counseling interventions that reflect an inadequate or incorrect understanding of the effect that medications can have on the educational, cognitive, physical, social, and emotional behaviors of individuals	Plans/implements counseling interventions that reflect a basic understanding of the effect that medications can have on the educational, cognitive, physical, social, and emotional behaviors of individuals	Plans/implements counseling interventions that clearly reflect a broad and deep understanding of the effect that medications can have on the educational, cognitive, physical, social, and emotional behaviors of individuals

SCHOOL COUNSELOR STANDARD -- 23. (IV-18) OVERVIEW OF STANDARDS AND BEST PRACTICE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Standards/Best Practice. Knows the National Standards for School Counseling Programs and the Illinois Best Practices and Procedures for School Counseling and applies these in developing their role and function in establishing school counseling programs

	DOES NOT MEET	MEETS	EXCEEDS
Keeping Current	Has insufficient current knowledge of issues and developments related to state and national standards, certification and licensure, and state and national initiatives	Knows the key features of and keeps current on issues and developments related to state and national standards, certification and licensure, and state and national initiatives	Has through knowledge of issues and developments related to state and national standards, certification and licensure, and makes a conscious effort to keep current with new state and national initiatives
Best Practices	Has inadequate knowledge of the principles of ISBE "Best Practices" and/or has difficulty applying them in school counseling activities (e.g., individual student planning, responsive services, system support and developmental counseling curriculum activities)	Knows the core principles of ISBE "Best Practices" and applies them in school counseling activities (e.g., individual student planning, responsive services, system support and developmental counseling curriculum activities)	Has thorough knowledge of the principles of ISBE "Best Practices" and applies them carefully and conscientiously in school counseling activities (e.g., individual student planning, responsive services, system support and developmental counseling curriculum activities)

SCHOOL COUNSELOR STANDARD --24. (V-19) THE HELPING RELATIONSHIP
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

The Helping Relationship.   Has the knowledge and skills to establish appropriate helping relationships as a professional school counselor in a school setting

	DOES NOT MEET	MEETS	EXCEEDS
Case conceptualization	Diagnosis and case conceptualization are inadequate or inappropriate and/or are based on a limited understanding of individual student characteristics (e.g., age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions) and how they impact the helping process	Makes appropriate diagnosis and case conceptualization that are based on an adequate understanding of individual student characteristics (e.g., age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions) and how they impact the helping process	Diagnosis and case conceptualization are strong and highly appropriate, clearly based on a thorough understanding of individual student characteristics (e.g., age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions) and how they impact the helping process
Case planning	Creates inadequate or inappropriate long-term and short-term intervention plans for individual students	Creates appropriate long-term and short-term intervention plans for individual students	Creates highly appropriate and effective long-term and short-term intervention plans for individual students
Application of models and theories	Displays limited understanding various counseling theories, (e.g., traditional models, multicultural models, brief approaches, and systems and family theories) and/or makes inadequate or inappropriate use of them to meet the developmental needs of the student	Understands the basics of various counseling theories, (e.g., traditional models, multicultural models, brief approaches, and systems and family theories) and uses them as appropriate in the counseling process to meet the developmental needs of the student	Displays thorough understanding various counseling theories, (e.g., traditional models, multicultural models, brief approaches, and systems and family theories) and uses them insightfully and effectively to meet the developmental needs of the student
Counseling process and skills	Demonstrates inadequate skills needed to build a therapeutic and trusting relationship with students, set goals, apply appropriate intervention strategies, evaluate counseling outcomes, and work with parents	Demonstrates basic skills needed to build a therapeutic and trusting relationship with students, set goals, apply appropriate intervention strategies, evaluate counseling outcomes, and work with parents	Demonstrates highly developed and effective skills needed to build a therapeutic and trusting relationship with students, set goals, apply appropriate intervention strategies, evaluate counseling outcomes, and work with parents
Diversity	Displays limited commitment to developing a helping relationship with *all* students in a counseling situation and/or adaptations of counseling techniques for diverse students is insufficient or inappropriate	Is committed to developing a helping relationship with *all* students in a counseling situation and adapts counseling techniques to client diversity	Displays strong and proactive commitment to developing a helping relationship with *all* students in a counseling situation and adapts counseling techniques for diverse students effectively or creatively
Referrals	Displays limited understanding the limitations of his or her ability and training and knows few resources to make appropriate referrals	Understands the limitations of his or her ability and training and knows several resources to make appropriate referrals	Displays insightful understanding the limitations of his or her ability and training and knows multiple, highly appropriate resources to make appropriate referrals

SOE STANDARD -25 - TECHNOLOGY I
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Technology I. As appropriate in school counseling, enables students to learn about and to use technology

	DOES NOT MEET	MEETS	EXCEEDS
Commitment to Using Technology In Counseling	Demonstrates inadequate understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates appropriate understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates an extraordinary understanding of & strong, pro-active commitment to providing engaging technology-based learning opportunities for all students
Incorporating Technology Into Career Counseling	Guidance of students in the use of career resources (including computer-based career systems, electronic systems, and the use of the internet) is limited or based on inaccurate knowledge of hardware, software, or appropriate pedagogical approaches	Guides students appropriately in the use of career resources (including computer-based career systems, electronic systems, and the use of the internet) based on accurate knowledge of hardware & software plus appropriate pedagogical approaches	Guidance of students in the use of career resources (including computer-based career systems, electronic systems, and the use of the internet) is strong and pro-active and based on extensive and accurate knowledge of hardware, software, or appropriate pedagogical approaches
Incorporating Technology into Individual Planning	Incorporation of technology (such as electronic portfolio, use of internet, etc.) when working with students in individual planning is limited or based on inaccurate knowledge of hardware, software, or appropriate pedagogical approaches	Incorporates technology (such as electronic portfolio, use of internet, etc.) based on accurate knowledge of hardware & software plus appropriate pedagogical approaches including when working with students in individual planning	Incorporation of technology (such as electronic portfolio, use of internet, etc.) when working with students in individual planning is strong and pro-active and based on extensive and accurate knowledge of hardware, software, or appropriate pedagogical approaches
Assessment	Use and application of technology in assessment is limited or inappropriate	Uses and applies appropriate technology in assessment	Use and application of technology in assessment is extensive and highly efficient

SOE STANDARD --26   TECHNOLOGY II.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

26. Technology II.

	DOES NOT MEET	MEETS	EXCEEDS
Commitment to using technology for professional purposes	Commitment to using technology for professional purposes and/or adherence to ethical principles in exploring, using, and sharing technology resources on a personal professional basis is limited	Demonstrates commitment to using technology for professional purposes and adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis	Commitment to using technology for professional purposes and/or adherence to ethical principles in exploring, using, and sharing technology resources on a personal professional basis is strong and pro-active
Knowledge of resources	Knowledge of the uses of computers and technology in business, industry, and society as well as resources for developing a personal/professional network or community for ongoing professional development are inadequate or incorrect	Knows the basic uses of computers and technology in business, industry, and society as well as resources for developing a personal/professional network or community for ongoing professional development	Knowledge of the uses of computers and technology in business, industry, and society as well as resources for developing a personal/professional network or community for ongoing professional development is thorough, well integrated into work patterns and highly effective
Use of productivity tools for program management	Use of basic productivity tools (e.g., word processing, presentation graphics, spreadsheets, statistical packages) for program management is inadequate	Appropriately uses basic productivity tools (e.g., word processing, presentation graphics, spreadsheets, statistical packages) for program management	Use of basic productivity tools (e.g., word processing, presentation graphics, spreadsheets, statistical packages) for program management is thorough, well integrated into work patterns, and highly effective
Use of technology for personal/ professional development	Use of technology resources (e.g., Internet, email, word processing, and other productivity tools) to research, communicate, and collaborate with other professionals is inadequate	Appropriately uses technology resources (e.g., Internet, email, word processing, and other productivity tools) to research, communicate, and collaborate with other professionals	Technology resources (e.g., Internet, email, word processing, and other productivity tools) are carefully selected, thoroughly integrated into work patterns, and skillfully used to research, communicate, and collaborate with other professionals is inadequate

Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

	DOES NOT MEET	MEETS	EXCEEDS)
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
Key concepts	Explanation and/or use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
Designing inquiry	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
Ethical Issues in Inquiry	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
Evaluating existing research	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
Use of technology in research	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is highly appropriate and effective

SCHOOL COUNSELOR STANDARD -- 28. (IV-15) PROFESSIONAL ORIENTATION AND IDENTITY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Professional Orientation and Identity.   Understands and actively participates within the profession

	DOES NOT MEET	**MEETS**	**EXCEEDS**
Professional Organizations	Has difficulty explaining the importance of active participation and leadership in school counseling professional organizations and takes little or no part in professional organization activities as appropriate for candidates at this level of preparation	Appropriately explains the importance of active participation and leadership in school counseling professional organizations and takes part in professional organization activities as appropriate for candidates at this level of preparation	Clearly and convincingly explains the importance of active participation and leadership in school counseling professional organizations and takes a deliberate and very active part in professional organization activities well beyond what would be expected for candidates at this level of preparation
Understanding schools	Demonstrates limited grasp of the workings and contexts of schools (e.g., school environments, academic curricula, local community, environmental, and institutional characteristics) as they enhance student academic success and overall development or create barriers that impede success	Understands the workings and contexts of schools (e.g., school environments, academic curricula, local community, environmental, and institutional characteristics) as they enhance student academic success and overall development or create barriers that impede success	Demonstrates a thorough and insightful grasp of the workings and contexts of schools (e.g., school environments, academic curricula, local community, environmental, and institutional characteristics) as they enhance student academic success and overall development or create barriers that impede success
Engaging the Community to Promote Student Success	Use of strategies to engage the community to promote student success (e.g., uses community resources to enhance academic and social/emotional growth, plans appropriate community intervention activities, and advocates for programmatic efforts to eliminate barriers to student success) is limited or inappropriate.	Uses strategies to engage the community to promote student success (e.g., uses community resources to enhance academic and social/emotional growth, plans appropriate community intervention activities, and advocates for programmatic efforts to eliminate barriers to student success).	Use of strategies to engage the community to promote student success (e.g., uses community resources to enhance academic and social/emotional growth, plans appropriate community intervention activities, and advocates for programmatic efforts to eliminate barriers to student success) is proactive, adapted to the characteristics of the community, and highly effective.

Developmental Counseling Programs	Commitment to respond to the challenge of current social conditions is limited and/or knowledge and skills needed to design and implement developmental and preventive counseling programs that help *all* students develop life skills are inadequate or inappropriate	Is committed to respond to the challenge of current social conditions and has the basic knowledge and skills to design and implement developmental and preventive counseling programs that help *all* students develop life skills that enhance their ability to communicate effectively, resolve conflicts, make good decisions, act responsibly, and live lives that are safe, satisfying, and productive	Commitment to respond to the challenge of current social conditions is strong and proactive and knowledge and skills needed to design and implement developmental and preventive counseling programs that help *all* students develop life skills are well developed and highly effective

SCHOOL COUNSELOR STANDARD -- 29. (V-21) ETHICAL CONCERNS AND LEGAL MATTERS
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Ethical Concerns and Legal Matters.   Knows current legal issues and the ethical guidelines of the profession and acts accordingly

	DOES NOT MEET	MEETS	EXCEEDS
Ethical Standards	Commitment to and use of the ACA and ASCA professional standards and codes of ethics as a guide to making ethical decisions and resolving conflicts, to safeguarding the privacy and confidentiality of information, and to maintaining and informing students' of their rights is limited	Is committed to and uses the ACA and ASCA professional standards and codes of ethics as a guide to making ethical decisions and resolving conflicts, to safeguarding the privacy and confidentiality of information, and to maintaining and informing students' of their rights	Commitment to and use of the ACA and ASCA professional standards and codes of ethics as a guide to making ethical decisions and resolving conflicts, to safeguarding the privacy and confidentiality of information, and to maintaining and informing students' of their rights is strong and explicit in all relevant professional decisions and actions
Legal Matters	Acceptance of responsibility to know and/ or compliance with federal, state, and local legislation, regulations, and policies such as mandatory reporting, duty to warn, family educational rights and privacy act, informed consent, mental health code, etc. is limited	Accepts responsibility to know and complies satisfactorily with federal, state, and local legislation, regulations, and policies such as mandatory reporting, duty to warn, family educational rights and privacy act, informed consent, mental health code, etc.	Acceptance of responsibility to know and/ or compliance with federal, state, and local legislation, regulations, and policies such as mandatory reporting, duty to warn, family educational rights and privacy act, informed consent, mental health code, etc. is strong and explicit in all relevant professional decisions and actions

SCHOOL COUNSELOR STANDARD --30. (VI-22) PRACTICUM
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Practicum. Student must complete a practicum with a school-aged population under qualified supervision and demonstrate basic counseling skills

	DOES NOT MEET	MEETS	EXCEEDS
Participation	Does not complete a practicum with a school age population	Satisfactorily completes a practicum with a school age population	Satisfactorily completes a practicum with a school age population
Motivation	Articulation of one's own motivation for becoming a counselor is unclear, inadequate, or inappropriate	Articulates one's own motivation for becoming a counselor	Articulation of one's own motivation for becoming a counselor is clear, appropriate, and compelling
Skills	Has undue difficulty establishing the core conditions for a counseling/helping relationship (appropriate listening skills, empathy, appropriate questioning and interviewing skills)	Establishes the core conditions for a counseling/helping relationship (appropriate listening skills, empathy, appropriate questioning and interviewing skills)	Establishes the core conditions for a counseling/helping relationship (appropriate listening skills, empathy, appropriate questioning and interviewing skills) with practiced ease and efficacy
Reflection	Reflections on and evaluation of observed counseling sessions and counseling sites in a professionally appropriate manner are inadequate or inappropriate	Reflects on and evaluates observed counseling sessions and counseling sites in a professionally appropriate manner	Reflections on and evaluation of observed counseling sessions and counseling sites in a professionally appropriate manner are thoughtful, compelling, and clearly connect theory and practice
Self-reflection	Reflections on and evaluation of one's own counseling strengths and weaknesses are inadequate or inappropriate	Reflects on and evaluates one's own counseling strengths and weaknesses in an appropriate manner	Reflections on and evaluation of one's own counseling strengths and weaknesses are thoughtful, compelling, and clearly connect theory and practice

SCHOOL COUNSELOR STANDARD --31. (VI-23) INTERNSHIP
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Internship. Student must complete an internship under qualified supervision and perform a variety of counseling activities

	DOES NOT MEET	MEETS	EXCEEDS
Participation	Does not complete an internship with a comprehensive developmental school counseling approach under qualified supervision	Satisfactorily completes an internship with a comprehensive developmental school counseling approach under qualified supervision	Completes an internship with a comprehensive developmental school counseling approach under qualified supervision
Provision of Services	Demonstrates only a few of the variety of activities a regularly employed school counselor would be expected to perform	Demonstrates the basic activities a regularly employed school counselor would be expected to perform	Demonstrates completely the variety of activities a regularly employed school counselor would be expected to perform
Counseling Relationship	Develops counseling relationships with a school-aged populations that are inadequate, ineffective, or inappropriate	Demonstrates the essential abilities needed to develop counseling relationships with a school-aged populations	Demonstrates highly effective counseling relationships with a school-aged populations with practiced ease
Counseling skills	Development of basic skills in the helping relationships, in individual counseling and in group counseling are inadequate, ineffective, or inappropriate	Demonstrates the basic skills needed in the helping relationships, in individual counseling and in group counseling	Demonstrates highly effective basic skills in the helping relationships, in individual counseling and in group counseling with practiced ease