RUBRIC: ASCA Standards for School Counselor Preparation Programs

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

Two of the three components must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
1.1 Describe the organizational structure, governance, and evolution of the American education system, as well as cultural, political and social influences on current educational practices and on individual and collective learning environments.	• Candidates define but do not describe key events that influenced the development of American P-12 education • Candidates provide opinion relating to educational advantage and disadvantage but fail to support an opinion with empirical evidence	• Candidates describe the development of P-12 education in America, including but not limited to key events and influences; related economic and social dynamics; and organizational structure • Candidates describe past and current educational structures and methods that advantaged or disadvantaged individual or student populations • Candidates describe the impact of cultural, political and social influences on educational practices • Candidates use empirical evidence to support conclusions	• Candidates interpret key events, influences, organizational structures, and economic and social dynamics that impacted P-12 education • Candidates analyze the impact of the past and current educational structures that advantaged individual or student populations • Candidates determine the impact of cultural, political and social influences on educational practices • Candidates use multiple sources of empirical evidence to support conclusions
1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.	• Candidates name historical events but do not describe influences on the development of school counseling • Candidates provide an opinion relating to the dynamics influencing professional school counseling without empirical support • Candidates describe the role of school counselors in terms of duties unrelated to student growth and development	• Candidates describe the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs including key events and influences, and related economic and social dynamics • Candidates describe the benefits of comprehensive school counseling programs in terms of student growth and development	• Candidates evaluate historical events that influenced the development of the school counseling profession • Candidates compare and contrast the benefits of a comprehensive school counseling program for students and other stakeholders using empirical evidence

1.3 Describe aspects of human development, such as cognitive, language, social/emotional and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.	• Candidates name but do not describe established human development theory
	• Candidates define but do not describe the impact of environmental stressors and societal inequities on learning
		• Candidates describe education-related human development theories including but not limited to:
		  - Psycho-social development
		  - Behavioral Development
		  - Cognitive Development
		  - Psycho-sexual development
		  - Social Learning Theory
		• Candidates describe the impact of environmental stressors and societal inequities on learning
		• Candidates identify evidence-based interventions to address environmental stressors or social inequities that impact education
			• Candidates compare and contrast theoretical models, which further understanding of learning differences and societal inequities
			• Candidates apply evidence-based interventions to address environmental stressors or social inequities that impact education

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of appropriate counseling and education theories used in school counseling programs, and counseling skills that are foundational to successful outcomes for students.

Two of the three components must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.	• Candidates fail to meet established benchmark scores on national/state counseling exams **OR** • Candidates have an identified area of weakness in one or more sub-areas on national/state exams	• Candidates demonstrate knowledge of counseling and educational methods through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams at benchmark levels	• Candidates demonstrate knowledge of counseling and educational methods through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams at 10% above the benchmark score on all sub-areas

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.	• Candidates **d**emonstrate exclusivity through words, actions or body language
	• Candidates' planning limited to small groups or a one-size-fits-all approach
	• Candidates are non-responsive to student needs or concerns
	• Candidates do not provide no access to resources specific to individual student needs
		• Candidates **e**nsure equitable access to all students by
		  - Identifying responsive services
		  - Identifying available resources
		  - Facilitating individual student planning
		• Candidates emonstrate usage of strengths-based strategies
		• Candidates advocate for student success
		• Candidates demonstrate consensus building
			• Candidates demonstrate multiple strategies that promote and ensure equity and inclusion for all students
			• Candidates build consensus with individuals and groups of students
			• Candidates anticipate the need for responsive services
			• Candidates demonstrate a variety of strengths-based strategies

2.3 Describe established and emerging evidence-based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.	• Candidates fail to meet established benchmark scores on national/state counseling exams **OR** • Candidates have an identified area of weakness in one or more sub-areas on national/state exams specific to established/emerging evidence-based counseling theories and techniques	• Candidates demonstrate knowledge of established and emerging evidence-based counseling theories and techniques such as rational emotive behavior therapy, Adlerian, solution-focused brief counseling, and reality therapy and family systems through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams	• Candidates demonstrate knowledge of established and evidence-based counseling theories and techniques such as rational emotive behavior therapy, Adlerian, solution-focused brief counseling, and reality therapy and family systems through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams at 10% above the benchmark scores on all sub-areas

Standard 3. Instructional and School Counseling Interventions. Candidates can assess individual students' academic, college/career, and social/emotional needs and can identify appropriate, evidence-based direct and indirect school counseling activities in support of student success.

Two of the three components must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systemically address student needs and collaboratively establish goals.	• Candidates do not collect data or collect data from any sources • Candidates fail to utilize data to identify student needs or establish goals	• Candidates collect data from a few sources (i.e., needs assessments, student/parent/ teacher interviews, educational records, consultation, test scores, etc.) • Candidates analyze and use findings to identify student needs	• Candidates collect data from a wide range of sources • Candidates analyze and use findings to identify student needs • Candidates use data to establish student goals on an ongoing basis collaboratively with students and other stakeholders
3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student.	• Candidates cannot identify individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student • Candidates fail to identify group counseling skills necessary to promote student success	• Candidates identify at least two individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student • Candidates identify at least two group counseling skills necessary to promote the skills needed for student success	• Candidates employ multiple individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student • Candidates demonstrate three or more group counseling strategies necessary to promote the skills needed for student success

| 3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes. | • Candidates show uneven and/or incomplete tracking of student progress
• Candidates have limited communication with stakeholders through traditional formats
• Candidates' data analysis limited to a single assessment
• Candidates' data analysis inappropriate | • Candidates use digital media to
- Communicate to stakeholders
- Track student progress
- Analyze data
- Assess student outcomes
• Candidates demonstrate legal and ethical behavior related to technology
• Candidates provide evidence of the use of multiple assessments for evaluating student outcomes | • Candidates have demonstrated proficiency in using multiple digital platforms and formats to
- Communicate to stakeholders
- Track student progress
- Analyze data
- Assess student outcomes
• Candidates process data and reports with clarity
• Candidates graph student outcome data
• Candidates model and engage in ethical digital leadership
• Candidates provide evidence of the use of multiple assessments for evaluating student outcomes and interpreting the data |

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student academic, career, and social/emotional outcomes and the overall school/learning environment.

Two of the four components *must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining two components may show partial compliance.*

Component Statements	Unacceptable	Acceptable	Target
4.1 Plan, organize and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.	• Candidates plan, organize and implement one instructional and/or counseling strategy • Candidates rely on anecdotal evidence to assess instructional and/or counseling strategies effectiveness	• Candidates plan, organize and implement a variety of instructional and counseling strategies, including - At least two different instructional strategies demonstrated and assessed - At least two different counseling strategies demonstrated and assessed - Evidence of assessment of the impact of instructional or counseling strategies provided • Candidates collect and analyze student outcome data to assess instructional and counseling strategies effectiveness	• Candidates plan, organize and implement multiple instructional and counseling strategies, integrated within a comprehensive school counseling program - At least four different instructional strategies demonstrated and assessed - At least four different counseling strategies demonstrated and assessed - Evidence of assessment of the impact of instructional and counseling strategies provided • Candidates collect and analyze student outcome data to assess instructional and counseling strategies effectiveness and graph results

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-being for every student.	• Candidates provide only anecdotal evidence specific to collaboration with other stakeholders • Candidates provide no evidence of differentiated counseling opportunities and/or activities • Candidates provide no evidence of counselor led professional development opportunities for other stakeholders	• Candidates provide evidence of multiple (four or more) collaborative activities with parents, administrators, and/or community partners (e.g., minutes from meetings, letters, newsletters, emails, flyers, etc.) • Candidates provide examples of differentiated counseling opportunities and/or activities (e.g., case studies, project notes, etc.) • Candidates provide examples of counselor-led professional development opportunities for teachers, support personnel, and community partners (e.g., presentations, PowerPoints, agendas, etc.)	• Candidates provide evidence of proactive collaborations with community partners designed to support equitable learning environments • Candidates provide examples of differentiated counseling opportunities and/or activities (e.g., case studies, project notes, etc.) • Candidates provide examples of counselor-led professional development opportunities for teachers, support personnel, and community partners (e.g., presentations, PowerPoints, agendas, etc.) and the expected outcomes from such efforts
4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.	• Candidates' descriptions of required and appropriate referral processes are general guidelines and lack specificity • Candidates can provide limited or incomplete identification of community-level resources	• Candidates describe appropriate and required referral processes and procedures for students needing additional support with specificity and clarity • Candidates describe community-level resource information • Candidates describe how to access appropriate school and community resources aligned with student needs	• Candidates use appropriate and required referral processes and procedures for students needing additional support • Candidates post or have readily available community-level resource information • Candidates provide guidance on accessing appropriate school and community resources
4.4 Implement pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and differentiated instruction.	• Candidates fail to implement even one culturally responsive strategy within pedagogy and practice • Candidates fail to demonstrate differentiation strategies when delivering classroom lessons • Candidates are unable to prepare lesson plans that reflect an inclusive school culture	• Candidates implement at least two culturally responsive strategies in pedagogy and practice • Candidates apply one or two differentiated instruction strategies when delivering classroom lessons such as flexible grouping, learning stations, task cards, use of technology, student choice, journaling, etc. • Candidates prepare lesson plans that reflect an inclusive school culture	• Candidates implement a variety of culturally responsive strategies (three or more) in pedagogy and practice • Candidates apply multiple (three or more) differentiated instruction strategies when delivering classroom lessons such as lexible grouping, learning stations, task cards, use of technology, student choice, journaling, etc. • Candidates prepare lesson plans that reflect an inclusive school culture including multiple intelligences, diverse language learners, and exceptional learners

Standard 5. Designing, Implementing and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to assess areas of strength and needed improvement for program activities and interventions.

Two of the three components *must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.*

Component Statements	Unacceptable	Acceptable	Target
5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create annual student outcome goals and action plans aligned with school improvement plans.	• Candidates lack understanding of data and student standards (e.g., confused definition, unable to analyze/interpret student data) • Candidates' goals and action plan vague and lack specificity • Candidates' action plan not based on student outcome data • Candidates' action plan lacks alignment with school improvement plan	• Candidates demonstrate data literacy through use of outcome data to develop student level goals • Candidates use data to develop action plans with clarity and specification • Candidates align goals and action plan to ASCA Mindsets and Behaviors or other national/state standards • Candidates align action plan with school improvement plan	• Candidates use data and student standards, action plan, school improvement plan, and program data to evaluate effectiveness of school counseling program • Candidates develop S.M.A.R.T goals with identified benchmarks, results-focused, and aligned with action plan, student standards, and student outcome data • Candidates align goals and action plan to ASCA Mindsets and Behaviors or other national/state standards
5.2 Use participation; standards (such as ASCA Mindsets & Behaviors); and outcome data, program assessments, and other supplemental information-gathering tools to monitor and refine the school counseling program.	• Candidates use a single data source to monitor and refine the school counseling program • Candidates' analysis, summary and/or interpretation of data incomplete or incorrect • Candidates' program changes not linked to data	• Candidates use a variety of assessment (at least three) data (e.g., participation data, student standards, program assessment, etc.) to monitor and refine school counseling program • Candidates administer, score, analyze, summarize, and interpret qualitative or quantitative data with accuracy and specificity • Candidates link program changes to data	• Candidates identify, align, and employ various strategies (four or more) for assessing the school counseling program (e.g., focus groups, surveys, outcome results, etc.) • Candidates administer, score, analyze, summarize, and interpret qualitative and quantitative data for school improvement with accuracy and specificity • Candidates effectively communicate assessment measures for stakeholders demonstrating value-added of the school counseling program

| 5.3 Use school-wide data to promote systemic change within the school, so every student is prepared for post-secondary success. | • Candidates are unable to articulate needs, gaps, or strengths of the school counseling program
• Candidaters are unable to link gaps/needs identified by data to systemic problems
• Candidates fail to connect school counseling program to student success | • Candidates articulate needs, gaps, and strengths of the school counseling program
• Candidates employ at least one method for reporting program data to stakeholders (presentations, social media, infographics, graphs, etc.)
• Candidates link gaps/needs identified by the data to systemic problems
• Candidates link relevant data to school counseling impact on student success | • Candidates synthesize, aggregate, and summarize data using charts and graphs to illustrate needs, gaps, and strengths of the school counseling program
• Candidates articulate multiple examples (at least two) of measured, successful school counseling program activities
• Candidates link gaps/needs to systemic programs and identify possible responses/actions to remove barriers for student success
• Candidates effectively articulate contributions of school counseling program to student success to a variety of stakeholders |

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings and participate in responsibilities as leaders, collaborators, advocates, and agents for systemic change.

Two of the three components *must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.*

Component Statements	Unacceptable	Acceptable	Target

6.1 Explain the appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.	• Candidates explain or describe the appropriate scope of practice without specificity and clarity
	• Candidates have difficulty in differentiating among non-counselor and counselor responsibilities
	• Candidates can identify a tiered model of intervention but cannot explain the appropriate scope or how a school counselor operates at different levels
	• Candidates are unclear on limits of expertise and may, therefore, fail to make appropriate referrals to other providers or specialists
		• Candidates explain/describe the appropriate scope of practice for school counselors within a comprehensive school counselor program
		  - Scope of practice specific to educational mission and purpose
		  - Refer students or families when appropriate to other care providers or specialists
		• Candidates differentiate among non-counselor duties (e.g., clerical tasks, discipline, fundraising, etc.) and responsibilities that directly impact students development
		• Candidates explain a tiered model of intervention and how school counselors operate at different levels
		• Candidates recognize the limits of expertise
			• Candidates apply a tiered model of intervention
			• Candidates plan and implement services across populations of students, selected groups, and individuals
			• Candidates demonstrate the ability to make appropriate referrals to other providers or specialists
			• Candidates recognize limits of expertise and seek necessary training as appropriate (e.g., crisis counseling, chemical dependency, etc.)

6.2 Demonstrate leadership, advocacy, and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.	• Candidates identify but cannot apply theory and practice of effective leadership strategies to develop and maintain counseling program • Candidates describe effective collaboration skills but fail to apply • Candidates cannot offer evidence specific to advocacy or collaboration to advance the standing of the school counseling program or profession	• Candidates apply theory and practice of effective leadership strategies to develop and maintain a counseling program • Candidates practice effective collaboration skills • Candidates use leadership, advocacy, and/or collaboration to advance the standing of the school counseling program and profession	• Candidates demonstrate and model theory and practice of effective leadership strategies • Candidates demonstrate advocacy for counseling program as well as for individual students • Candidates use leadership, advocacy, and collaboration to advance the standing of the school counseling program and profession
6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.	• Candidates are unaware of local, state, and national opportunities to promote professional growth and development • Candidates are aware of local, state, and national opportunities to promote professional growth and development, but not engaged • Candidates do not seek out or participate in workshops or training to support emerging identity as a school counselor	• Candidates identify and pursue local, state, and/or national opportunities for professional growth and development • Candidates grow professionally through participation in workshops and training to support emerging identity as a school counselor	• Candidates take active steps to analyze gaps in knowledge and skills, and sets professional goals for improvement • Candidates seek out and participate in workshops and training to support emerging identity as a school counselor

Standard 7. Ethical Practice. Candidates demonstrate and apply ethical and culturally responsive behavior necessary to maintain the highest standard of professionalism and legal obligation.

Two of the three components *must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.*

Component Statements	Unacceptable	Acceptable	Target
7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors (and demonstrates cultural competence) and relevant federal and state laws and district policies.	• Candidates demonstrate lapses in professional behaviors • Candidates are aware of the ASCA Ethical Standards but have difficulty using the document to guide professional practices • Candidates have difficulty maintaining professional boundaries, upholding privacy and confidentiality standards, or following an ethical decision-making mode • Candidates are unaware of their obligation to contribute to a safe, respectful, and equitable school environment. • Candidates demonstrate exclusive behaviors that deny students equable access	• Candidates engage in professional behavior in their practice • Candidates adhere to the principles in the ASCA Ethical Standards • Candidates demonstrate knowledge of professional boundaries, privacy and confidentiality standards, and ethical decision-making models • Candidates contribute to a safe, respectful, and equitable school environment • Candidates demonstrate at least 2 responsive behaviors when interacting with students, staff families, and community stakeholders	• Candidates engage in professional behavior in all aspects of their practice • Candidates adhere to the principles in the ASCA Ethical Standards • Candidates maintain professional boundaries, uphold privacy and confidentiality standards, and follow an ethical decision-making model • Candidates are active contributors to a safe, respectful, and equitable school environment • Candidates are aware of their cultural heritage, actively engage with those of different cultures, and are committed to the ongoing development of culturally responsive behavior
7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.	• Candidates have incomplete knowledge and cannot describe laws, regulations, and policies that impact a school counselor's professional practice and guide the behavior of staff, students, and families. • Candidates lack awareness of their obligations under federal and state law and district policy; therefore, prone to making professional mistakes and ethical lapses	• Candidates describe laws, regulations, and policies that impact a school counselor's professional practice and guide the behavior of staff, students, and families • Candidates describe obligations under federal and state law and district policy to, for example, report child abuse, intervene when a student may harm themselves or others, and address bullying, sexual harassment, and discrimination.	• Candidates apply laws, regulations, and policies that impact a school counselor's professional practice and guide the behavior of staff, students, and families. • Candidates act on their obligations under federal and state law and district policy to, for example, report child abuse, intervene when a student may harm themselves or others, and address bullying, sexual harassment, and discrimination • Candidates describe bodies that create and uphold laws and policies (e.g., government agencies, state boards of education, local school boards, etc.)

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.	• Candidates do not seek consultation or supervision to identify cultural blind spots or prevent ethical lapses • Candidates are non-reflective and blame others • Candidates ae unwilling to receive and apply constructive feedback from supervisors and mentors	• Candidates articulate the limits of their professional knowledge and skills and seek consultation and supervision to identify cultural blind spots and prevent ethical lapses • Candidates use critical self-reflection to assess accomplishments and identify mistakes to improve their practice • Candidates show a willingness to receive and apply constructive feedback from supervisors and mentors to improve their practice	• Candidates articulate the limits of their professional knowledge and skills and seeks consultation and supervision to identify cultural blind spots and prevent ethical lapses • Candidates use critical self-reflection to assess accomplishments and identify mistakes to improve their practice • Candidates welcome and apply constructive feedback from supervisors and use consultation, supervision, and self-reflection in a cycle of continuous improvement of their practice