



**Counselor Rubric: Essential Element 1
for Practitioners with Permanent Status**

Essential Element 1	Not Meeting Standards		Approaching			Meeting Standards				
<p>Ensures all students are engaged in an equitable system of supports and opportunities.</p>	<p>Rarely looks at the 'whole child' (academic, career, social-emotional) when considering needed supports and opportunities for students.</p>	<p>Occasionally looks at the 'whole child' (academic, career, social-emotional) when considering needed supports and opportunities for students.</p>	<p>Regularly looks at the 'whole child' (academic, career, social-emotional) when considering needed supports and opportunities for students.</p>	<p>Regularly looks at the 'whole child' when identifying needed supports and opportunities for student and identifies new supports currently available.</p>	<p>Regularly uses a feedback system to ensure <u>all</u> students are aware of and have access to <u>all</u> needed supports and available opportunities based on individual need.</p>	<p>Rarely provides academic planning supports and opportunities for students.</p>	<p>Inconsistently provides academic planning supports and opportunities for students.</p>	<p>Regularly provides academic planning supports and opportunities for students, and communicates resource availability.</p>	<p>Regularly provides academic planning supports and opportunities for students, and coordinates resource availability.</p>	<p>Regularly creates a sustainable and comprehensive system of academic supports and opportunities for students.</p> <p>Regularly meets with students individually on a systematic basis to determine use of available supports.</p>



How might I...	Strategies
Find relevant supports and opportunities for students?	<ul style="list-style-type: none"> ▪ Conduct a site audit of academic supports ▪ Research through email, mail and internet ▪ Briefly consider all ideas which come across your desk and evaluate ▪ Read the Counselor Newsletter every week ▪ Attend professional development conferences, workshops, book studies, etc. ▪ Analyze data of student needs by reviewing CA Healthy Kids data and district-wide or site-based needs assessments (Q, Illuminate, Naviance Senior Survey, etc). ▪ Participate in social media groups ▪ Research services specifically aimed at major transitions (5th-6th, 8th-9th, 12th-life) ▪ Participate on WASC team at another school ▪ Attend District Counselor meetings for your level ▪ Other
Ensure students are aware of supports and opportunities?	<ul style="list-style-type: none"> ▪ Update the school website (or work with web manager) ▪ Help site staff communicate them via classroom posters, school video program, etc ▪ Meet with every student one-on-one in a grade level ▪ Conduct classroom presentations ▪ Join local, state, and national professional associations ▪ Promote the San Juan App ▪ Promote school clubs in the counseling office ▪ Have a running electronic announcement board in the counseling office ▪ Create a new student orientation plan ▪ Speak to your site colleagues at a staff meeting ▪ Communicate with athletic director, activities director, and club advisors ▪ Other
Ensure students have access to supports and opportunities?	<ul style="list-style-type: none"> ▪ Consider the timing and location of every program created ▪ Analyze data of student needs by reviewing CA healthy Kids data and district wide or site based needs assessments. ▪ Work on a Learning Supports Team



Create a feedback system to ensure students are using all needed supports?

- Cultivate a relationship with all members of school site to gather information regarding their needs
- Seek out support and share information with stakeholders on school site and community
- Conduct surveys from students, teachers, admin, parents (I.e. analyze Healthy Kids Survey)
- Attend school events to provide an open forum for stakeholders (open house, back to school nights, PTA Meetings, sports events, performances, ceremonies, etc.)
- Be accessible and self-reflective to input
- Other



**Counselor Rubric: Essential Element 2
for Practitioners with Permanent Status**

Essential Element 2	Not Meeting Standards	Approaching	Meeting Standards		
<p>Advocates for educational opportunity, equity and access for all students.</p>	<p>Is unable to identify systems and structures in our school system that may perpetuate inequities.</p> <p>Lacks understanding of culturally responsive learning environments that supports learners.</p> <p>Lacks understanding of cultural and socioeconomic differences to ensure equitable access to supports and opportunities.</p>	<p>Has some awareness and understanding of institutionalized racism and other biases that serve as barriers to achievement for students.</p> <p>Identifies under-achieving students, but does not create a plan to increase rigor and access to equitable supports/interventions.</p> <p>Has some understanding of cultural and socioeconomic differences to</p>	<p>Regularly engages students and staff to create equitable/anti-racist learning environments and opportunities.</p> <p>Regularly identifies underachieving students and creates a plan to increase rigor and access to equitable supports/interventions.</p> <p>Regularly uses understanding of cultural and socioeconomic differences to ensure equitable access to supports and</p>	<p>Regularly engages families, students and staff in courageous conversations to create and sustain conditions of equity and excellence for all students.</p> <p>Regularly implements and supports academic programs for under-achieving students to provide access into more rigorous curriculum and courses.</p> <p>Regularly uses understanding of cultural and socioeconomic differences to develop</p>	<p>Consistently engages families, students, and staff to create, implement and evaluate a plan to mediate educational barriers through improved integration of school and community resources to better serve children and families.</p> <p>Regularly works collaboratively with school-wide for under-achieving students to provide access into more rigorous curriculum and courses.</p> <p>Regularly collaborates with peers to initiate</p>



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		ensure equitable access to supports and opportunities.	opportunities.	and implements an academic support plan (TK-12) that prepares under-achieving students for college eligibility and success.	and develop opportunities for school staff and/or counseling colleagues to address cultural competence and current barriers to equitable student success.
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How might I...	Strategies
Identify underachieving students to increase rigor and access to equitable supports/interventions?	<ul style="list-style-type: none"> ▪ Evaluate D,F and I information to coordinate a student intervention program focused on addressing gaps in student learning ▪ Work with site based EL team to assist with analysis of reclassification data ▪ Engage in classroom, group or individual conversations to increase understanding of the reclassification process. in classroom, group or individual conversations to increase understanding of the reclassification process ▪ Identify students with below standards on CAASPP or MAP and work with staff to differentiate supports to bridge achievement gap for all students
Engage families, students and staff in conversations to create and sustain conditions of equity and excellence?	<ul style="list-style-type: none"> ▪ Work with school site staff to coordinate a fishbowl or listening circle focusing on a site based disenfranchised group ▪ Obtain parent and community feedback to assist in coordinating a community resource fair designed to focus intervention on community need ▪ Engage in collaboration with site ELAC and DELAC to provide information about school practices and works with families to eliminate barriers to educational advancement
Implement and supports academic programs that accelerate under-achieving students into more rigorous curriculum and courses?	<ul style="list-style-type: none"> ▪ Work with a local community mentoring group to provide students with access and engagement regarding STEM fields ▪ Work with a local community college to provide students with access to college and career readiness tools. I.e. College tours, CTE information and demonstrations ▪ Individual student planning focusing on areas of strength and growth. Discuss key skills needed to transition to high level coursework ▪ Provide parent outreach events and student engagement activities to share information about college entrance, registration and the value of advanced coursework



<p>Work collaboratively with school wide social justice initiative to support student engagement and equity?</p>	<ul style="list-style-type: none">▪ Support social justice practices by assisting school site in establishing restorative practices▪ Support classroom Restorative Circles▪ Provide conflict mediation▪ Assist in the development of peer based restorative circles▪ Establish and facilitate programs such as Safe Schools Ambassadors
<p>Initiate and develop opportunities for school staff or counseling colleagues to address cultural competence and current barriers to equitable student success?</p>	<ul style="list-style-type: none">▪ Present at staff meetings▪ Create a counseling parent advisory committee that represents all student groups on campus▪ Help others start or supervise a cultural club▪ Encourage others to bring students to a seminar on access to college for under-represented groups▪ Collaborate with local community agencies to provide on-site staff training regarding pertinent social issues.



**Counselor Rubric: Essential Element 3
for Practitioners with Permanent Status**

Essential Element 3	Not Meeting Standards	Approaching	Meeting Standards		
Evaluate student and program data to promote academic, career and social/emotional development of all students.	<p>Lacks understanding or awareness of student assessment data or how it can be used to develop student support plans.</p> <p>Rarely interprets and communicates assessment data for students and parents/guardians to facilitate educational and career planning.</p>	<p>Occasionally works with student data to develop plans to support students in achieving and attain their goals and aspirations.</p> <p>Occasionally interprets and communicates assessment data for students and parents/guardians to facilitate educational and career planning.</p>	<p>Regularly uses student data on strengths, goals, and challenges related to academic, career, personal and social development to help students develop healthy personal/social behavior and well-being.</p> <p>Regularly interprets and communicates assessment data for students and parents/guardians to facilitate educational and career planning.</p> <p>Regularly maintains</p>	<p>Consistently uses student data on strengths, goals, and challenges related to academic, career, personal and social development to help students develop healthy personal/social behavior and well-being.</p> <p>Consistently engages students and their parents/guardians in interpreting student assessment data to facilitate educational and career planning.</p> <p>Consistently and</p>	<p>Consistently and routinely assesses data on individual student strengths, hopes, aspirations, and challenges related to academic, career, personal and social development.</p> <p>Consistently engages students and their parents/guardians in interpreting and understanding student assessment data to facilitate educational and career planning.</p> <p>Consistently and systematically uses appropriate data to drive program change</p>



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			records of student academic progress towards promotion and graduation.	systematically maintains and evaluates records of student academic progress towards promotion and graduation.	to improve promotion and graduation rates.
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How might I ...	Strategies
Use assessments that are aligned with learning objectives?	<ul style="list-style-type: none"> ▪ Check D and F reports. ▪ Look at Naviance survey completion or information stored. ▪ Check GPA progress
Assess individual student strengths?	<ul style="list-style-type: none"> ▪ Use self-assessments, grade reports, tests results and teacher reports to evaluate needs for support.
Use data to initiate systems to counsel students?	<ul style="list-style-type: none"> ▪ Check online websites, like assist.org, Naviance, Dataquest, etc. to gather information and create plans for college. ▪
Adjust practice based on data outcomes?	<ul style="list-style-type: none"> ▪ Be aware of how to use programs like Illuminate, Naviance and Dataquest. ▪ Consider reevaluating how programs are run based on desired outcomes. ▪ Create a plan to systematically visit and use data from: <ul style="list-style-type: none"> ▪ Naviance ▪ Behavior Reports ▪ Attendance ▪ Needs Assessments ▪ MAP ▪ CHKS ▪ CELDT ▪ PSAT / SAT / ACT ▪ Grad rates
Evaluate records of student academic progress towards promotion and graduation?	<ul style="list-style-type: none"> ▪ Regularly check and evaluate A-G rates and perform regular transcript analysis.

Counselor Rubric: Essential Element 4



for Practitioners with Permanent Status

Essential Element 4	Not Meeting Standards	Approaching	Meeting Standards		
<p>Assesses student characteristics and utilizes the information to plan for individual student growth and achievement.</p>	<p>Does not consider student characteristics to provide support and guidance.</p> <p>Does not assist students in planning for individual growth.</p> <p>Is not aware of students' home and community supports, as well as potential barriers, in helping provide a positive academic and social/emotional learning environment.</p>	<p>Reviews some students' academic history (including assessment data and grade patterns) to provide support and guidance.</p> <p>Assists some students in planning for individual growth.</p> <p>Inconsistently uses information about students' home and community supports, as well as potential barriers, in helping provide a positive academic and social/emotional learning environment.</p>	<p>Regularly reviews students' academic history (including assessment data and grade patterns) to provide support and guidance (HS only – course planning).</p> <p>Knows some students' personal goals, strengths, mindset and interests and assists them in individual, college, and career planning and growth.</p> <p>Regularly uses information about students' home and community supports, as well as potential barriers, in helping provide a positive academic and</p>	<p>Regularly assesses students' academic history (including assessment data and grade patterns) to provide support and guidance (HS only – course planning).</p> <p>Knows most students' personal goals, strengths, mindset and interests and assists them in individual, college, and career planning and growth.</p> <p>Regularly uses information about most students' home and community supports, as well as potential barriers, in helping provide a positive academic and</p>	<p>Regularly assesses each student's academic history (including assessment data and grade patterns) to provide support and guidance (HS only – course planning).</p> <p>Knows each student's personal goals, strengths, mindset and interests and assists them in individual, college, and career planning and growth.</p> <p>Regularly uses information about each student's home and community supports, as well as barriers, in helping provide a positive academic and social/emotional</p>



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			social/emotional learning environment.	social/emotional learning environment. Regularly provides experiences for some students to help explore career possibilities.	learning environment. Regularly provides experiences for all students to help explore career possibilities.
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How might I ...	Strategies
Effectively utilize student academic history data to provide support and guidance?	<ul style="list-style-type: none"> ▪ Review student transcripts upon entry to school (HS) ▪ Analyze Illuminate data ▪ Analyze Q Web Student Profile ▪ Review transcripts when meeting with students to register for following year classes (HS)
Find out students' goals, strengths, mindset and interests?	<ul style="list-style-type: none"> ▪ Meet with everyone student one-on-one in a grade level and have questions on a form ▪ Build relationships with students so they feel comfortable speaking to these topics
Gain awareness of students home and community supports and barriers?	<ul style="list-style-type: none"> ▪ Analyze the Personal Success Plan in Naviance ▪ Use think-pair-share ▪ Use open-ended journal prompts
Provide experiences for students to gain career awareness?	<ul style="list-style-type: none"> ▪ Promote the district College Fair ▪ Promote the district Career Fair ▪ Network in the community to find opportunities ▪ Promote summer activities ▪ Promote student leadership of campus programs and events



**Counselor Rubric: Essential Element 5
for Practitioners with Permanent Status**

Essential Element 5	Not Meeting Standards	Approaching	Meeting Standards		
<p>Develops working relationships that include parents, students, school and district staff and community members.</p>	<p>Avoids communication/ fails to respond to emails or phone calls from team members (parents, school or district staff, students, community members).</p> <p>Fails to establish rapport with students.</p> <p>May escalate difficult conversations and/or rarely de-escalates difficult conversations.</p>	<p>Occasionally communicates with team members.</p> <p>Occasionally engages in rapport building with warmth and unconditional positive regard (e.g. actively listens, demonstrates listening with non-invasive cues, etc.) in student and staff interactions.</p> <p>Occasionally de-escalates difficult conversations.</p>	<p>Regularly communicates with team members to improve student success.</p> <p>Regularly and intentionally engages in rapport building with warmth and unconditional positive regard (e.g. actively listens, demonstrates listening with non-invasive cues, etc.) in student, staff and parent interactions.</p> <p>Regularly de-escalates difficult conversations with students, parents and staff.</p>	<p>Regularly initiates communication and collaboration with team members to improve student success.</p> <p>Regularly and intentionally engages in rapport building with warmth and unconditional positive regard in student, staff and parent interactions, and participates in collaborative teams with staff.</p> <p>Regularly de-escalates difficult conversations with team members and stakeholders.</p>	<p>Regularly collaborates with team members and community resources to improve student success.</p> <p>Regularly and intentionally engages in rapport building with warmth and unconditional positive regard in student, staff and parent interactions, and initiates or facilitates collaborative teams that promote student support.</p> <p>Consistently de-escalates difficult conversations with team members and stakeholders.</p>



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				Regularly coordinates a referral process for parents/guardians and students that facilitates access to community resources.	Regularly collaborates with team members to coordinate a referral process for parents/guardians and students that facilitates access to community resources.
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How might I ...	Strategies
Communicate with team members to improve student success?	<ul style="list-style-type: none"> ▪ Utilize phone calls, emails, schoology, other communication tools to respond in a timely manner to student, staff, parent or community needs ▪ Share relevant reports (naviance, Healthy Kids, DFI, etc.) ▪ Visit teachers or support staff in their rooms or offices ▪ Attend relevant meetings (grade-, department-, team-meetings, SSTs, IEPs, 504s, Parent-Teacher Conferences, etc.) ▪ Log visits in Q ▪ other
Build rapport with students and staff using warmth and positive regard?	<ul style="list-style-type: none"> ▪ Greet with enthusiasm, exchange social pleasantries, participate in or be actively present at extra-curricular events or social gatherings ▪ Allow questions and be an active listener ▪ Say hello or chat with students and/or staff in common areas ▪ Practice Rogers' Unconditional Positive Regard (ask open-ended questions, listen with non-invasive cues like heading nodding and hm, allow uncertainty and confusion, demonstrate genuine empathy) ▪ other
Regularly and/or actively collaborative in teams?	<ul style="list-style-type: none"> ▪ Initiate or participate in groups geared toward student success (PLC, Team-, Department-, or grade level- meetings, SSTs, 504s, site Leadership, Learning Teams, PBIS, Restorative Justice, etc.) ▪ Have a role in meetings (note-taking, follow-up, initiate discussion or ask questions) ▪ other
Coordinate a referral process to facilitate access to community resources? Seek out community resources	<ul style="list-style-type: none"> ▪ Create a process for communicating available community resources (food bank, clothes closet, therapists, tutoring centers, etc.) using brochure, newsletter, ConnectEd, Naviance, Q email to parents and students. ▪ Use a needs survey (Healthy Kids, SARC demographics of student body, etc.) to determine current needs of current population. ▪ Find and advertise community resources for needs/populations relevant to your school (Muslim, immigrant, self-injury, prescription drug use, etc.)



	<ul style="list-style-type: none">▪ Attend community events and community resource fairs for information, brochures, and connections▪ other
Initiate or facilitate collaborative teams?	<ul style="list-style-type: none">▪ Begin the referral process for students to receive intervention, support, attention, therapy (etc.) inside and outside the school environment▪ Lead teams of colleagues (on campus or other counselors) through a process that meets the needs of struggling students (SST, Learning Teams, PLCs, etc.)▪ other



**Counselor Rubric: Essential Element 6
for Practitioners with Permanent Status**

Essential Element 6	Not Meeting Standards	Approaching	Meeting Standards		
<p>Promotes a positive, safe, and supportive learning environment.</p>	<p>Does not participate in the development of a positive school environment that promotes active school engagement.</p> <p>Does not participate in student social/emotional development to optimize student engagement and learning.</p> <p>Rarely advocates for the safety and the well-being of students.</p>	<p>Occasionally participates in the development of a positive school environment that promotes active school engagement.</p> <p>Occasionally promotes student social/emotional development to optimize student engagement and/or learning.</p> <p>Advocates for the safety and the well-being of some students.</p>	<p>Regularly participates in the development of a positive school environment that promotes active school engagement.</p> <p>Regularly promotes and implements opportunities for student social/emotional development to optimize student engagement and/or learning.</p> <p>Advocates for the safety and the well-being of all students.</p>	<p>Regularly facilitates practices that promote active school engagement and a safe learning environment for all students.</p> <p>Regularly and systematically provides opportunities to promote safety, well-being and social/emotional development of all students.</p> <p>Regularly promotes school safety and the reduction of verbal, emotional, psychological, and physical violence.</p>	<p>Consistently facilitates, develops, implements systems that promote active school engagement, a safe learning environment for all students.</p> <p>Consistently and systematically provides opportunities to promote safety, well-being and social/emotional development of all students.</p> <p>Regularly provides training for school staff, district personnel and/or community members in the promotion of safety and well-being.</p>



How might I...	K-12 Strategies
Develop a positive school environment?	<ul style="list-style-type: none"> ▪ Review Healthy Kids Survey to identify areas of focus ▪ Create student conflict resolution process ▪ Collaborate with staff by adopting restorative justice practices ▪ Advocate/advise inclusive clubs (I.e. GSA, BSU, Religious Clubs, etc.) ▪ Support school site PBIS team ▪ Work with school site Safe School Ambassadors program ▪ Collaborate with on-site staff to initiate and participate in WEB and Link Crew ▪ Coordinate Peace Path / Buddy Bench / Lunch Bunch programs on your school site ▪ Participate in tiered level interventions ▪ Other
Promote active school engagement?	<ul style="list-style-type: none"> ▪ Encourage student involvement in clubs, after school activities and summer programming ▪ Be present and participate in school activities (clubs, after school programs, sports and etc.) ▪ Initiate or participate in a positive reward system (I.e. spirit points, reward tickets, etc.) ▪ Facilitate listening circles/fishbowl activities to gather information regarding student interests ▪ Collaborate with important stakeholders, I.e. parent teacher conferences ▪ Other
Promote student social/emotional development?	<ul style="list-style-type: none"> ▪ Actively engage in rapport building and advocacy ▪ Mindfulness ▪ Lead individual and group counseling, consider solution focused strategies I.e. bibliotherapy, play therapy ▪ Coordinate parent education regarding critical social/emotional student needs ▪ Conduct classroom education lessons <ul style="list-style-type: none"> • Utilize district bully prevention Programs and resources (I.e. Second Step, Safe School Ambassadors, Oleweus • Lead and/or support WEB, Link and peer helpers. • Support LST meetings through tier level interventions



	<ul style="list-style-type: none">• Other
Promote student safety on school campus?	<ul style="list-style-type: none">• Perform student suspension review meetings• Provide conflict resolution meetings• Create supportive spaces on campus to create a non judgmental response• Participate in site based school safety team• Build relationships so that students can self report issues of concern• Other



Counselor Rubric: Essential Element 7
for Practitioners with Permanent Status

Essential Element 7	Not Meeting Standards	Approaching	Meeting Standards		
<p>Establishes professional development goals and pursues opportunities to improve.</p>	<p>Professional goals are not established.</p> <p>Rarely reflects on current practice.</p> <p>Rarely participates in professional development opportunities.</p>	<p>Sets professional development goals, but fails to implement action steps needed to reach goals.</p> <p>Occasionally reflects on current practice.</p> <p>Occasionally attends professional development opportunities that may or may not align with professional goals.</p>	<p>Regularly sets professional development goals and implements action steps needed to reach goals.</p> <p>Regularly reflects on current practice.</p> <p>Regularly attends professional development opportunities that align with professional goals.</p>	<p>Regularly creates a plan for professional development goals using reflection on current practice, campus need and/or child/adolescent and counseling trends.</p> <p>Regularly attends professional development opportunities that align with professional goals.</p>	<p>Regularly and collaboratively initiates and develops professional learning opportunities for school staff and/or counseling colleagues.</p> <p>Regularly gathers feedback from stakeholders and reflects on it to create goals for professional practices.</p>



How might I...	Strategies
Find relevant PD opportunities?	<ul style="list-style-type: none"> ▪ Discuss opportunities with admin and other counselors ▪ Research through email, mail and internet ▪ Utilize ASCA, SJTA and other association opportunities ▪ Read District counselor newsletter and attend District Counselor meetings ▪ Other
Interact with members of the professional community to support and benefit students?	<ul style="list-style-type: none"> ▪ Interact at level counselor meetings ▪ Attend PTA meetings to discover and to present current and relevant information ▪ Participate in social media groups ▪ Join local, state, and national professional associations ▪ Other
Create a plan for professional development goals and pursue opportunities that align with this plan?	<ul style="list-style-type: none"> ▪ Meet annually with site administration to determine professional development goals for the year. ▪ Analyze data of student needs by reviewing CA healthy Kids data and district wide or site based needs assessments. ▪ Be mindful of children/adolescent and counseling trends to better support students on your site. Register for school counseling resources, I.e. ASCA, CA School Counselors Assoc. To review current trends.
Solicit input from stakeholders to improve professional practices?	<ul style="list-style-type: none"> ▪ Seek resources at district counselors meetings ▪ Cultivate a relationship with all members of school site to gather information regarding their needs ▪ Seek out support and share information with stakeholders on school site and community ▪ Conduct surveys from students, teachers, admin, parents (I.e. analyze Healthy Kids Survey) ▪ Attend school events to provide an open forum for stakeholders (open house, back to school nights, PTA Meetings, sports events, performances, ceremonies, etc.)



- Be accessible and self-reflective to input
- Other