



STAGES

Supportive Tool for Assessing Growth in Educational Systems

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Rubric ID: 718
Rubric District: 57030

Rubric Name: 53 Counselor

Rubric Active:

Weighted Rubric:
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Elements:

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[Domain 1](#)

[Domain 2](#)

[Domain 3](#)

[Domain 4](#)

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Domain Text: School Guidance Curriculum

| Element | Ineffective | Minimally Effective | Effective | Highly Effective |
|----------------------|---|--|---|---|
| Student Clubs | Performs minimal coordination with assigned student clubs. Performs minimal coaching of students preparing for competition. | Displays a general understanding of student clubs but only displays this knowledge when called upon. Performs some coaching but does not seek to expand his/her involvement in preparing students for competition. | Directs and coordinates student clubs within the Career Center. Actively seeks to lend his/her skills to coach and prepare students for competition. Participates at all levels of competition. Actively promotes and encourages total student participation. | Establishes a leadership role in the support and coordination of student club activities. Demonstrates leadership role in all levels of competition. Actively involved in fundraising and community service activities. Demonstrates positive interpersonal relationships |

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| <p>Knowledge of Content</p> | <p>Displays minimal knowledge of the Comprehensive Guidance Curriculum. Does not complete and deliver guidance orientations in the classroom. Is not True Color certified. Does not complete and deliver post-secondary presentations in the classroom</p> | <p>Displays general knowledge of Comprehensive Guidance Curriculum. Some but not all students receive presentations on guidance orientation. True Colors, and post-secondary planning.</p> | <p>Counselor displays a solid understanding to coordinate and implement the Comprehensive Guidance Curriculum, including guidance orientation, True Colors, and post-secondary planning. Provides a comprehensive and balanced school counseling program in</p> | <p>Displays extensive knowledge and understanding of Comprehensive Guidance Counseling. Designs a program to meet the needs of the students and the school. Develops materials and instructional strategies to meet student needs and school needs. Takes a</p> |
| <p>Classroom Presentations</p> | <p>Minimal contact with students and staff. Interaction between counselor and students is predominantly recitation style, with teacher mediating all questions and answers. Questions are virtually of poor quality. Ignores or brushes aside students' questions or interests</p> | <p>Establishes visibility and interacts with student population prior to and following class periods in hallways and throughout the school. Establishes visibility and interacts with students in cafeteria/hall during break periods. Makes some attempt to announce students in a true</p> | <p>Visits and interacts with students on a weekly basis (minimum) in all assigned program areas. Most of the counselor's questions are of high quality. Adequate time is available for students to think/respond. Successfully accommodates students' questions or interests</p> | <p>Takes a leadership role within the counseling department, school setting, and community. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Questions are of uniformity high quality, with adequate</p> |
| <p>Curriculum Materials and Resources</p> | <p>Counseling materials and resources are unsuitable to the goals or do not engage students mentally. Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. Adheres rigidly to an instructional plan even when</p> | <p>Counseling materials and resources are partially suitable to the goals or students' level of mental engagement is moderate. Some activities are appropriate to students and engage them mentally, but others do not. Attempts to adjust a lesson with mixed</p> | <p>Counseling materials and resources are suitable to the goals and engage students mentally. Most activities are appropriate to students. Almost all students are cognitively engaged in them. Makes minor adjustments to lessons, and the adjustments occur smoothly. Promotes</p> | <p>Counseling materials and resources are suitable to the goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. All students are cognitively engaged in activities and in their evaluation of content</p> |
| <p>Outreach and Marketing of CTE</p> | <p>Is not involved in outreach activities that promote CTE.</p> | <p>Demonstrates general knowledge of CTE outreach, but only becomes involved when asked to do so.</p> | <p>Assists in the coordination of 4th grade Mini-Sessions and 8th & 10th grade Career Exploration Days with all Bay and Arenac County Schools. Performs outreach activities including LEA counselor meetings, visiting the high schools and promoting the Career Center. Assists in the</p> | <p>Directs and coordinates 4th grade Mini-Sessions and 8th & 10th grade Career Exploration Days with all Bay and Arenac County Schools. Establishes a leadership role in marketing and promoting of CTE. Develops media to promote CTE. Takes a leadership role in the inner</p> |

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| Element | Domain Text: Individual Planning | Ineffective | Minimally Effective | Effective | Highly Effective |
|----------------------------------|----------------------------------|---|---|--|---|
| Monitors Student Progress | | Displays little understanding of the progress reporting procedure. Does not maintain accurate counseling files for each program area. Does not follow-up on student progress reports from teachers. When a student has difficulty learning, the counselor either gives up or blames the | Maintains files on student progress with inconsistent follow-up with students. Assists some students with technical, career, and personal/social interventions. Accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use | Monitors and maintains files on all students including transcripts, career plans, attendance notification, assessments and progress reports. Distributes accurate and effective material to support student progress and the individual planning efforts of students and their | Collaborates with teachers, parent/guardians, sending schools and others to promote the CTE success of all students. Directs and coordinates a proactive data gathering and follow-up system for students with low grades and chronic attendance problems |

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| <p>Post-secondary Planning</p> | <p>Does not present post-secondary planning lessons in the classroom.</p> | <p>Knowledge of post-secondary planning is minimal as demonstrated through inability to respond to student questions. Presents post-secondary planning class lessons but with no follow-up with individual students.</p> | <p>Coordinates and conducts post-secondary planning discussions with groups of students. Demonstrates knowledge of post-secondary planning and is able to respond to students' questions. Distributes accurate and effective material to support the</p> | <p>Remove Element</p> |
| <p>True Colors</p> | <p>Does not present True Colors lesson in all assigned program areas.</p> | <p>Demonstrates minimal understanding of True Colors and how it applies to individual students.</p> | <p>Exhibits effective classroom management skills. Follows a thoroughly well-organized True Colors lesson plan. Assists students in exploring career information on the Career Center website.</p> | <p>Remove Element</p> |
| <p>Exit Interviews</p> | <p>Does not do exit interviews with seniors.</p> | <p>Has minimal involvement in the completion of exit interviews. Demonstrates minimal understanding of the exit interview data and how it applies to student success.</p> | <p>Is active in ensuring that exit interviews are completed. Is involved in processes to make the exit interview better for staff and students. Follows up with students that are referred for transition support.</p> | <p>Collaborates with staff to ensure all seniors are interviewed. Facilitates the completion of exit interview data. Uses the exit interview data in developing strategies to increase student success.</p> |

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| Element | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|--|---|
| Flexibility and Responsiveness Remove Element | Adheres rigidly to counseling techniques even when feedback indicates changes are necessary. Gives up or blames the student or the environment for student's lack of success. | Attempts to adjust counseling techniques with mixed results. Inconsistent in working with students to facilitate success. Has a limited repertoire of counseling strategies to use. | Makes effective adjustments to counseling. Possesses an adequate repertoire of counseling strategies. Consults appropriately with parents/guardians, teachers, administrators, and other relevant individuals. Implements an effective referral process with | Adapts counseling continually and spontaneously. Persists in seeking effective counseling approaches for students as individuals. Employs strategies for increasing student success. Maintains an extensive professional network for consultation |

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| <p>Feedback to Students</p> | <p>Feedback is not provided; is in disarray.</p> | <p>Feedback is of low quality; is rarely provided, and is only partially effective.</p> | <p>Feedback is of high quality, provided in a timely manner, and is effective.</p> | <p>Feedback is consistently high quality, timely with provisions for students' use, and incorporates students' information and interpretation of their records.</p> |
| <p>Student Interaction</p> | <p>Interactions with students are characterized by conflict, sarcasm, or put-downs. Not alert to students' needs.</p> | <p>Interactions with students are generally polite and respectful. Attempts to serve students are inconsistent. Inconsistently seeks opportunities to consult with others.</p> | <p>Interactions with students demonstrate unconditional positive regard. Follows through with students referred by staff, peers, or others is immediate. Active in serving students, regularly seeking input from others, and opportunities to collaboratively resolve student concerns</p> | <p>Interactions with students demonstrate genuine caring for one another as individuals and as participants. Sees students on a daily basis and follows up on previous contacts. Highly proactive in serving students, seeking out resources and consultation when necessary</p> |
| <p>Crisis Intervention</p> | <p>Not trained in Crisis Intervention. Does not respond to a crisis.</p> | <p>Trained in Crisis Intervention but does not take an active role on the Crisis Intervention Team. Appears to lack skill and confidence in responding to a crisis.</p> | <p>Keeps crisis intervention skills current through attendance at workshops. Actively involved with the Crisis Intervention Team. Responds effectively to a crisis.</p> | <p>Takes a leadership role on the Crisis Intervention Team, bringing ideas and information to improve the intervention plan. Shows confidence and skill in responding to a crisis.</p> |

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| Element | Ineffective | Minimally Effective | Effective | Highly Effective |
|-------------------------------------|---|---|--|---|
| Service to District | Excessive time is lost in non-counseling duties. Avoids involvement with school activities. | Time is lost in non-counseling duties. Participation in school events occurs only when requested. | Loss of time for non-counseling duties is minimal. Participates in school and/or district events and provides support and assistance for colleagues. Performs other duties and assignments as directed by administration (i.e. Perkins Grant student clubs, hardscap | Completes non-counseling tasks outside of times when students are in the building. Assumes a leadership role in school and/or district events and provides support and assistance for colleagues. Serves on district or building committees, subject area councils, community |
| Domain Text: Systems Support | | | | |
| Remove Element | | | | |

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|-------------------------------------|--|--|---|---|
| <p>Service to Profession</p> | <p>Engages in no professional development. Makes no effort to share knowledge with others. Demonstrates little or no pride in his/her work. Seems to be motivated by a desire to complete a task rather than do high-quality work.</p> | <p>Participates in professional activities. Finds limited ways to contribute to the profession. Minimally accepts the responsibility to "do good work" and invests little energy in the quality of the work.</p> | <p>Seeks out professional development opportunities. Assists other educators actively. Insists on work of high quality and demonstrates pride in work.</p> | <p>Seeks a variety of professional development opportunities to keep self up-to-date on educational and social issues. Initiates activities that contribute to the profession. Takes obvious pride in work and initiatives improvements in it (e.g., revising work on one's own initiative, helping</p> |
| <p>Remove Element</p> | <p>Cannot gauge his/her effectiveness. Misjudges success of instruction profoundly and has few suggestions for improvement. Contributes to school practices that result in some students being ill served and not able to succeed. Makes decisions based on</p> | <p>Can generally gauge his/her effectiveness. Can make general suggestions for improving counseling. Contributes to school practices that result in most students being well-served and able to succeed. Decisions are based on limited through minimal</p> | <p>Makes accurate assessment of effectiveness. Works within the context of a particular team or department, through consultation, to ensure that all students receive a fair opportunity to succeed. Advocates for equity and access for every student. Actively seeks consultation</p> | <p>Makes thoughtful assessment of effectiveness, draws on extensive repertoire of skills, and offers specific suggestions for improvement. Makes a particular effort through consultation with staff, administration, and peers to challenge negative attitudes and helps ensure</p> |
| <p>Remove Element</p> | <p>Oral communication skills are unclear or rude, often met with confusion and/or misunderstandings. Written communication skills are weak and seldom utilized (memos and/or e-mails). Does not or inconsistently practice Board policies or statutory guidelines related to confidentiality and</p> | <p>Oral communication skills are weak, with assumptions made that staff understands. Written communication is used inconsistently or not given to all parties needing to be informed. Learns laws, Board policy, and district practices regarding the confidentiality and privacy of</p> | <p>Communication, both written and oral, is clear and provided in a timely manner to keep staff informed. Demonstrates the ability to determine when, where, and with whom it is legal and appropriate to share confidential information. Communicates with appropriate sensitivity</p> | <p>Oral/written communication skills are strong, and demonstrate effective active listening skills. Promotes confidentiality and encourages others to maintain professional ethics in regards to privacy. Demonstrates strong relationship with sensitive school personnel</p> |
| <p>Remove Element</p> | <p>Relationships with colleagues are negative or self-serving. Inconsistently treats others with respect, and does not show a commitment to resolving concerns/conflicts.</p> | <p>Cordial relationships with colleagues are maintained. Attempts are made to resolve staff concerns/conflicts, but are not regularly met with success.</p> | <p>Maintains an open mind and participates in team or departmental decision-making. Demonstrates an understanding and appreciation of the contributions of people with diverse backgrounds, abilities, and work styles.</p> | <p>Maintains a collegial relationship with staff, seeking first to understand and then be understood. Capitalizes on the unique contributions of others to effectively work on teams.</p> |

| Information/Data Collection | Makes decisions based on self-serving interests. Uses very few resources to develop appropriate curriculum. | Can cite general references for support and make suggestions. Decisions are based on limited though genuinely professional considerations. Uses some resources (professional literature and research) to develop appropriate curriculum | Provides relevant information to administrators, teachers, parents/guardians, on issues related to student success. Provides support to increase the enrollment and retention of non-traditional students. Uses a variety of resources (professional literature and research) to develop | Understands and uses data to establish goals and counseling activities to close the achievement gap. Implements a documented annual improvement process/system for best practice based on student data report. Collaborates with other professionals locally |
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