

## Rubric for Evaluating Colorado Special Services Providers: School Counselors

<b>QUALITY STANDARD I</b>				
Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT A:</b> Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction, and the individual needs of their students.				
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Is aware of legal requirements, state/district policies, and academic standards relevant to school counseling services.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>2 Adheres to legal requirements, state/district policies, and academic standards relevant to school counseling services.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>3 Consistently meets all legal requirements, state/district policies, and academic standards relevant to school counseling services.</p>	<p>... and <b>STUDENTS AND/OR FAMILIES:</b></p> <p>4 Demonstrate an understanding of their unique needs and educational rights.</p>	<p>... and <b>STUDENTS AND/OR FAMILIES:</b></p> <p>5 Are able to articulate how school counseling services support their unique needs and educational rights.</p>
<b>ELEMENT B:</b> Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Identifies ways in which school counseling services support student learning/achievement.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>2 Articulates how school counseling services support student learning/achievement.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>3 Plans and implements school counseling services that support student learning/achievement.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>4 Know how to access school counseling services that support learning/achievement.</p>	<p>... and <b>STUDENTS:</b></p> <p>5 Actively engage in school counseling services that support student learning/achievement.</p>

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<b>ELEMENT C:</b> Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
<b>THE SCHOOL COUNSELOR:</b>  1 Is aware of evidence-based theories, practices, and techniques related to school counseling services.	... and <b>THE SCHOOL COUNSELOR:</b>  2 Articulates an understanding of evidence-based theories, practices, and techniques related to school counseling services.	... and <b>THE SCHOOL COUNSELOR:</b>  3 Integrates evidence-based theories, practices, and techniques into school counseling services.	... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b>  4 Demonstrate an awareness of tools, resources, and available school counseling services that meet individual student needs.	... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b>  5 Access and utilize tools, resources, and available school counseling services that meet individual student needs.

**QUALITY STANDARD II**

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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**ELEMENT A:** Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Understands the connection between their role, student behavior, and a positive learning environment.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>2 Identifies strategies that promote acceptable student behavior and nurturing relationships.</p> <p>3 Structures support and/or services to minimize interruption of instructional time.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>4 Supports student understanding of school and class rules.</p> <p>5 Supports inclusive school culture and climate.</p> <p>6 Implements interventions/ services that support learning and contribute to a positive learning environment.</p>	<p>... and <b>STUDENTS:</b></p> <p>7 Participate in positive and nurturing relationships with adults and peers.</p> <p>... and <b>SIGNIFICANT ADULT(S):</b></p> <p>8 Develop an awareness of effective strategies that address behavioral needs and challenges.</p>	<p>... and <b>STUDENTS:</b></p> <p>9 Promote positive and nurturing relationships with adults and peers.</p> <p>... and <b>SIGNIFICANT ADULT(S):</b></p> <p>10 Use effective strategies to increase positive student outcomes.</p>
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**ELEMENT B:** Special Services Providers understand and respond to diversity within the home, school, and community.

<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Recognizes that student and family backgrounds, cultures, and individual experiences may influence development, behavior, and school performance.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>2 Considers student and family backgrounds, cultures, and individual experiences in planning effective school counseling services.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>3 Delivers school counseling services that acknowledge and respect family backgrounds, cultures, and individual experiences.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>4 Participate in school counseling services designed to honor family backgrounds, cultures, and individual experiences.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>5 Actively engage in promoting and enhancing awareness of diversity in their school and community.</p>
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**QUALITY STANDARD II**

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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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**ELEMENT C:** Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Recognizes that students are unique individuals with diverse needs, interests, and abilities.</p>	<p>2 Understands the diverse needs, interests, and abilities of each student.</p>	<p>3 Adapts school counseling services to benefit the diverse needs, interests, and abilities of each student.</p>	<p>4 Understand how school counseling services can help with student individual needs.</p>	<p>5 Advocate for support(s) based on the student’s unique needs, interests, and abilities.</p>

**ELEMENT D:** Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Understands the need for timely and meaningful communication between stakeholders for the benefit of students.</p>	<p>2 Builds relationships through effective communication with stakeholders.</p> <p>3 Has knowledge of community/local services.</p>	<p>4 Adapts services based on students’ needs, e.g., home(s), community, and school.</p> <p>5 Monitors and adapts communication styles based on needs of the stakeholders.</p> <p>6 Coordinates appropriate communication and information from families and significant adults with colleagues.</p>	<p>7 Have an understanding of ways by which they can communicate with the School Counselor.</p> <p>8 Initiate communication with the School Counselor.</p>	<p>9 Initiate communication with significant adult(s) to support student success and needs.</p>

**QUALITY STANDARD III**

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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**ELEMENT A:** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Identifies the connections between student learning and evidence-based theories (e.g., theories related to counseling and/or human development).</p>	<p>... and</p> <p><b>THE SCHOOL COUNSELOR:</b></p> <p>2 Articulates knowledge of student learning and evidence-based theories (e.g., theories related to counseling and/or human development).</p>	<p>... and</p> <p><b>THE SCHOOL COUNSELOR:</b></p> <p>3 Applies counseling, human development, and student learning theory in counseling programs and services.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>4 Participate in counseling services appropriate for the student’s developmental level.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>5 Initiate engagement in counseling services appropriate for the student’s developmental level.</p>

**ELEMENT B:** Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Collects and assesses data from multiple sources to plan/develop school counseling services.</p>	<p>... and</p> <p><b>THE SCHOOL COUNSELOR:</b></p> <p>2 Creates an instructional program that is comprehensive, preventive, and developmentally appropriate.</p> <p>3 Uses data (e.g., achievement and/or opportunity) to identify gaps.</p>	<p>... and</p> <p><b>THE SCHOOL COUNSELOR:</b></p> <p>4 Implements, promotes, and facilitates instruction in the delivery of data driven, school counseling services.</p> <p>5 Monitors formal and informal data to design and/or implement school counseling services to close gaps.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>6 Demonstrate an understanding of assessment results and individual student strengths and needs.</p>	<p>... and</p> <p><b>STUDENTS:</b></p> <p>7 Receive school counseling services that are informed by findings from multiple formal and informal assessments.</p>
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**ELEMENT C:** Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Has an understanding of available software and technology to support students.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>2 Selects appropriate technology to support students.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>3 Effectively uses software and technology to enhance students' authentic learning opportunities.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>4 Articulate an awareness of the software and technology that is available in support of the student's plans (e.g., academic, career, and/or personal/social).</p>	<p>... and <b>STUDENTS:</b></p> <p>5 Demonstrate the appropriate use of technology when developing and implementing action plans (e.g., academic, career, and/or personal/social).</p>

**ELEMENT D:** Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Has an awareness and understanding of a School Counselor's role in postsecondary readiness.</p> <p>2 Recognizes and articulates the importance of student's skills in critical-thinking, problem-solving, and self-advocacy.</p> <p>3 Recognizes the importance of high expectations for learning and behavior for all students.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>4 Implements services to facilitate the development of postsecondary readiness.</p> <p>5 Identifies opportunities for students to practice self-advocacy and/or problem-solving skills.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>6 Communicates to stakeholders the importance of postsecondary readiness.</p> <p>7 Delivers services that reflect high expectations of students.</p> <p>8 Provides opportunities for students to practice self-advocacy and/or problem-solving skills.</p>	<p>... and <b>STUDENTS:</b></p> <p>9 Respond to counselor expectations and use problem-solving techniques that incorporate critical thinking and skills based on their developmental level.</p>	<p>... and <b>STUDENTS:</b></p> <p>10 Demonstrate postsecondary readiness at their developmental level.</p> <p>11 Demonstrate self-advocacy, critical-thinking, and problem-solving skills based on individual developmental level.</p>

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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT E:</b> Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Identifies student needs to inform delivery of school counseling services.</p> <p>2 Understands the school/district’s written crisis response policies and/or procedures.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>3 Designs school counseling services that are responsive to student needs.</p> <p>4 Responds appropriately to student mental health crises and needs, and plans school counseling services accordingly.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>5 Delivers school counseling services based on student needs.</p> <p>6 Offers education, prevention, counseling, and makes referrals to community services as needed for students in crisis.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Make decisions based on academic, career, and social/emotional student data.</p>	<p>... and <b>STUDENTS:</b></p> <p>8 Implement plans developed in partnership with School Counselor(s) and/or significant adult(s).</p>
<b>ELEMENT F:</b> Special Services Providers model and promote effective communication.				
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Understands the importance of communicating effectively.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>2 Demonstrates developmentally appropriate language with students.</p> <p>3 Uses a variety of appropriate delivery methods to communicate with students.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>4 Models effective communication throughout the school community.</p> <p>5 Assists students in determining the most appropriate communication strategies to use in a variety of situations.</p> <p>6 Tailors communications to be developmentally and culturally relevant.</p>	<p>... and <b>STUDENTS:</b></p> <p>7 Demonstrate effective, developmentally appropriate communication related to their needs.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>8 Use School Counselor feedback to enhance student growth.</p>

**QUALITY STANDARD IV**

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<b>ELEMENT A:</b> Special Services Providers demonstrate high standards for ethical and professional conduct.				
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Contributes professional knowledge and advice to colleagues when relevant and appropriate.</p> <p>2 Maintains confidentiality of student records as required by law.</p> <p>3 Understands the need to hold high ethical standards.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>4 Seeks evidence-based research practices related to the school counseling profession.</p> <p>5 Demonstrates consistent professional conduct with students and significant adults.</p> <p>6 Demonstrates ethical behavior and respect for others in accordance with the ASCA Ethical Standards for School Counselors.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>7 Adapts professional practice based upon current evidence-based research findings and needs of the environment.</p> <p>8 Promotes ethical behavior and respect for others.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>9 Advocates for the understanding of ethical standards for School Counselors among stakeholders.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>10 Promotes ethical standards and laws, policies, and/or procedures of the school counseling profession at the district, state, or national level.</p>
<b>ELEMENT B:</b> Special Services Providers link professional growth to their professional goals.				
<p><b>THE SCHOOL COUNSELOR:</b></p> <p>1 Develops professional goals.</p> <p>2 Seeks feedback from supervisor and/or colleagues to improve practice.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>3 Uses feedback from supervisor and/or colleagues to improve practice.</p> <p>4 Selects and participates in professional development to improve professional practice.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>5 Develops a professional growth plan based upon professional goals.</p> <p>6 Participates in high quality professional development specific to school counseling and aligned to professional goals.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>7 Reflects on professional development and applies new knowledge and skills to the school counseling program.</p>	<p>... and <b>THE SCHOOL COUNSELOR:</b></p> <p>8 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p>



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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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**ELEMENT C:** Special Services Providers respond to a complex, dynamic environment.

THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:
<p><b>1</b> Demonstrates flexibility in their role in response to environmental changes.</p>	<p><b>2</b> Adapts school counseling practices based on new information about student needs.</p>	<p><b>3</b> Prioritizes school counseling activities based on changing student needs and/or changes in the school and broader environments.</p>	<p><b>4</b> Collaborates with stakeholders to anticipate changes and/or challenges in the school environment, and be prepared to respond.</p>	<p><b>5</b> Expands their role in responding to changes in the school or student environments.</p>

**ELEMENT D:** Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:	... and THE SCHOOL COUNSELOR:
<p><b>1</b> Understands the role of a School Counselor as an advocate for all students.</p> <p><b>2</b> Supports school goals and initiatives.</p>	<p><b>3</b> Advocates within the school community on behalf of students.</p> <p><b>4</b> Contributes to school or district/BOCES teams.</p> <p><b>5</b> Recognizes one's individual leadership skills.</p>	<p><b>6</b> Provides potential solutions when advocating for students.</p> <p><b>7</b> Teaches students appropriate self-advocacy skills.</p> <p><b>8</b> Demonstrates effective leadership in the school counseling program, the school, and/or district.</p>	<p><b>9</b> Seeks leadership role(s) within the school or district/BOCES.</p> <p><b>10</b> Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs and the diversity of the student population.</p> <p><b>11</b> Uses leadership skills to facilitate positive change for the school counseling services and the school community.</p>	<p><b>12</b> Contributes to the enhancement of the school counseling profession through publications or professional presentations.</p> <p><b>13</b> Takes on a district, state, or national leadership role relevant to the school counseling profession.</p>