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| C:\Users\GG Kleindienst\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4XAKK2V4\ct_logotype_screen_700x134_wb.jpgTPS-logo-black_large  **Tulsa Model Observation / Evaluation Rubric**  **Career Tech Counselors** | | |
| *Domain/Relative Weight* | *Dimension Page* | |
| Career Tech Counselor Area Management  10% | 1. Work Area Environment 2. Management of the Counseling Program | 2  2 |
| Career Tech Counseling Effectiveness  40% | 1. Monitors Student Progress 2. Demonstrates Accountability 3. Consultation and Collaboration 4. Demonstrates Skills and Temperament to Handle   Crisis Interventions with Students and Families   1. Exhibits Professional Behaviors and Efficiencies | 3  4  5  6  7 |
| Professional Growth & Continuous Improvement  10% | 1. Uses Professional Growth as an Improvement Strategy | 8 |
| Interpersonal Skills  20% | 1. Effective Interactions/ Communications with Stakeholders 2. Campus Climate | 9  10 |
| Leadership  20% | 1. Leadership Involvements 2. Advocates for Educational Equity | 11  11 |

*Indicator No.*

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| Domain: **Career Tech Counselor Area Management** Dimension: **Work Area Environment**  **1**  **The Career Tech Counselor will optimize the counseling environment to assure efficacy / student learning advantage in alignment with counseling management best practices.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| The Career Tech counselor’s area prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.  Physical resources are not utilized as designed or intended. | The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.  Physical resources are not optimized for effective utilization. | The Career Tech counselor’s area is accessible for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.  Physical resources are well placed in locations that enhance their functions. | The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.  Physical resources that enhance their functions and do not interfere with other functions. | Includes the narrative descriptions in performance category 4.  The Career Tech counselor’s area could serve as an exemplary model for replication.  Assumes a leadership / facilitating role in modeling counseling center organization and strategies for transfer / replication into other program areas. |

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| Domain: **Career Tech Counselor Area Management** Dimension: **Management of Counseling Plan**  **2**  **The Career Tech Counselor plans for delivery of the school’s counseling plan relative to short term and long term objectives.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Has no guidance program to support students’ academic, career and personal / social development. | Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance. | Delivers program information, orientation and support services.  Coordinates ongoing systemic activities to help students. | Provides all students with a guidance program that is comprehensive, proactive and developmental.  Coordinates ongoing systemic activities to help students on an individual and small group basis.  Creates and distributes an event calendar to meet short and long term programmatic Career Tech counseling goals.  Has developed services and compiled or developed materials to meet students’ academic, career and personal / social development. | Includes the narrative descriptions in performance category 4.  Uses available / applicable data sources to drive the counseling program.  Uses the Oklahoma Technology Centers—Guidance Self-Study for Continuous Improvement plan for a formal needs analysis on a yearly basis and develops goals for each school year based on the needs analysis. |

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| Domain: **Career Tech Counseling Effectiveness** Dimension: **Monitors Student Progress**  **3**  **The Career Tech Counselor monitors student progress to maximize student achievement.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Has no system for ensuring that students are placed in career cluster/career majors that best fit their needs.  Does not identify or inform parents / guardians that a student needs intervention(s) to meet with school success, if applicable.  Does not communicate progress to parents / guardians /students in a consistent and reliable manner. | Utilizes an inconsistent system for ensuring that students are placed in career clusters/career majors that best fit their needs.  Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.  Rarely discusses interventions with adult students.  Communicates progress to parents/guardians/students in an inconsistent and unreliable manner. | Has a consistent system for ensuring that students are placed in career clusters/career majors that best fit their needs, including assessment results interpretation.  If assigned, works with instructional team to identify when a student needs intervention(s) to meet with school success, and informs parent/guardian as appropriate.  Communicates progress to students in a consistent and reliable manner.  Provide students referrals for support services and resource information. | Includes the narrative descriptions in performance category 3.  Provides student advisement and short and long term career and academic planning. Participates in IEPs and 504 plans/ focused on developing a career and academic plan into the future related to students’ needs and interests.  Establishes contact with students at risk of failure and collaborates with instructors and parents as appropriate to address the needs with helping to develop plans of interventions. | Includes the narrative descriptions in performance category 4.  Utilizes a collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.).  Assumes leadership in modeling / sharing / informing affected stakeholders in the importance of student progress monitoring. |

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| Domain: **Career Tech Counseling Effectiveness** Dimension: **Demonstrates Accountability**  **4**  **The Career Tech Counselor demonstrates accountability.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Does not use data to measure program effectiveness. | Uses data in a random, inconsistent manner. | Accesses data to show areas of need in regard to enrollment, advisement and counseling.  Demonstrates time management efficacy.  Conducts/facilitates advisement and counseling strategies and activities to promote student success.  Conducts / facilitates enrollment management duties which could include but are not limited to:, approving admission and enrollment changes, enrollment finalization, pre-enrollment activities, monitoring waiting lists for prospective students, etc. | In collaboration with the administration, accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes and provides interpretation of the data to demonstrate the counseling program’s impact on student achievement, building climate, student success.  Reviews interventions in a collaborative way through a data-based team. Monitors, in collaboration with administration, program interventions in a collaborative, data-based, systematic manner.  Considers school counseling data that affects the achievement gap and plans, in collaboration with administration, intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students. | Includes the narrative descriptions in performance category 4.  Reviews and utilizes data, in collaboration with administration, regarding recruitment and enrollment to report accountability to the campus and feeder schools.  Assumes a leadership / facilitation role in presenting and illustrating the use of data across all campus programs.  Through presentation and modeling instills the concept of “data driving decision-making.” |

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| Domain: **Career Tech Counseling Effectiveness** Dimension: **Consultation and Collaboration**  **5**  **The Career Tech Counselor creates a professional climate to ensure that Faculty and Staff actively solicit the counselor’s expertise in students’ emotional, career and academic progress.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Typically works in isolation from faculty, refuses to participate in building-level committees. | Participates in some school committees, but does not engage fully in collaborative activities. | Volunteers to participate in committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.  Contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college / post-secondary preparation and academic growth.  Establishes rapport with outside agencies and school community partners to respond to student needs.  Serves as a team member collaborating with peers to improve processes. | Includes the narrative descriptions in performance category 3.  Coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.  Contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college / post-secondary preparation and academic growth.  Seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner. | Includes the narrative descriptions in performance category 4.  Shares advisory team input with campus leadership to facilitate needs as determined.  Facilitates training, workshops, or other events to provide learning opportunities in student personal / social, career – college/post-secondary preparation, and academic growth.  Assumes a leadership role in the facilitation of involvement of community partners in the school setting to provide learning and experiential opportunities to address student personal/social needs. |

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| Domain: **Career Tech Counseling Effectiveness**  **6**  Dimension: **Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families**  **The Career Tech Counselor exhibits the skills and temperament to manage students’ crises.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Is unable to respond appropriately in a crisis situation. Does not follow board / campus policy. | Does not demonstrate full understanding of crisis situations and doesn’t fully follow board / campus policy and procedures. | Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)  Shows understanding, confidentiality and compliance of school board / campus policy when dealing with student crisis. | Includes the narrative descriptions in performance category 3.  Creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the Career Tech counselor’s skill set to provide support in crisis management with students, families, staff and faculty.  Serves as crisis team member for partner schools. | Includes the narrative descriptions in performance category 4.  Ability to deal with crisis and interventions while serving as a leadership model for other Career Tech counselors and all staff alike.  Assist partner schools by facilitating or providing training on crisis counseling. |

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| Domain: **Career Tech Counseling Effectiveness**  **7**  Dimension: **Exhibits Professional Behaviors and Efficiencies**  **The Career Tech Counselor exhibits behaviors and efficiencies associated with professionalism.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective. | Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective. | Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences/change of schedule; complying with reporting timelines and other time sensitive information / compliance requests. | Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences/change of schedule; complying with reporting timelines and other time sensitive information / compliance requests, e.g., accountability results reports.  At the direction of administrators, shows a flexibility to accommodate parents, students and/or partner schools to meet student needs. | Meets all the categories delineated in category 4, and in addition shows a high degree of leadership initiative working with all stakeholders (e.g., parent, partner schools, community organizations, higher education, etc.) in meeting the needs of students.  Serves as a leadership model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences/change of schedule; complying with reporting timelines and other time sensitive information / compliance requests, e.g., accountability results reports. |

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| Domain: **Professional Growth and Continuous Improvement**  **8**  Dimension**: Uses Professional Growth as an Improvement Strategy**  **The Career Tech Counselor uses professional growth as a continuous improvement strategy.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Does not participate in professional development that updates their content knowledge and professional practices. | Participates in a portion of the required minimum hours of professional development. The professional development does not update his/her content knowledge and current professional practices. | Participates in the required minimum hours of professional development updating his/her content knowledge and current professional practices. | Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required. | In addition to participating in the required hours of professional development and additional training, makes a substantial leadership contribution to the profession through activities such as: coaching and mentoring Career Tech counselors, instructors and other staff; educating other personnel in professional practices; making professional presentations; conducting action research; and/or writing internal / campus-wide and/or external publications. Publications could include newsletters (paper/electronic), parent / community communications, social media, etc. |

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| Domain: **Interpersonal Skills**  **9**  Dimension: **Effective** **Interactions and Communications with Stakeholders**  **The Career Tech Counselor exhibits effective interactions and communications with stakeholders.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Provides minimal or no information to stakeholders and makes no attempt to engage them in the career and educational program.  Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension  Makes decisions based on self-serving interests. Never consults other staff or team members. | Appears to be inconsistent and inaccurate in providing information to families and engaging them in the career and educational program.  Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.  Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be. | Interacts with stakeholders in a timely, consistent, positive and professional manner.  Complies with campus procedures for communicating with students and makes an effort to engage them in the career and educational program.  Demonstrates effective communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.  Collaborates appropriately and makes decisions that reflect genuine professional consideration.  Provides students and prospective students with career and educational information via multiple venues. | Communicates frequently and sensitively with students and engages them in the career and educational program.  Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.  Further explanations to avoid confusion are not needed.  Maintains an open mind and participates in collaborative decision-making, respecting and considering the thoughts of all staff: teachers, support staff and administrators.  Willingness to share site -designed student career and educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of district. | Includes the narrative descriptions in performance category 4.  Communicates consistently with sensitivity and uses diverse methods to engage them in the career and educational program and supports their participation  Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.  Communication is clearly and respectfully understood by diverse stakeholders.  Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies before considering decisions. |

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| Domain: **Interpersonal Skills** Dimension: **Campus Climate**  **10**  **The Career Tech counselor contributes to a positive campus climate by taking a proactive role in creating a safe, orderly and positive school environment.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Makes no positive contribution to the campus’s climate. | Contributions to the building climate are haphazard and random. | Works with administrators to assess/design interventions and implement strategies that address student needs based on best practices.  A written guidance plan is developed that includes vision, purpose and mission linked with the district’s goals.  A student needs assessment is developed and used annually. | Includes the narrative descriptions in performance category 3.  Collaborates with parents, instructors and staff regarding school’s needs.  A student and instructor needs assessment is developed and used annually. | Includes the narrative descriptions in performance category 4.  As an integral part of a data team, analyzes campus climate data and assumes a leadership role, in concert with administration, to plan interventions to address area of need. Provides insight, direction and implementation in collaborative planning directed at the celebration of campus strengths.  Assisting and coordinating with administration on setting policies and procedures outlining appropriate standards and scope of guidance and counseling services in the district. |

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| **Leadership** Dimension**: Leadership Involvements**  **11**  **The Career Tech Counselor leads and participates in school-wide efforts to involve students and stakeholders.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Provides no evidence of leadership as described in performance category 3 – Effective. | Declines becoming involved in school events.  Avoids becoming involved in school and district projects.  Makes no effort to share knowledge with others or to assume professional responsibilities. | Participates in school events when asked.  Participates in campus and district projects when asked.  Finds ways to contribute to the profession and follows through.  Assists in coordination of events that involve students/stakeholders participation in school activities. | Participates in school events making a substantial contribution.  Participates in school and district projects making a substantial contribution.  Participates actively in assisting other educators.  Coordinates events that involve students/ stakeholders participation in school activities. | Includes the narrative descriptions in performance category 4.  Participates in campus / district projects, making a substantial contribution / leadership role in a major campus or district project.  Assumes leadership role in developing, coordinating and directing the involvement of student/stakeholder participation in school activities. |

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| **Leadership** Dimension**: Advocates for Educational Equity**  **12**  **The Career Tech Counselor advocates effectively for equity issues affecting the educational progress of students.** | | | | |
| 1  Ineffective | 2  Needs Improvement | 3  Effective | 4  Highly Effective | 5  Superior |
| Provides no evidence of leadership as described in performance category 3 – Effective. | Makes no effort to share knowledge with others or to assume professional responsibilities.  Rarely contributes to the modification of school practices that would result in students being better served by the school. | Assumes a proactive role in addressing student needs by making consistent attempts at removing barriers affecting student success.  Assumes advocate role for students. | Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.  Assumes a proactive advocate role in successfully removing barriers thereby maximizing student success. | Includes the narrative descriptions in performance category 4.  Assumes a leadership advocate role in challenging negative attitudes and helping ensure that all students are served in an equitable manner, particularly those traditionally underserved. |