



## **School Counselor Effectiveness Rubric: Guidance for Evaluating an Indiana School Counselor/Director of Guidance**

Beginning in 2010, the Counselor Evaluation Leadership Team (CELT), funded by the Indiana Department of Education (IDOE) and facilitated by the Indiana School Counselor Association (ISCA), came together to develop a sample School Counselor Effectiveness Rubric for Indiana schools. The leadership team was comprised of representatives from ISCA; IDOE; school counselors from the elementary, middle, and high school levels; counselor educators from Ball State University, Indiana University, Butler University, and Purdue University; school administrators; representatives from the Indiana Department of Workforce Development, Indiana Youth Institute, and Learn More Indiana.

The School Counselor Rubric was developed to assist principals in their efforts to increase school counselor effectiveness; to define and prioritize the actions that effective school counselors use to achieve gains in student achievement, personal, social, and college and career development; and to provide a foundation for accurately assessing the effectiveness along four domains, which include Academic Achievement; Student Assistance Services; Career Development; and Professional Leadership. The first draft, which was completed in August of 2010, was piloted by 16 Indiana schools (representing elementary, middle and high school counselor/administrators) during the spring semester of 2011 and as a result of the pilot, changes were made in July, 2011. Score totals were revisited and revised, which are reflected in the [current version](#) completed in 2012.

Additional sample school counselor evaluation plans, including a [RISE](#) and [TAP](#) sample, can be found in the *IDOE school counselor* and *IDOE Developing New Indiana Evaluations* communities in the Learning Connection.

### ***How might School Counselors demonstrate their impact?***

Some might argue that it may be difficult for School Counselors to demonstrate their direct impact on student achievement (i.e. ISTEP scores). What we know is that if students receive sound guidance and counseling (at the school-wide, classroom, small group and/or individual levels), they make choices to support their learning and development and as a result, achievement increases. Therefore, we oftentimes consider data in terms of *Achievement, Student Choice, and Guidance and Counseling*.

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Achievement data might include ISTEP scores, Advanced Placement (AP) scores, grades, passing classes, earning an Academic Honors or Technical Honors Diploma, etc.

“Student Choice” data might include data that counselors may have a more direct impact on, including enrollment in advanced classes; completion of graduation and postsecondary plans, the FAFSA, homework, college visits, the ACT or SAT, Scholar Success Program, and college applications; enrollment in 21<sup>st</sup> Century Scholars; office referrals; and attendance.

Guidance-related data would include student demonstration or response of mastery of the [Indiana Student Standards for Guidance](#).

Counseling data may be based on personal goals made in individual or group counseling sessions. Counseling data might also include school-wide data on such things as student responses to feeling safe at school, bullying, etc.

Achievement	
Student Choice	
<u>Guidance</u> <b>Academic</b> <b>College/Career</b> <b>Personal/Social</b>	<u>Counseling</u> <b>Personal</b> <b>Social</b>

(American Student Achievement Institute)

**Goal Setting / Student Learning Objectives (SLOs):**

School Counselors should first look at their school-wide data to determine annual student goals. Upon analyzing data, counselors may select goals that are specific to certain subgroups (i.e. grade levels, socioeconomic groups, specific racial/ethnic groups, male/female, special education, etc.) One example might include a goal to increase the number of students who apply for the 21<sup>st</sup> Century Scholars program. With this program, students have to meet certain criteria in order to apply, which include being in 7<sup>th</sup> or 8<sup>th</sup> grade and meeting income eligibility. Therefore, if one of my goals as a counselor is to increase the number of students who apply, I might choose to target 7<sup>th</sup> and 8<sup>th</sup> grade students who qualify for free/reduced lunches, for example. This would also apply to achievement-specific goals. If, when analyzing school-wide data, a counselor finds that African American males are not registering in advanced placement classes at the rate of their peers, I might work to increase the enrollment rate with this select group. This might apply in other cases where disproportionality is found. It might also be encouraged to select goals that are in alignment with school improvement plans and college and career readiness grades.

*\*SLOs are encouraged, but are not required for evaluations.*

**Sample Goals / Student Learning Objectives:**

*\*Chosen target percentage should be optimistic but realistic, based on previous year’s school data (baseline).*



Achievement

1. 90% of 3<sup>rd</sup> graders pass the English/LA portion of ISTEP.
2. 90% of 10<sup>th</sup> grade students will pass the English 10 End of Course Assessment.
3. 70% of graduating seniors will meet the requirements for the Academic Honors Diploma.

Student Choice

1. 100% of eligible 8<sup>th</sup> graders will complete and submit the 21<sup>st</sup> Century Scholars application prior to the June 30<sup>th</sup> deadline.
2. 70% of students will enroll in Algebra I for 8<sup>th</sup> grade.
3. 100% of 6<sup>th</sup> graders will complete a graduation plan.  
 \*Other goals might include attendance, taking the PSAT or PLAN, ACT or SAT; registering for AP and dual credit courses, etc.

Guidance

1. 100% of 1<sup>st</sup> graders understand that they have the ability to choose their behaviors.
2. 100% of 5<sup>th</sup> graders will be able to identify their learning style.
3. 100% of 7<sup>th</sup> graders can describe an apprenticeship (or substitute military, 2 and 4 year college) program.
4. 100% of 8<sup>th</sup> graders can describe the requirements for an Indiana Core 40 diploma.
5. 100% of 10<sup>th</sup> graders can describe how to find and apply for financial aid.

Counseling

1. 100% of 2<sup>nd</sup> graders can describe simple ways to resolve conflicts.
2. 100% of 5<sup>th</sup> graders can describe the process of grief.
3. 100% of 6<sup>th</sup> graders understand their responsibility to report bullying incidents to an adult.
4. 100% of 9<sup>th</sup> graders can identify at-risk behaviors.

*To increase the % of...*

Student Group	Goal	Baseline/Current Data	Target Date	Target Data
9 <sup>th</sup> graders	Pass the Algebra I ECA	60%	June, 2014	70%

## **Assessment & Data Collection Tools:**

Counselors may gather data using a number of different methods, some of which may include:

### Achievement:

ISTEP scores, number of students passing the ECA's, graduation rate, number of Academic Honors and Technical Honors Diplomas earned, percentage of students taking (and passing) AP and dual credit courses, etc.

### Student Choice:

Number of students submitting a 21<sup>st</sup> C. Scholars application, high school or dual credit and advanced placement course enrollment, graduation plan completion, etc.

### Guidance:

Learn More Indiana / Redesigning School Counseling (RSC) surveys (grades K-12; parents and teachers)

### Counseling:

Learn More Indiana / Redesigning School Counseling surveys (K-12)

School Climate surveys

Progress on personal goals set in small group and individual counseling sessions

## **Interventions:**

School Counselor interventions include academic, college and career, and personal/social development through:

- School-wide prevention programming (i.e. classroom guidance) for 100% of students
- Small group instruction (typically for a targeted group of students)
- Individual academic and postsecondary (college and career) planning (100% of students)
- Individual counseling for personal/social issues (targeted group of students as needed)

## **School-Wide Measure:**

Evaluations also may include a school-wide measure, which invests all individuals in the success of the school's students. This measure is designed to be something that everyone can contribute to, regardless of grade level or subject matter. The school-wide measure (in the RISE sample) is aligned to the A-F accountability model. For elementary and middle school, this measure includes school-wide achievement and growth on the ISTEP+. For high school, this measure includes English 10 and Algebra I ECA performance and improvement, college and career readiness, and the graduation rate.

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## **Resources:**

For more information on goal setting for school counselors, view the [webcasts](#) located within the [American Student Achievement Institute Website](#) (every Indiana school should have a login that was assigned to the school counselor).



Additional accountability and data collection resources for school counselors can be found on the [ISCA website](#) and in the 'advocacy and accountability' folder in the *IDOE school counselor* communities in the [Learning Connection](#).

Source: [American Student Achievement Institute](#) – *Redesigning School Counseling/Gold Star*

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