

Mississippi Counselors' Appraisal Rubric (M-CAR)

School Counselor _____ Date _____
 Evaluator _____ Position _____

- 4 = Distinguished – meets Effective Level 3 and extends impact of the standard
- 3 = Effective - addresses the standard fully
- 2 = Emerging - sometimes addresses the standard but not at an Effective Level 3; fulfills basic job requirements
- 1 = Unsatisfactory – rarely or never addresses the standard

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain I: Development and Management		
Standard 1: Implements data-driven decisions	<p>The use of data does not only identify areas of concern, but also shows the school counseling program has attained goals and made a difference for students. Examples of data include but are not limited to:</p> <ul style="list-style-type: none"> • Program and activity evaluation • Process, Perception, and Outcome Data • Pre- and Post- tests, Needs assessment, Program/Activity Evaluation, • Opinion Survey, Achievement Data, Attendance and Behavior reports/data, promotion rates, graduation rates, grades <p>To efficiently and effectively deliver the school-counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results. Action plans are utilized within three areas: school counseling curriculum, small groups and closing-the-gap activities.</p>	
1.1 Uses data to develop		

<p>curriculum, small-group, and closing-the-gap action plans for effective delivery of the school counseling program</p>		
<p>1.2 Uses data to develop comprehensive programs that meet student needs</p>		
<p>1.3 Uses data to develop school counseling program goals, and shares the goals with all stakeholders (i.e. administrators, teachers, students, parents and community and business leaders.)</p>		
<p>Standard 2: Program Development</p>	<p>The SMART goal format is used for writing program goals. It identifies goals and the necessary steps to accomplish a given task. Examples of data include but are not limited to:</p> <ul style="list-style-type: none"> • Annual agreement signed by counselor and school administrator • Curriculum action plan • Small group action plan • Classroom guidance lesson plan 	
<p>2.1 Discusses the comprehensive school counseling program with the school administrator</p>		
<p>2.2 Demonstrates knowledge, through presentation of the guidance curriculum, to students</p>		

in a group setting		
Standard 3: Time Management	Duties are focused on the overall delivery of the comprehensive school-counseling program –direct and indirect student services and program management and school support. Examples of data include but are not limited to: <ul style="list-style-type: none"> • Time management assessment • Detailed calendars 	
3.1 Uses 80% or more of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support, and accountability		
3.2 Maintains a master calendar (weekly, monthly and annually) of counseling activities		
3.3 Publishes a master calendar of counseling activities		
Domain Total		
Domain Average (divide by 8 indicators)		

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain II: Program Delivery		
Standard 4: Direct Services	<p>Direct student services of the counseling program include activities that promote academic, career, and personal/social development. These activities are provided to ALL students in the school in individual or group settings. Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> • Instruction, group activities, small groups sessions • Rtl documentation • Counseling, individual and/or group • Crisis response 	
4.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services)		
4.2 Delivers school counseling core curriculum lessons in classroom and large-group settings		
4.3 Provides appraisal and advisement to assist all students with academic, career, and personal/social planning		
4.4 Provides individual and group counseling to students with identified concerns and needs		
Standard 5: Indirect Services	<p>Counselors provide indirect student services as a means to support student achievement and to promote equity and access for ALL students. Examples of data include but are not limited to:</p> <ul style="list-style-type: none"> • Referrals 	

	<ul style="list-style-type: none"> • Consultation • Collaboration 	
5.1 Provides indirect student services on behalf of identified students; strategies to include referrals, consultation, and collaboration		
5.2 Refers students and parents to appropriate school and community resources to support student achievement and success		
5.3 Consults with parents and other educators to share strategies that support student achievement and success		
5.4 Collaborates with parents, other educators, and community resources to support student achievement and success		
		Domain Total
		Domain Average (divide by 8 indicators)

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain III: Accountability		
Standard 6: Program Evaluation	<p>To achieve the best results for students, counselors regularly evaluate their program to determine its effectiveness. How are students different as a result of the school counseling program? Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> • Program assessment • Process, Perception, and Outcome Data • Pre- and Post-tests, Needs assessment, Program/Activity Evaluation • Opinion Survey, Achievement Data, Attendance and Behavior reports/data, promotion rates, grade point average/grades 	
6.1 Monitors student academic performance, attendance, and behavioral data to develop school counseling program goals		
6.2 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly		
6.3 Conducts a school counseling program evaluation annually to review extent of program implementation and effectiveness		

Standard 7: Data Analysis	<p>Data are reviewed over time to inform the school counselor about student needs and school and community trends. Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> • School data profile (includes achievement, attendance, behavior, and safety record) Opinion Survey • Use-of-time assessment to evaluate the time spent on curriculum, small-group and closing-the-gap action plans 	
7.1 Identifies and analyzes school data to develop the school counseling program and measure program results		
7.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data		
7.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement		
		Domain Total
		Domain Average (divide by 6 indicators)

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain IV: Stakeholder Involvement (i.e. administrators, teachers, students, parents, community and business leaders)		
Standard 8: Communication/Collaboration	<p>Counselors work with stakeholders as a part of the comprehensive school counseling program. Through school, family, and community collaboration, counselors can access a vast array of support for student achievement and development that cannot be achieved by an individual or school alone.</p> <p>Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> • Advisory council, use of data, needs assessments • Teaming and partnering, school/districts committees • School data profile analysis, sharing program results • Program goals, annual agreement, action plans, results reports 	
8.1 Shares school counseling program results Data with relevant stakeholders		
8.2 Collaborates with parents or guardians, helps students establish goals and develop/use planning skills		
8.3 Establishes and convenes an advisory council for the school counseling program		
8.4 Establishes and maintains effective communication with stakeholders		
Domain Total		
Domain Average (divide by 4 indicators)		

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain V: Professional Responsibilities		
Standard 9: Professional Growth Opportunities	<p>Counselors should have the knowledge, attitudes, and skills to ensure they are equipped to meet the rigorous demands of the profession and the needs of our preK-12 students.</p> <p>Examples of evidence include but are not limited to:</p> <ul style="list-style-type: none"> • Code of Ethics • Continuing educational units • Professional development • Transcripts • Professional memberships • NBCC/NCSC Certification • PLC agendas/minutes/activities documentation 	
9.1 Demonstrates positive interpersonal relationships with students, parents/guardians, and educational staff		
9.2 Engages in continuous professional development and applies new information		
9.3 Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics and the American School Counseling Association Code of Ethics		
9.4 Collaborates with colleagues and is an Active member of a professional learning community within the school/district		
9.5 Stays current on best practices, legal concerns, and training through membership		

and involvement in professional organizations		
		Domain Total
		Domain Average (divide by 5 indicators)
		Overall average score for all 5 domains

Domains	Domain Scores	Weight	Weighted Rating
I Development and Mgmt.		x .15	
II Program Delivery		x .40	
III Accountability		x .15	
IV Stakeholder Involvement		x .15	
V Professional Responsibilities		x .15	
Summative Observation Rating			

Professional Growth Goals: (to be developed into SMART Goals)

1. _____
2. _____
3. _____

Signatures:

Counselor _____ Date _____

Evaluator _____ Date _____