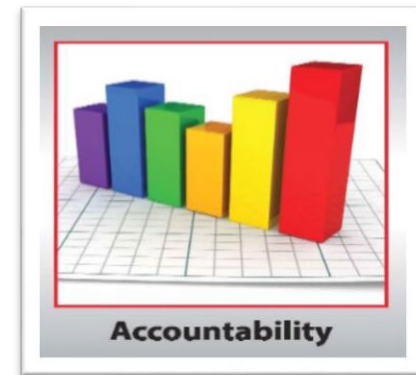
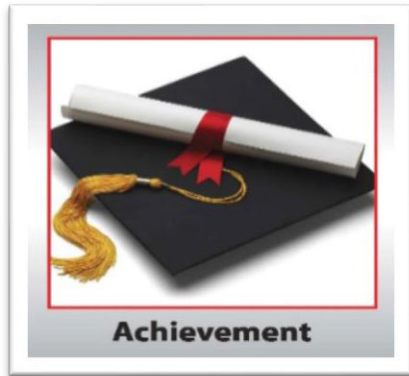


SCHOOL COUNSELOR APPRAISAL INSTRUMENT (SCAI) RUBRIC

DALLAS ISD SCHOOL COUNSELORS



SCHOOL _____

APPRAISER _____

COUNSELOR _____

ID NUMBER _____

School Counselor 80/20 Program Delivery

80%					20%
Individual Planning	Responsive Services/ Counseling	Guidance Curriculum/ Instruction	System Support Collaboration, Consultation, Referral	Committee Members (Not Chair)	Other Duties
<ul style="list-style-type: none"> Individual Student/Parent Meetings Action Planning Daily Logs Need Assessments/ Minute Meetings Data Interpretation <p>Academic Advisement</p> <ul style="list-style-type: none"> Scheduling Academic Planning and Programming Transition Planning College and Career Readiness Planning 	<ul style="list-style-type: none"> Crisis Response Individual Group Counseling Providing District and Community Resources Student Supports 	<ul style="list-style-type: none"> Delivers state and district mandated lessons Guidance Advisory Committee Supports advisory SEL-based lessons Delivers lessons based on campus needs 	<ul style="list-style-type: none"> System Support (Program Planning & Support) Annual Counseling Calendar Planning Parent Workshops Counselor Documentation Counselor Professional Development Teacher/Staff Training Campus Leadership Team Vertical Team Meetings Parent /Teacher Consultations 	<ul style="list-style-type: none"> Student Support Team (SST) 504/Dyslexia Services Multi--tiered System Support (MTSS) Language Proficiency Advisory Committee (LPAC) Accelerated Learning Committee (HB 4545) Attendance for Credit 	<ul style="list-style-type: none"> Weekly Schedules Test Administrator Class Coverage Professional Development Support Hall Monitoring Administrator Duties, such as translation services, chain of command coverage Other duties as assigned due to emergency and/or extenuating circumstances

Chart represents typical duties of Dallas ISD School Counselors

Dallas ISD Policy: [DP Regulation](#) [DP Exhibit](#)

Domain I: Direct Services – Individual Student Planning (*Appraisal and Advisement*)

1.1: Provides evidence-based academic achievement support and guidance for students and their parents/guardians

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> Provides academic planning to all students; focus on enrollment in advanced courses and extracurricular activities, and programs aligned academic, personal/social and career goals Provides sequential activities to help students develop self-awareness and learn how to set academic and career goals using tools such as “On Your Way” or similar resources Identifies students who are academically at-risk; meets with those students, their parents/guardians, and teachers to develop action plans to improve academic achievement 	<p>Provides academic planning to all students</p> <p>Consistently provides sequential activities to help all students develop self-awareness and goal-setting</p> <p>Proactively meets with students and parents review and interpret test data to assess students’ academic strengths and weaknesses</p> <p>Consistently and systematically meets with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals</p> <p>Meets with all students failing 2 or more core subjects each six weeks and provides follow-up throughout the six weeks</p>	<p>Provides academic planning to most students</p> <p>Provides activities to help all students develop self-awareness and goal-setting</p> <p>Interprets and shares assessment results with all students and some parents</p> <p>Meets with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for some students to plan and revisit goals</p> <p>Meets with all students failing 2 or more core subjects each six weeks and provides some follow-up</p>	<p>Provides academic planning to only a select group of students</p> <p>Inconsistently provides activities to help some students develop self-awareness and goal-setting. Activities are not sequential or poorly planned.</p> <p>Interprets and shares assessment results with some students</p> <p>Meets with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals</p> <p>Meets with at least 70% of students failing 2 or more core subjects each six weeks but provides limited follow-up</p>	<p>Provides academic planning with less than 10% of student case load</p> <p>Does not provide activities to help students develop self-awareness and goal-setting</p> <p>Does not help students interpret test data</p> <p>Meets with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals</p> <p>Meets with less than 10% of students failing 2 or more core subjects each six weeks</p>

Domain I: Direct Services – Individual Student Planning (*Appraisal and Advisement*)

1.2: Assists students in transition activities to ensure access to appropriate academic programs

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> • Collaborates with campus administrators, feeder schools, and other stakeholders to determine course offerings, programs and extracurricular activities • Communicates information to students, parents, community, and staff regarding academic programs and extracurricular offerings • Provides guidance to students, parents, and staff regarding academic and extracurricular offerings to assist in understanding and make informed choices 	<p>Proactively arranges opportunities to collaborate with all stakeholders to develop and promote opportunities for students</p> <p>Facilitates and monitors the process for magnet/academy/school choice/ vanguard applications and provides a system for providing information to parents and students that qualify</p> <p>Systematically provides information to students and parents about academic programs and extracurricular offerings</p> <p>Develops and facilitates a systematic process to authentically engage all students to assist with understanding and making appropriate course selections by meeting with all students and providing information to parents through a variety of communication channels</p>	<p>Routinely collaborates with all stakeholders to develop and promote opportunities for students</p> <p>Facilitates and monitors the process for magnet/academy/ school choice/vanguard applications</p> <p>When asked, information is provided to students and parents about academic programs and extracurricular offerings through written communication</p> <p>Assists all students with understanding and making appropriate course selections by meeting with students and providing information to parents in a singular manner. Most student and parent signatures are obtained</p>	<p>Works with campus administrators to develop and opportunities for students</p> <p>Disseminates magnet/academy/school choice/vanguard applications to students and parents only upon request</p> <p>Information is available for students and parents about academic programs and extracurricular offerings through written communication</p> <p>Meets with almost all students to complete course selection, but meetings are perfunctory to accomplish planning requirements. Some student and parent signatures are missing</p>	<p>Works in a limited capacity with campus administrators to determine opportunities for students</p> <p>Does not assist parents and/or students with the magnet/academy/school choice/vanguard applications</p> <p>Does not provide information to students and parents about academic programs and extracurricular offerings</p> <p>Meets with less than 80% of students to complete course selection. Many student and parent signatures are missing</p>

Domain I: Direct Services – Individual Student Planning (*Appraisal and Advisement*)

1.3: Facilitates a school-wide college/career/military program aligned with district goals and the *Eight Components of College Readiness**

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> Facilitates school-wide activities that promote a college/career ready culture Assists students with completing age- appropriate career interest inventories and interprets the results with students and parents Identifies and provides guidance for students and parents regarding advanced academic programs and opportunities 	<p>Proactively plans and implements ongoing school-wide activities that promote a college/career ready culture involving stakeholders and using community partners and Guidance Advisory Committee</p> <p>Plans and implements Gen TX: Education Go Get it Week activities at least once per semester for all students</p> <p>Plans, implements, and evaluates Career Day/Week activities with no fewer than 10 presenters and careers represented at least once per semester. All students are able to participate.</p> <p>Assists all students with completing age- appropriate career interest inventories and interprets the results with students and parents. All students are able to participate.</p> <p>(ES/MS) Identifies students who are eligible for advanced academic opportunities and assists parents with appropriate applications</p> <p>(HS) Exceeds the College Career Readiness Goals in all areas</p>	<p>Provides ongoing school-wide activities that promote a college/ career ready culture with input from campus teams. Activities are planned and promoted.</p> <p>Plans and implements Gen TX: Education Go Get it Week activities at least once per year and provides activities for all students</p> <p>Plans and implements Career Day/Week activities with no fewer than 8 presenters and careers represented at least once per year. All students are able to participate.</p> <p>Assists students with completing career interest inventories and provides results to students and parents</p> <p>(ES/MS) Identifies students who are eligible for advanced academic opportunities and provides information for parents</p> <p>(HS) Meets most of the College Career Readiness Goals</p>	<p>Provides limited activities that promote a college/career ready culture and does not involve stakeholders</p> <p>Implements Gen TX: Education Go Get it Week activities at least once but planning is last minute and does not provide access to all students</p> <p>Career Day/Week activities are planned and implemented; but activities are not goal focused or age appropriate with a minimal number of presenters and careers represented. Most students are able to participate.</p> <p>Students complete interest inventories but results are not interpreted to help students</p> <p>(ES/MS) Identifies students who are eligible for advanced academic opportunities and assists parents with appropriate applications</p> <p>(HS) Meets less than half of the College Career Readiness Goals</p>	<p>Assists with campus activities for a college/ career ready culture. Activities are poorly planned, with limited promotion and attendance.</p> <p>Does not implement Gen TX: Education Go Get it Week activities</p> <p>Career Day/Week activities are implemented but are poorly planned and less than 50% of students are able to participate</p> <p>Does not use career interest inventories</p> <p>(ES/MS) Students who are eligible for advanced academic opportunities are not identified</p> <p>(HS) Meets less than half of the College Career Readiness Goals</p>

Domain 2: Direct Services – Responsive Services (*Counseling*)

2.1: Provides individual and small group counseling to meet students' social, emotional, and interpersonal needs

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> Provides individual and group counseling to address students' needs Responds to students in crisis and addresses barriers to student's success by offering prevention and crisis interventions Establishes a referral process for communication and collaboration with staff, district services, outside resources, and other stakeholders to identify and address student and family needs. Consults with referral sources for evaluation of the individual counseling goals 	<p>Provides individual counseling that is planned and goal focused</p> <p>Systematically provides group counseling to address students in crisis and to meet students' needs</p> <p>Anticipates and responds to students in crisis and addresses barriers to student's success</p> <p>Provides evidence for group counseling beyond minimum number of groups that address specific campus needs</p> <p>Proactively promotes use of written referral processes. Consistently, without fail, responds to referrals and notes counselor disposition</p> <p>Frequently and routinely consults with referral sources for evaluation of the individual counseling goals</p> <p>Provides written feedback to referral sources and systematically follows up with students who have previously received individual counseling or crisis interventions</p>	<p>Provides individual counseling that is planned and goal focused</p> <p>Provides group counseling to address students in crisis or as needed</p> <p>Recognizes and responds to students in crisis and addresses barriers to students' success</p> <p>Provides evidence for the minimum number of groups: (ES) - 3 each semester (MS) - 2 each semester (HS) - 1 each semester</p> <p>Written referral system is used most of the time. Responds to referrals and frequently notes counselor disposition</p> <p>Often consults with referral sources for evaluation of the individual counseling goals. Written feedback is sometimes provided</p>	<p>Provides individual counseling but it is not planned and/or goal focused</p> <p>Provides group counseling only to students in crisis or upon request/referral and does not meet the required number of groups per semester</p> <p>Inconsistently responds to students in crisis</p> <p>Inconsistently utilizes a written referral process for communication and collaboration with staff and other stakeholders and on occasion, notes counselor disposition</p>	<p>Does not provide individual counseling</p> <p>Does not provide prevention and crisis interventions to address students' emotional, cognitive, and behavioral needs</p> <p>Does not establish a written referral process for communication and collaboration with staff and other stakeholders</p>

Domain 3: Direct Services – Guidance Curriculum (*Instruction*)

3.1: Provides structured and engaging classroom guidance lessons related to healthy student development

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> • Develops and implements class guidance lessons based on Dallas ISD recommended curriculum, in alignment with campus counseling program needs assessment • Students are engaged in the lesson and demonstrate positive interactions related to lesson objectives • Maintains a welcoming and safe classroom environment 	<p>Delivers all mandated* and supporting classroom guidance lessons to all students</p> <p><i>* Mandated lessons</i></p> <ul style="list-style-type: none"> • <i>Orientation/Student Handbook</i> • <i>Anti-Harassment/Racial Equity & Sensitivity</i> • <i>Anti-Victimization</i> • <i>Career/Postsecondary Education</i> • <i>Suicide Prevention</i> • <i>Wellness</i> <p>Almost all classes receive 2 or more supporting guidance lessons reflective of campus counseling needs assessment</p> <p>Student and teacher feedback is consistently collected and used to adjust the lesson presentations</p>	<p>Delivers all mandated* and some of the supporting classroom guidance lessons to all students</p> <p><i>* Mandated lessons</i></p> <ul style="list-style-type: none"> • <i>Orientation/Student Handbook</i> • <i>Anti-Harassment Harassment/Racial Equity & Sensitivity</i> • <i>Anti-Victimization</i> • <i>Career/Postsecondary Education</i> • <i>Suicide Prevention</i> • <i>Wellness</i> <p>Most classes receive 1 or more supporting guidance lessons reflective of campus counseling needs assessment</p> <p>Student and teacher feedback is collected and used to adjust the lesson presentations</p>	<p>Delivers most but not all of the mandated* classroom guidance lessons and/or lessons are delivered to most but not all students</p> <p><i>* Mandated lessons</i></p> <ul style="list-style-type: none"> • <i>Orientation/Student Handbook</i> • <i>Anti-Harassment Harassment/Racial Equity & Sensitivity</i> • <i>Anti-Victimization</i> • <i>Career/Postsecondary Education</i> • <i>Suicide Prevention</i> • <i>Wellness</i> <p>Less than half of classes receive at least 1 supporting guidance lesson reflective of campus counseling needs assessment</p> <p>On occasion, student and teacher feedback is collected and used to adjust the lesson presentations</p>	<p>Delivers less than half of the mandated* classroom guidance lessons and/or delivers lessons to less than half of the students</p> <p><i>* Mandated lessons</i></p> <ul style="list-style-type: none"> • <i>Orientation/Student Handbook</i> • <i>Anti-Harassment Harassment/Racial Equity & Sensitivity</i> • <i>Anti-Victimization</i> • <i>Career/Postsecondary Education</i> • <i>Suicide Prevention</i> • <i>Wellness</i> <p>Few or no classes receive a guidance lesson</p> <p>Student and teacher feedback is rarely collected and used to adjust the lesson presentations</p>

Domain 3: Direct Services – Guidance Curriculum (*Instruction*)

3.2: Implements school-wide prevention activities to support students’ physical, emotional, and academic development

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> Implements school-wide activities that encourage a healthy lifestyle for students, staff, and parents, including physical, emotional, and academic student development activities Implements school-wide activities for student recognition and leadership development 	<p>Develops and implements school-wide activities related to healthy student development in collaboration with stakeholders</p> <p>Organizes activities that include student accomplishments</p> <p>Coordinates, submits, and implements the action plans of the Character Counts! and Anti-Bullying initiatives, including community partnerships</p> <p>Frequently and routinely works with the Coordinated School Health team or a school wellness team to promote and support an environment that encourages a healthy lifestyle for students, staff, and parents</p> <p>Develops, facilitates, and/or implements a school-wide mentoring or student leadership program</p>	<p>Develops and implements school-wide activities related to healthy student development in collaboration with stakeholders</p> <p>Organizes activities that include student accomplishments</p> <p>Coordinates, submits, and implements the action plans of the Character Counts! and Anti-Bullying initiatives</p> <p>Works with the Coordinated School Health team or a school wellness team to promote and support an environment that encourages a healthy lifestyle for students, staff, and parents</p>	<p>Develops and implements some of the required school-wide activities related to healthy student development</p> <p>Does not organize activities that include student accomplishments</p> <p>Submits the action plans of the Character Counts! and Anti-Bullying initiatives but does not follow through with implementation</p>	<p>Does not develop and implement school-wide activities related to healthy student development</p> <p>Does not assist with Organizing activities that include student accomplishments</p> <p>Does not coordinate, submit, and implement the action plans of the Character Counts! and Anti-Bullying initiatives</p>



Domain 4: Indirect Services – System Support, Program Management, and Professionalism

(Indirect Student Services and Program Planning and School Support)

4.1: Develops and implements an evidence-based counseling program

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> • Uses the district and campus data, campus needs assessment, and the Campus Action Plan to guide development of counseling program • Works collaboratively with the Guidance Advisory Committee campus leadership team to align counseling performance goals with the Campus Action Plan • Prioritizes emerging campus needs and assists in developing a proactive plan to further the school's vision • Facilitates required and needed training for staff and informational meetings for parents to support student needs and reach counseling and campus goals 	<p>Conducts a needs assessment within the first 6 weeks of school with a large response from all stakeholders</p> <p>Facilitates an active Guidance Advisory Committee, meeting more than 3 times per year, with membership reflective of all stakeholders, with agendas tightly aligned to Campus Action Plan or campus needs</p> <p>Has an in-depth understanding of the school action plan: actively and consistently participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions (Principal/Counselor Agreement)</p> <p>Anticipates and prioritizes emerging campus needs and assists in developing a proactive plan to further the school's vision through parent/staff meetings</p>	<p>Conducts a needs assessment within the first 6 weeks of school with responses from all stakeholders</p> <p>Facilitates Guidance Advisory Committee, meeting at least 3 times per year with agendas loosely aligned to Campus Action Plan or campus needs</p> <p>Has a good understanding of the school action plan: participates in implementing aspects of the plan to achieve performance goals through counseling program interventions (Principal/Counselor Agreement)</p> <p>Is aware of campus needs and assists in developing a plan to further the school's vision through parent/staff meetings</p>	<p>Conducts a needs assessment within the first semester of school based with limited responses from stakeholders</p> <p>Facilitates Guidance Advisory Committee, meeting at least 2 times per year with agendas little alignment to Campus Action Plan or campus needs</p> <p>Has a limited understanding of the school action plan: participates in implementing the plan as required (Principal/Counselor Agreement)</p> <p>Is aware of campus needs and assists in developing a plan to further the school's vision through parent/staff meetings</p>	<p>Needs assessment is not completed or current or useful. Tasks and activities are unrelated to campus needs</p> <p>Fails to form and facilitate meetings with a Guidance Advisory Committee or there is only 1 meeting per year</p> <p>Has little to no understanding of the school action plan: does not participate in the implementation (Principal/Counselor Agreement)</p> <p>Does not form a Guidance Advisory Committee</p> <p>Does not schedule parent/staff meetings</p>

Proactively develops all required planning items (Counseling Program Calendar & Action Plans) with the Guidance Advisory Committee ahead of required timelines

Develops all required planning items (Counseling Program Calendar & Action Plans) and submits by due the date

Develops some required planning items (Counseling Program Calendar & Action Plans) but did not submit by due the date

Does not develop planning items (Counseling Program Calendar & Action Plans)

Domain 4: Indirect Services – System Support, Program Management, and Professionalism
(Indirect Student Services and Program Planning and School Support)

4.2: Exhibits a commitment to continual professional growth and development

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> Engages in personal professional development to increase professional knowledge and skill and to more effectively address student needs Attends required professional development and training Implements strategies from feedback, self-reflection, and professional development resulting in significant improvement in student achievement 	<p>Proactively seeks out and participates in current research based job- embedded professional development and completes more than 21 hours of professional development</p> <p>Attends all campus/department, Counseling Services, and district meetings</p> <p>Attends one state or national conference and Region X training</p> <p>Effectively implements new strategies from feedback, self-reflection, and professional development</p> <p>Models self-reflection of practice and seeks feedback from peers</p> <p>Provides training to campus personnel on Counseling Program Overview, Trauma-Informed Care, Bullying, and Suicide Prevention.</p>	<p>Consistently engages in current research based job-embedded professional development activities and completes 17-21 required hours of professional development</p> <p>Attends campus/department, Counseling Services, and district meetings</p> <p>Attends one state conference and/or Region X training</p> <p>Consistently implements new strategies from feedback, self-reflection, and professional development</p> <p>Provides training to campus personnel on Counseling Program Overview, Trauma-Informed Care, Bullying, and Suicide Prevention.</p>	<p>Engages only in required professional development activities and completes 14-16 required hours of professional development</p> <p>Attends only some campus/department, Counseling Services, and district meetings</p> <p>Attends Region X training only</p> <p>Sometimes implements new strategies from feedback, self-reflection, and professional development; however, reluctantly accepts feedback</p> <p>Provides training to campus personnel on some of the below topics but not all:</p> <ul style="list-style-type: none"> Counseling Program Overview Trauma-Informed Care Bullying Suicide Prevention 	<p>Engages in fewer than 14 hours of professional development</p> <p>Does not attend campus/department, Counseling Services, and district meetings</p> <p>Does not attend any outside training</p> <p>Rarely accepts or implements new strategies from feedback, self-reflection, and professional development</p> <p>Does not provide training to campus personnel on any of the below topics:</p> <ul style="list-style-type: none"> Counseling Program Overview Trauma-Informed Care Grief Informed Care Bullying Suicide Prevention

Domain 4: Indirect Services – System Support, Program Management, and Professionalism

(Indirect Student Services and Program Planning and School Support)

4.3: Maintains standards of professionalism

CORE ACTIONS	EXEMPLARY 95-100%	PROFICIENT 80-94%	PROGRESSING 70-79%	UNSATISFACTORY 69% and below
<ul style="list-style-type: none"> • Maintains good attendance and communicates effectively regarding absences • Complies with Dallas ISD policies • Creates a collaborative, positive work environment, including treating all stakeholders with respect, engaging in effective communication practices, and demonstrating effective and efficient work habits that result in the timely completion of work related tasks and assignments 	<p>Proactively, uses effective, timely, and multiple forms of communication with all stakeholders</p> <p>Without exception, treats others with professionalism, consideration, and courtesy and proactively facilitates an overall positive impression of the counseling program</p> <p>Takes a leadership role and models confidentiality among colleagues, parents, and other stakeholders</p> <p>Without exception, complies with Dallas ISD and local school policies and procedures</p> <p>Clearly has excellent attendance (98-100%)</p>	<p>Responds in a consistent and timely manner to all stakeholders</p> <p>Consistently treats others with professionalism, consideration, and courtesy and facilitates an overall positive impression of the counseling program</p> <p>Creates a welcoming environment. Engages families and community in the counseling program and school-wide activities throughout the school year</p> <p>Complies with Dallas ISD and local school policies and procedures</p> <p>Has very good attendance (95-97%)</p>	<p>Communication with stakeholders is inconsistent and responses to parent concerns are occasionally sporadic, slow, or inappropriate</p> <p>Inconsistently treats others with professionalism, consideration, and courtesy and promotes some positive aspects of the counseling program</p> <p>Inconsistently creates a welcoming environment. Engages families and community in the counseling program and school-wide events at only a few key points in the school year</p> <p>Inconsistently complies with Dallas ISD and local school policies and procedures</p> <p>Has fair attendance (91-95%)</p>	<p>Communication with stakeholders is poor, and responses to parent concerns are often sporadic, nonexistent, or inappropriate</p> <p>Does not treat others with professionalism, consideration, and courtesy and fails to facilitate a positive impression of the counseling program</p> <p>Does not attempt to create a welcoming environment and makes modest, often unsuccessful attempts to engage families and community in the counseling program</p> <p>Does not comply with Dallas ISD and local school policies and procedures</p> <p>Has poor attendance (less than 90%)</p>

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Always meets deadlines and is never late. Requires no additional prompting from administrator

Usually meets deadlines and is rarely late. Requires no additional prompting from administrator

Meets most deadlines and is occasionally late, requiring some additional prompting from administrator

Rarely meets deadlines and is frequently late, requiring frequent prompting from administrator