Model Rubric for Specialized Instructional Support Personnel (SISP) Evaluation:

School Counselors

DRAFT - June 2025

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SISP RUBRIC for EDUCATOR EVALUATION

The model rubrics for educator evaluation are grounded in DESE's Educational Vision for effective teaching and leadership, and reflect input from educators, students, and families across Massachusetts on antiracist, inclusive, and equitable practices that support *all students* to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.[1]

Role-specific Model SISP Rubrics were developed by representatives from state-level professional associations[2] in consultation with DESE and will be piloted during the 2025-26 school year. These role-specific Model SISP Rubrics support educators in the following roles:
- School Counselor
- School Librarian
- School Nurse
- School Psychologist
- School Social Worker/School Adjustment Counselor
- Speech and Language Pathologists

Each rubric includes evidence-based, culturally and linguistically sustaining practices across four Standards:
- Standard I: Curriculum, Planning, and Assessment
- Standard II: Teaching All Students
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential of all educators in public schools in Massachusetts to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.

> NOTE: In this rubric, **"all students"** represents *each and every student,* with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.
>
> **Culturally and linguistically sustaining practices** affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

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[1] DESE's Educational Vision: https://www.doe.mass.edu/commissioner/vision/.

[2] Massachusetts School Counselors Association (MASCA), Massachusetts School Library Association (MSLA), Massachusetts School Nurse Organization (MSNO), Massachusetts School Psychologists Association (MSPA), Massachusetts Speech-Language Hearing Association (MSHA). For a list of educators who supported the development of this rubric, please see *Acknowledgements*.

Using the SISP Rubric in the Educator Evaluation Process

The Model SISP rubrics are designed to elevate and highlight effective practices in specific SISP roles in order to guide a meaningful and supportive evaluation process. Evaluators should identify and use the rubric most closely aligned with the role of the educator. As SISP educators work in different contexts and undertake different responsibilities (e.g., a school counselor in one school may be responsible for career counseling whereas another may focus on social-emotional support), districts may consider further customizing the rubric by emphasizing and prioritizing certain Indicators and elements.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what Proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about Formative and Summative Performance Ratings on each Standard and overall. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.

2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to demonstrate proficiency. This description is the starting point for conversations about specific, measurable, actionable, and equity-focused goals.

3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator's practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school, and district goals for professional learning, feedback, support, and evidence collection.

   Note: The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures, such as observations, artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

   In addition, in some cases, SISP educators' work activities are protected by privacy laws that prohibit an evaluator without the appropriate licensing from directly observing certain activities. For these educators, observations of practice can occur in settings such as classroom presentations, IEP/504 meetings, faculty or team meetings, and public settings. For further information, please consult the section on this Commonwealth of Massachusetts webpage on "Heightened Duty of Confidentiality in Mental Health" as well as the other sources listed in the Resources for Ethical Guidelines and Legal Responsibilities section of this document.

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator's performance on the continuum of practice described by the rubric.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels. Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

Proficient		
The educator's performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	**Needs Improvement**	**Exemplary**
The educator's performance is consistently below the requirements and has not shown improvement.	The educator's performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom, clinical setting, or beyond.

The SISP Rubric for School Counselors was informed by the following:

- American School Counselor Position Statements
    - The School Counselor and Annual Performance Appraisal
    - School Counselor Roles & Ratios
- MA Model for Comprehensive School Counseling Programs
- American School Counselor Association National Model: A Framework for School Counseling Programs

SISP Rubric: School Counselors - At-a-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning 1. Professional Knowledge 2. Knowledge of Students 3. Strategic Planning and Delivery of School Counseling Curriculum **B. Assessment** 1. Purposeful Assessment 2. Accessible Assessment **C. Analysis** 1. Analysis and Conclusions 2. Adjustments to Practice 3. Sharing Progress with Students and Families 4. Sharing Progress with Colleagues	**A. Instruction** 1. High Expectations and Support 2. Engaging Instruction and Strategies 3. Inclusive Services 4. Responsive Services **B. Learning Environment** 1. Positive Relationships 2. Safe Learning Environment 3. Collaborative Learning Environment 4. Student Ownership of Personal Growth 5. Critical Thinking **C. Student Services** 1. Future Planning 2. Transitions	**A. Communication** 1. Communication with Families **B. Engagement** 1. Family Engagement **C. Collaboration** 1. Collaboration on Student Learning and Well-being 2. Community Collaboration	**A. Reflective Practice and Professional Growth** 1. Reflective Practice 2. Goal-Setting 3. Professional Learning and Growth **B. Shared Responsibility, Collaboration, and Decision-Making** 1. Shared Responsibility 2. Professional Collaboration 3. Decision-Making **C. Professional Responsibilities** 1. Legal and Ethical Responsibilities 2. Professional Responsibilities

NOTE: Some Indicators (such as Reflective Practice and Professional Growth) are grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.

STANDARD I: Curriculum, Planning, and Assessment

The educator promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A: Curriculum & Planning	**Proficient**
	1. **Professional Knowledge:** Demonstrates sound knowledge and understanding of professional content and delivery through the use of evidence-based educational and/or counseling practices (core evidence-informed counseling techniques, instructional practices and methodology, effective group models, and academic, workplace readiness, social-emotional and transition) that enable all students to develop grade-level and standards-aligned academic, workplace readiness and social-emotional knowledge and competencies in relevant, real-world contexts.
	2. **Knowledge of Students:** Builds on and draws from knowledge of their students' diverse identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated counseling and social-emotional learning experiences that enable all students to develop and exercise executive functioning skills (e.g. time management, organization, responsible decision-making skills) and progress towards identified grade-level competencies.
	3. **Strategic Planning and Delivery of School Counseling Curriculum** • Determines strengths and weaknesses of curricular materials and adapts as necessary to plan evidence-based, inclusive, and culturally sustaining instruction (which may include individual or group activities or sessions), including identifying opportunities to create meaningful, relevant connections rooted in real world content. • Identifies necessary multicultural or supplemental resources and multi-tiered supports to provide all students equitable access to learning benchmarks. • Delivers comprehensive, vertically and horizontally aligned, grade level counseling curriculum and services that support student social, emotional and/or academic growth towards developmentally appropriate expectations and individual goals.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

I-B: Assessment	**Proficient**
	
	1. **Purposeful Assessment:** Uses a variety of formal and informal assessments and/or collects data for specific purposes, including to:
	
	   ● Understand each student's strengths and areas for growth.
	
	   ● Measure and progress-monitor all students' understanding throughout tiered services and their progress toward grade-level standards and/or individual social-emotional, academic, workplace readiness, or transition goals.
	
	   ● Actively informs instructional and counseling decisions.
	
	2. **Accessible Assessment:** Implements assessments that are accessible to all students by:
	
	   ● Providing multiple ways and opportunities for students to engage in the development of appropriate and growth-oriented goals and objectives**.**
	
	   ● Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences, through student driven goals and objectives.
	
	   ● Ensuring that assessment tasks, methods and instruments are ethically and appropriately applied and do not perpetuate racial, cultural, or linguistic bias.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard*.*	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

I-C: Analysis	**Proficient**
	1. **Analysis and Conclusions:** Analyzes disaggregated data from a wide range of assessments to:
	● Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups.
	● Reflect on interventions and identify actions to reduce disparate outcomes and improve outcomes for all students.
	2. **Adjustments to Practice:** Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, families and external stakeholders to adjust practice and implement differentiated and scaffolded supports and interventions for improved and more equitable student outcomes.
	3. **Sharing Progress with Students and Families:** Collaborates with students and their families, in an accessible format and language to:
	● Communicate specific, timely, and asset-based feedback on student progress towards individual student learning goals and/or age-appropriate standards.
	● Identify ways to build on students' strengths and support further growth.
	● Strengthen family-school engagement and generalization of skill development to all settings.
	4. **Sharing Progress with Colleagues:** Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, administrators and specialists) to:
	● Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students' strengths and support further growth.
	● Seek feedback about instructional or assessment practices that will support student learning and growth.
	● Share assessment outcomes with diverse stakeholders to demonstrate the impact of interventions and/or instruction.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

STANDARD II: Teaching All Students

The educator promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

II-A: Instruction[3]

Proficient

1. **High Expectations and Support:** Supports all students to meet or exceed high expectations for grade-appropriate and standards-aligned learning, and develop self-awareness and skills for independent learning by:

    ●   Using evidence-based, culturally and linguistically sustaining instructional and counseling practices to provide equitable opportunities for grade-level learning and social emotional growth.

    ●   Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.

    ●   Communicating clear criteria for success, including within counseling plans and goals.

    ●   Reinforcing perseverance and effort with challenging content and tasks.

2. **Engaging Instruction and Services:** Engages all students as active participants in learning experiences and services that are relevant, real-world, and interactive by:

    ●   Providing opportunities for students to make choices, explore topics and apply skills in culturally and linguistically sustaining ways, and through real-world, interactive contexts.

    ●   Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.

    ●   Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy and citizenship skills.

3. **Inclusive Services**: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), multilingual learners, academically advanced students, and students who have been historically marginalized by:

    ●   Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging of students' preferred/home language and linguistic resources, to make grade-level content accessible and affirming for all students.

    ●   Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

4. **Responsive Services:** Utilizes evidence-based counseling theory and practice (e.g., cognitive behavioral therapy, solution-focused brief counseling, dialectical behavior therapy) to deliver group and individual counseling services addressing issues related to mental health, substance

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[3] Note: In this rubric, instruction and instructional practices may refer to individual or group activities, sessions, interventions, or counseling practices.

use, violence, challenging behaviors resulting from lagging social emotional skills, personal and social concerns, grief, and learning disorders that:

- Establishes and maintains counseling relationships with students, and maintains appropriate confidentiality based on ethical standards.

- Documents services to ensure reflective practice and monitoring of student outcomes, including but not limited to intervention/treatment planning, progress monitoring, session notes, and other evidence-informed methods of documentation.

- Addresses critical incidents to support student safety and stability, including risk assessment, filing reports of abuse/neglect, and developing plans to address immediate and transitional concerns in collaboration with colleagues, administrators, families, and community-based agencies.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

	Proficient
II-B: **Learning Environment**	1. **Positive Relationships**: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging. 2. **Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, routines and systems to support student learning and personal growth. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take developmentally appropriate risks and share ideas freely. ● Seeking feedback from students about their experience of the school environment and services offered and making appropriate adjustments to practice. 3. **Collaborative Learning Environment:** Develops students' relationship and communication skills by: ● Providing students with frequent opportunities to interact with peers, makes sense of complex ideas together, and develops appropriate language. ● Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise. 4. **Student Ownership of Personal Growth:** Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute within the school and counseling settings. 5. **Critical Thinking:** Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom, counseling setting or beyond.

	Proficient
II-C: Student Services	1. **Future Planning:** Supports all students to develop a plan for college, career and civic readiness (CCCR) by: • Providing all students appropriate academic, career, and post-secondary planning resources and knowledge-building via a variety of modalities (e.g., classroom activities, group counseling, or individual sessions). • Contributing to a college, career, and civic ready culture within the school supported by other faculty, staff and the community. • Providing appropriate academic advising, resources and supports. • Providing all students with timely exposure to a wide range of postsecondary options. • Meeting regularly with assigned students to create, design and/or provide feedback on all students' post-secondary plans. • Utilizing various career assessments, planning techniques and technology resources to assist students in understanding and developing their career abilities and interests. • Providing timely assistance to students interested in learning about the college and career application and admissions processes, including information about college costs, financial aid and scholarships. • Supporting students interested in pursuing internships, apprenticeships, employment opportunities or military options. 2. **Transitions:** Contributes to the development, coordination and implementation of effective strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for all students, provides responsive services and supports transitions to reduce barriers that impact student achievement.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom, counseling setting or beyond.

STANDARD III: Family and Community Engagement
The educator promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

III-A: Communication

Proficient

1. **Communication With Families:** Establishes regular, two-way communication with families that:

   ● Is culturally and linguistically sustaining, in language(s) that families understand, and in approachable language and formats.

   ● Encourages families to ask questions and engage in discussions about updates and/or resources to inform their student's academic, social-emotional, and post-secondary progress.

   ● Provides timely information about counseling program services and activities.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

III-B: Engagement

Proficient

1. **Family Engagement:** Engages with families in equitable and collaborative ways that:

   ● Build strengths-based relationships with families characterized by mutual trust and respect to encourage family involvement

   ● Provide a variety of frequent, accessible, relevant, and culturally and linguistically inclusive opportunities for all families to engage as partners in the learning community.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

III-C: Collaboration	**Proficient**
	1. **Collaboration on Student Learning and Well-Being:** Partners with families to support student outcomes by: ● Helping families identify ways that their strengths, prior knowledge, and lived experiences can positively impact their student's learning and development ● Engaging with families to share timely information and clarify high expectations for student progress on learning and achievement. ● Collaboratively identifying and seeking family input on strategies and resources for supporting student learning and growth in and out of school. 2. **Community Collaboration:** Collaborates with community-based organizations to increase equitable access and support positive student outcomes by: ● Developing new and/or continuously building strong relationships with community organizations to promote equitable access to services and programs related to student academic, social-emotional, and post-secondary success. ● Developing and/or maintaining systems and/or processes for referring students to community organizations to increase family and student access to support systems. ● Communicating timely, relevant information directly with or fosters communication between school, family, and community organizations to effectively support student learning and wellness.

	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

STANDARD IV: Professional Culture

The educator promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV-A: Reflection & Professional Growth	**Proficient**
	1. **Reflective Practice:** Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. 2. **Goal-Setting:** Sets professional practice and student learning goals that: ● Are challenging, standards-aligned and measurable. ● Are based on thorough self-assessment, analysis of student learning data, and feedback from students, families and colleagues**.** ● Promotes more inclusive and equitable learning experiences and outcomes for all students. 3. **Professional Learning and Growth:** Seeks out and engages in ongoing cycles of professional learning, both internally and externally, to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes.

	Unsatisfactory	**Needs Improvement**	**Exemplary**
	Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard*.*	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

	Proficient
IV-B: **Shared Responsibility, Collaboration, & Decision-Making**	1. **Shared Responsibility:** Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community. 2. **Professional Collaboration:** Collaborates and communicates regularly with colleagues, including special education, paraeducators, English learner educators, general educators, specialists, support staff, and administrators on tasks in support of shared goals for student learning such as examining student performance and planning appropriate scaffolds, interventions, and supports. 3. **Decision-Making:** Contributes ideas and expertise to planning and decision making at the district, school, department, and/or grade level to advance effective, equitable, inclusive and digitally appropriate instruction for all students.

Unsatisfactory	**Needs Improvement**	**Exemplary**
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

IV-C: **Professional Responsibilities**	**Proficient**

Proficient

1. **Legal and Ethical Responsibilities:**

- Adheres to the school/district's and the school counseling profession's existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital applications.

- Continues to seek additional education and application of legal and ethical trainings focusing on established state and national best practices of school counseling at the highest levels and standards.

2. **Professional Responsibilities:**

- Performs duties of the role in accordance with school and district guidelines.

- Provides students access to and utilizes necessary academic, social-emotional and future planning supports.

- Engages with all colleagues with respect and civility.

- Adheres to district attendance policies and contractual obligations.

Unsatisfactory	Needs Improvement	Exemplary
Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard.	Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency.	Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or counseling setting or beyond.

Acknowledgements

DESE would like to extend our gratitude to the following educators who supported the development of this rubric:

Glossary of Terms

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

All Students: This rubric frequently references "all students," which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Anti-racist Teacher and Leader: Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. (Guidelines for the Preparation of Administrative Leaders)

Asset-Based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. (Guidelines for the Preparation of Administrative Leaders)

Cultural Broker: Individuals who act as bridges between schools and diverse families and collaborate with families to support the school's goals to improve student achievement (Massachusetts Family, School, and Community Partnership Fundamentals 2.0).

Cultural Competence: Individuals' affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally Responsive Practice: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally Relevant: Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally and Linguistically Sustaining: Affirming and valuing students' prior experiences and supporting them to sustain their cultures and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. (Supporting Culturally and Linguistically Sustaining Practices)

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters)

Curriculum: a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters)

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources

when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments ([Digital Literacy and Computer Science Framework](#)).

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([US Department of Education, Every Student Succeeds Act)](#)

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

High-quality Instructional Materials: High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. ([Curriculum Matters](#))

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Instruction: In regards to SISP educator roles, Instruction and instructional practices may refer to individual or group activities, sessions, interventions, or counseling practices.

Linguistically Responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). ([The Massachusetts Blueprint for English Learner Success](#))

Multi-Tiered System of Supports - MTSS is a framework to provide targeted support to all students based on their individual needs. It integrates academic, behavioral, and social/emotional interventions into a layered approach to help students succeed. It promotes early identification, intervention, and continuous monitoring ([Multi-Tiered Systems of Supports](#)).

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Restorative Practice: A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior

affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. ([National Center on Safe and Supportive Learning Environments](#))

School counseling curriculum is a structured, developmentally appropriate program that is designed and implemented by school counselors to support all students' academic, career, and social/emotional development. It is delivered through classroom lessons, individual and small group counseling and activities and school-wide programs. The goals are to promote student success and well-being, ensure equity and access to services for all students and support students' transitions from grade-to-grade, school-to-school and school-to-postsecondary.

Sociopolitical Awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Translanguaging: The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. ([The Massachusetts Blueprint for English Learner Success](#))

Universal Design for Learning (UDL) is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. ([Multi-Tiered System of Support](#))

Resources for Ethical Guidelines and Legal Responsibilities:

American Counseling Association Ethical and Professional Standards

Commonwealth of Massachusetts: Guide on the disclosure of confidential information: Health care information (includes Mental Health)

 DESE webpage for State and Federal Student Records Laws

Ethical Standards for MA LMHC license and all Allied Mental Health Practitioners licensed by the Board of Registration of Allied Mental Health and Human Services (includes confidentiality, records, etc.)

NASW (National Association of Social Workers) Code of Ethics

NASW (National Association of Social Workers) Standards for Ethical School Social Work Practice

National Board for Certified Counselors (NBCC) Code of Ethics

National School Social Work Model by the School Social Work Association of America

American School Counselor Association Ethical Standards for School Counselors

MA Model for Comprehensive School Counseling Programs

American School Counselor Association National Model: A Framework for School Counseling Programs