Categories, Indicators, and Attributes of Effective Teaching for School Counselors

I. Knowledge of School Counseling Theory, Techniques, Practice and the Understanding and Development of Curriculum and Counseling Plans.
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Curriculum Knowledge as evidenced by participation in curriculum work at department/grade/team/school meetings, teaching artifacts (i.e. curriculum documents), the development of counseling plans and goals, classroom observations, attendance at professional development activities (i.e. curriculum related workshops/conferences), anecdotal data, student school attendance, tardy, discipline and/or grade reports, pre & post surveys, and student observation reports from counselors, teachers and/or staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates a knowledge of child/adolescent development, counseling theory and techniques	Lacks knowledge of and the ability to apply counseling theories and techniques and/or knowledge of child/adolescent development	Demonstrates limited knowledge of and the ability to apply counseling theories and techniques and/or knowledge of child/adolescent development	Routinely demonstrates knowledge of and the ability to apply effectively a range of counseling theories and techniques individually and in small groups and/or routinely demonstrates knowledge of child/adolescent development	Consistently demonstrates superior knowledge of and ability to apply effectively a wide range of counseling theories and techniques individually and in small groups and consistently demonstrates superior knowledge of child/adolescent development
Contributes to the design and ongoing renewal of curriculum and counseling	Rarely engages in professional development activities and counseling	Participates in professional activities and counseling practices to a	Routinely seeks out opportunities for professional development to enhance content	Consistently seeks out opportunities for professional development and

practices	practices to enhance knowledge or skill	limited extent when they are convenient or required	knowledge, counseling practices and pedagogical skill	makes a systematic effort to advance counseling practices and curriculum

II. Curriculum and Instruction Planning and Assessment
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Planning for the Counseling Program as evidenced by standards-based curriculum lessons, presentations, programs, curriculum roadmaps, planning using differentiated materials and/or activities, planning work with colleagues, teaching artifacts (i.e., student handouts).

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Strategic planning for systemic delivery	Makes limited use of data in designing a plan for the delivery of a school counseling program; the plan is not systemic; and/or the plan does not include interventions designed to address student growth	May use some data to design a plan for the systemic delivery of a school counseling program, but some aspects of the plan are not formulated with measurable outcomes or only minimally include interventions designed to address student growth	Using district/school data, routinely designs a measurable, plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address student growth	Using national, district, and school data, consistently collaborates with relevant staff to design a measurable, plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address student growth

Identifies individual and group needs in planning of appropriate strategies to meet those needs	School counselor fails to identify individual or group needs	School counselor identifies group needs and plans an appropriate strategy to meet those needs but does not plan alternative strategies for the group or individual students	School counselor routinely identifies group needs and individual needs and plans appropriate strategies to meet those needs	School counselor consistently identifies group needs and individual needs and readily matches the appropriate strategy to individual students or the group at large to meet the needs of all students and their families when appropriate
Collaborates and consults with colleagues, support staff, students, families and outside professionals to meet counseling goals of all students	There is little or no evidence of communication with colleagues, staff, students, families and outside professionals	There is some evidence of communication with colleagues, staff, students, families and outside professionals but little or no evidence of collaboration and consultation	There is clear evidence of effective communication, collaboration and consultation with colleagues, staff, students, families and outside professionals	There is clear evidence of consistent and effective communication, collaboration and consultation with colleagues, staff, students, families and outside professionals and developed goals in working with students, families and outside professionals
Sets goals to align with national, state, district and	Goals reflect little or no correlation to relevant	Goals reflect loose or uneven correlation to relevant	Goals reflect clear correlation to relevant	Goals consistently reflect clear correlation to

school learning standards	counseling standards	counseling standards	counseling standards	relevant counseling standards and the goals address individual student needs or class needs as a whole

Indicator #2: Assessment Design and Delivery as evidenced by school counselor record-keeping system, use of individual (school counselor) and group (school, district, state, national) data in school counseling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Designs and uses a variety of formal and informal assessments of students' achievement and progress to help students access their education.	School counselor does not use the data to guide educational decisions	School counselor uses a limited number or variety of assessments but only sometimes makes use of the data to guide educational decisions	School counselor routinely uses a variety of formal and informal assessments and effectively uses the data to guide educational decisions	School counselor consistently uses a variety of formal and informal assessments and effectively uses the data to guide educational decisions School counselor consistently reviews and monitors outcomes and intervenes when the data indicates the need

Designs and uses a variety of assessments to evaluate counseling program	Provides no input into program assessment plans or resists suggestions that such evaluation is important	Provides rudimentary input into program assessment plans without supporting evidence that lacks clear goals or suggestions for improvement	Routinely provides clear, organized input into program assessment plans supported by evidence to indicate the degree to which the goals have been met	Consistently provides highly sophisticated input into program assessment plans supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis
Targeted Interventions	Does not examine data elements describing student outcomes, disaggregated by groups and/or grade levels in order to identify student, school and community needs	Occasionally examines data elements that describe student outcomes, disaggregated by groups and/or grade levels in order to identify student, school and community needs and then develops implements and evaluates strategies and interventions	Routinely examines data elements that describe student outcomes, disaggregated by groups and/or grade levels in order to identify student, school and community needs and then develops implements and evaluates strategies and interventions	Consistently examines data elements describing student outcomes, disaggregated by groups and/or grade levels in order to identify student, school and community needs and then develops, implements and evaluates strategies and interventions designed to address inequities

III. Management of Classroom Environment
(State Standard II: Teaching All Students)

Indicator #1: Counseling Environment: creates and maintains a welcoming, private and developmentally appropriate , trusting and respectful environment conducive to maximum student engagement as evidenced by handouts/brochures, office materials and physical space.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Office and classroom environment	Office/classroom, materials and displays do not support student learning, engagement and privacy. Room is not clean, seems visually cluttered and disorganized	Does not organize materials and displays to support student learning, engagement and privacy. Pertinent office displays are rarely updated	Routinely organizes office/classroom materials and displays to support student learning, engagement and privacy. Pertinent office displays are updated periodically; the room is clean and uncluttered	Consistently organizes existing/available office/classroom materials and displays, and often produces resources, to maximize student learning, engagement and privacy. Pertinent office displays are consistently updated ; the room is clean and uncluttered
Ensures smooth transitions for one activity to another	Transitions are chaotic, with much time lost between activities or lesson segments	Only some transitions are efficient, resulting in some loss of counseling and/or instructional time	Routinely ensures that transitions occur smoothly with little loss of counseling and/or instructional time	Consistently ensures that transitions are seamless, with no loss of counseling and/or instructional time

Encourages open exchange of ideas	School counselor or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others	School counselor communicates importance of the work but with little conviction and only minimal apparent buy-in by the students	School counselor routinely conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value	Students demonstrate that they value the importance of content through active participation, curiosity, and personal initiative, as well as through formal feedback

IV. Instruction
(State Standard II: Teaching All Students)

Indicator # 1: Counselors will use their knowledge of counseling theory, techniques and best practice to provide all students with the opportunities to develop the strategies and skills needed to access their education as evidenced by direct observations, anecdotal data, academic reports, teacher reports, reports from students, parents and outside sources, 4 Year Plans, pre & post surveys, and/or survey reports.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Academic advising	Does not work to ensure students are enrolled in class with appropriate rigor appropriate to the individual	Supports some students' planning, preparation and performance in rigorous academic programs appropriate to the individual that connect to their college and/or career aspirations and	Routinely supports students' planning, preparation and performance in rigorous academic programs appropriate to the individual that connect to their college and/or career aspirations	In collaboration with families and teachers, counselor consistently supports students' planning, preparation and performance in rigorous academic programs appropriate to the individual that

		goals	and goals	connect to their college and/or career aspirations and goals
Social Emotional Development	Does not promote the development of attitudes, behaviors and skills necessary to promote personal responsibility, work and relate effectively with others, manage personal and environmental variables and respect differences	Inconsistently promotes the attitudes, behaviors and skills necessary to promote personal responsibility, work and relate effectively with others, manage personal and environmental variables and respect differences	Through school counseling programming, routinely promotes the development of attitudes, behaviors and skills necessary to promote personal responsibility, work and relate effectively with others, manage personal and environmental variables and respect differences	Through school counseling programming, consistently and effectively promotes the attitudes, behaviors and skills necessary to promote personal responsibility, work and relate effectively with others, manage personal and environmental variables and respect differences
Uses a variety of resources in order to reinforce and extend students' knowledge and skills	The school counselor displays little understanding of the prior knowledge and resources needed or of varied pedagogical approaches important to student learning of the content	School counselor's plans and practice indicate limited awareness of varied pedagogical approaches and some awareness of prior knowledge, but knowledge and resources are outdated, limited	School counselor's plans and practice routinely reflect current knowledge of how students learn a wide range of effective pedagogical approaches, and accurate understanding of prior knowledge and resources	School counselor's plans and practice consistently reflect extensive understanding of how students learn, a wide range of effective pedagogical approaches to anticipate student misconceptions, and a deep understanding of

		or inaccurate	among topics and concepts	the prior knowledge and resources necessary to ensure learning

Indicator # 2: Counselor develops /revises curriculum to directly teach ongoing classroom lessons or workshops/programs for parents/guardians. Counselor helps students develop goals for academic success as evidenced by participation in curriculum work at department/grade/team/school meetings, teaching artifacts (i.e. curriculum documents), classroom observations, attendance at professional development activities (i.e. curriculum related workshops/conferences), anecdotal data, student school attendance, tardy, discipline and/or grade reports, pre & post surveys, and/or student observation reports from counselors, teachers and/or staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Transitions	Does not contribute to transition planning initiatives	Contributes to transition planning initiatives when asked to do so	Routinely contributes to development, coordination and implementation of effective grade-to-grade, school-to-school and school to postsecondary transitions	Consistently leads efforts with school and community stakeholders to develop, coordinate and implement highly effective grade-to-grade, school-to-school and school to postsecondary transitions
Career development	Does not include career exploration in the school counseling program	Provides students with exposure to some career options; utilizes a career assessment to	Routinely provides students with exposure to a wide range career options; utilizes various career	In collaboration with community partners, consistently provides students with exposure to a wide range of

		assist students in understanding their career abilities and interests	assessment techniques to assist students in understanding their career abilities and interests; regularly provides feedback to all students' evolving postsecondary plans	career options; utilizes various career assessment techniques to assist students in understanding their career abilities and interests; regularly provides feedback to all students' evolving via a web-based portfolio system
Post-Secondary planning **(in grades 9–12)**	Provides minimal or ineffective assistance in understanding the college and career application and admissions processes; rarely includes information about college costs, financial aid, scholarships, internship processes and opportunities.	Provides some assistance in understanding the college and career application and admissions processes; but may not support all students, and/or the range of information about college costs, financial aid, scholarships, internship processes and opportunities is limited or not provided in a timely fashion	Routinely provides timely assistance to all students in understanding the college and career application and admissions processes, including information about college costs, financial aid, scholarships, internships processes and opportunities	Consistently provides timely and ongoing assistance to all students in navigating and completing the college and career application and admissions processes; supports students in addressing college costs by providing information on and assistance with financial aid, scholarships, grants or other funding sources. Proactively

				connects students with internship opportunities. Is able to model this element
Workshops/ programs for parents	Provides minimal or no evidence of academic and emotional/social educational programming for parents/ guardians	Provides inconsistent evidence of academic and emotional/social educational programming for parents/ guardians	Routinely provides evidence of academic and emotional/social educational programming for parents/ guardians	Consistently provides clear, consistent, and dramatic evidence of academic and emotional/social educational programming to parents/ guardians

V. Expectations for Student Achievement
(State Standard II: Teaching All Students)

Indicator #1 Communication of Student Expectations as evidenced by correspondence with students and/or parents (i.e., e-mails, web pages, newsletters ,), student handouts, student work, classroom observations and/or school surveys.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Feedback to students	School counselor's feedback to students is of poor quality, not provided in a timely manner and/or is not based on the developmental needs of the	School counselor's feedback to students is uneven, its timeliness is inconsistent and/or is not based on the developmental needs of the	School counselor's feedback to students is based on the developmental needs of the student and is provided in a timely manner and is of	School counselor's feedback to students is based on the developmental needs of the student and is provided in a timely manner and is of

	student	student	consistently high quality	consistently high quality. Consistently able to provide evidence that students make use of the feedback in their learning
Personal/Social Development	Does not help students develop the attitudes, behaviors and skills necessary to promote personal responsibility, the ability to work and to relate effectively with others, to manage personal and environmental variables and to respect diversity	Helps some students develop the attitudes, behaviors and skills necessary to promote personal responsibility, the ability to work and to relate effectively with others, to manage personal and environmental variables and to respect diversity	Through school counseling programming, routinely helps all students develop the attitudes, behaviors and skills necessary to promote personal responsibility, the ability to work and to relate effectively with others, to manage personal and environmental variables and to respect diversity	Through school counseling programming, consistently provides ongoing support to develop personal interests, consistently and effectively helps all students develop the attitudes, behaviors and skills necessary to promote personal responsibility, the ability to work and to relate effectively with others, to manage personal and environmental variables and to respect diversity

Indicator #2   Student growth as evidenced by student work, classroom observations, grade reports, student feedback, parent and teacher reports, feedback and reports from outside professionals, decreased discipline reports, absences, tardies, visits to the Health Office and/or the successful resolution of the presented areas of concern.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Student Growth	Unable to provide evidence of academic and emotional/social education to promote student growth	Able to provide some evidence of academic and emotional/social education to promote student growth; low/moderate impact on student growth	Able to provide clear and varied evidence of academic and emotional/social education to promote moderate impact on student growth	Able to provide clear, consistent, and dramatic evidence of academic and emotional/social education to promote student growth; provides evidence of high impact on student growth

VI. Professional Responsibilities
(State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)

Indicator #1: Home-School Interaction /Communication as evidenced by correspondence with students and/or parents/guardians (i.e., e-mails, telephone contacts, web pages, newsletters, parent hand-outs, office meetings, presentations and/or parenting education).

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Maintains appropriate and effective interaction/ communication with parents/guardians	Provides little to no information to families, either about the counseling program as a whole or about	Provides limited though accurate information to families about the counseling program as a whole and about	Routinely provides accurate information to families about the counseling program as a	Is consistently proactive and resourceful in providing thorough and accurate information to

regarding student behavior and performance	individual students	individual students	whole and about individual students	families about the counseling program as a whole and about individual students

Indicator #2: Professionalism as evidenced by correspondence and direct interactions with students, families, colleagues, and administration, participating in school and/or district committees and modeling professional behaviors (i.e. punctual, accurate and prompt in duties, adheres to school policies and practice).

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Maintains appropriate professional boundaries with students, parents, faculty members and staff	School counselor engages in inappropriate interactions with students, parents, faculty members and staff	School counselor maintains professional boundaries with students, parents, faculty members and staff	School counselor routinely displays high standards of honesty and integrity when interacting with students, parents, faculty members and staff ,and maintains professional boundaries	School counselor consistently holds the highest standards of honesty and integrity when interacting with students, parents, faculty members and staff, and is able to model appropriate professional boundaries
Maintains appropriate levels of professional confidentiality with students, parents, faculty members and staff	School counselor does not demonstrate appropriate levels of professional confidentiality when interacting with students,	School counselor maintains appropriate levels of professional confidentiality when interacting with students, parents, faculty members and	School counselor routinely maintains high standards of professional confidentiality when interacting with students, parents, faculty members and	School counselor consistently holds the highest standards of professional confidentiality when interacting with students, parents, faculty members and

	parents, faculty members and staff	staff	staff	staff, and is able to model appropriate levels of professional confidentiality
Time Management	Experiences difficulty organizing and managing time. Experiences difficulty creating and following calendars	Minimal time management. Creates workable calendars but with flaws that interfere with program activities	Routinely organizes and manages time so that some school counseling programs are implemented. Creates some calendars and plans some program activities	Strategically and consistently organizes and manages time so that a highly effective school counseling program is implemented. Creates annual, monthly and weekly calendars to effectively plan program activities
Works cooperatively to achieve the goals or address the needs of the individual, grade, team, department, or building	School counselor's relationships with colleagues are negative or self-serving. School counselor makes no effort to share knowledge with others or to assume professional responsibilities	School counselor maintains cordial relationships with colleagues to fulfill duties that the school or district requires. School counselor finds limited ways to contribute to the profession	Relationships with colleagues are characterized by mutual support and cooperation. School counselor routinely assists and works with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. School counselor consistently takes initiative in assuming leadership among the faculty. School counselor consistently initiates important activities to

				contribute to the profession
Fulfills professional responsibilities	School counselor does not comply with school and district regulations. School counselor avoids becoming involved in school and district committees, projects, and events	School counselor complies minimally with school and district regulations. School counselor participates in school and district committees, projects, and events when specifically asked	School counselor complies fully with school and district regulations. School counselor routinely volunteers to participate in school and district committees, projects and events, thereby making a substantial contribution	School counselor complies fully with school and district regulations, taking a leadership role with colleagues. School counselor consistently volunteers to participate in school and district committees, projects and events, thereby making a substantial contribution and assuming a leadership role
Communication	Does not share concerns with the administration and/or constantly complains and/or is not open to suggestions	Is reluctant to share concerns with the administration or ask for help	Routinely keeps the administration informed about concerns and asks for help when it is warranted	Consistently informs the administration of any concerns and reaches out for help and suggestions as needed
Compliance	Has difficulty applying ethical standards and principles of	Minimal application of ethical standards & principles of school	Routinely applies ethical standards and principles of school	Consistently applies ethical standards and principles of school

	school counseling profession. Little understanding of the unique legal and ethical nature of working with minor students	counseling profession. Minimal understanding of the unique legal & ethical nature of working with minor students. Inconsistently practices within the ethical & statutory limits with students, parents, teachers & administrators	counseling profession. Incomplete understanding of the unique legal and ethical nature of working with minor students Practices within the ethical and statutory limits with students, parents, teachers and administrators	counseling profession. Understands the unique legal and ethical nature of working with minor students in a school setting. Effectively & regularly practices within the ethical and statutory limits with students, parents, teachers and administrators
Working with colleagues, supervisor and administration	Little or no evidence of communication	Some evidence of communication and collaboration	Clear evidence of communication and collaboration	Clear evidence of consistent and effective communication and collaboration
Works with external resources	Does not make connections with other services/programs in order to meet student needs	Is minimally successful in making connections with other services/programs in order to meet student needs	Routinely makes connections with other services/programs in order to meet student needs	Consistently proactive in making connections with other services/programs in order to meet student needs

Indicator #3: School Counselor Reflection and Learning as evidenced by participating in professional development activities, attendance at workshops and conferences that enhance IPDP and coursework (i.e. graduate coursework and collaborative programs).

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Goal-setting	Does not set goals related to practice and/or student learning and growth	Collaboratively and/or individually sets goals that are related to practice and student learning and growth, but goals do not meet "SMART "criteria	Routinely sets individual or team goals that are related to practice and to student learning and growth, and meet the basic "SMART" goal criteria	Consistently assumes a leadership role in developing, monitoring, and refining individual and team goals related to practice and to student learning and growth, and are consistent with the "SMART" goal criteria
Integrates appropriate suggestions for growth and improvement	School counselor resists feedback on performance from either supervisors or more experienced colleagues	School counselor accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues and attempts to integrate some suggestions into his/her practice	School counselor routinely welcomes feedback from supervisors or colleagues when opportunities arise. School counselor routinely integrates suggestions into his/her practice	School counselor consistently seeks out feedback on teaching from both supervisors and colleagues. School counselor consistently integrates suggestions into his/her practice and expands upon them

Reflective practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice	May reflect on the effectiveness of instruction, supports, lessons and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice	Routinely reflects on the effectiveness of instruction, supports, lessons and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes	Consistently reflects on the effectiveness of instruction, supports, lessons and interactions with students, both individually and with colleagues. Uses and shares with colleagues those insights gained to improve practice and student outcomes. Is able to model this element
Professional development	Does not participate in professional development activities, even when such activities are clearly needed for the development of counseling	Limits participation in professional development activities to what is convenient or required	Routinely seeks opportunities for professional development based on assessment of individual needs	Consistently pursues professional development opportunities and makes substantial contributions to the profession through diverse activities, such as offering workshops to colleagues

VII. Relationship with Students
(State Standard II: Teaching All Students)

Indicator #1: Counselor-Student Interactions as evidenced by correspondence and direct interactions with students, observations, records of student and parent feedback/surveys, anecdotal data, utilizes colleagues as resources to support student success (i.e. meetings with teachers, staff and administrators,), reviews implementation strategies on 504 Plans and IEPs.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Respect and Rapport	Have at least some interactions with students that are negative or inappropriate. Does not promote positive interactions among students.	Has some positive and negative interactions with students. Is partially successful in encouraging positive interactions among students	Maintains positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Routinely promotes positive student interactions among peers	Consistently maintains a respectful and positive rapport with students so that they seek out the counselor, reflecting a high degree of comfort and trust in the student-counselor relationship. Consistently encourages students to engage in positive interactions
Responsive Services	Fails to respond to resolve immediate conflicts/problems or respond to crisis events	Inconsistent counseling interventions to resolve immediate conflicts/problems or crisis events	Routinely delivers counseling interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning and responds to crisis events.	Consistently takes initiative to deliver counseling interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning and responds to crisis events

Student Support	Often fails to refer students for special services and/or refers students who do not need them	Sometimes does not refer students promptly for special services, and/or refers students who do not need them	Routinely assists students in developing plans for success. When necessary, refers students for specialized services and extra help	Consistently follows up with struggling students to reach proficiency and connects students with additional supports when necessary. Consistently advocates that students who need specialized services and help receive appropriate support as quickly as possible
Student Ownership	Does not understand or provide students with the opportunities to take initiative	Understands that students should take initiative and follow through on developed goals	Routinely provides students with opportunities to take initiative, to follow through on developed goals, and to self-advocate.	Consistently leads students to take initiative, to follow through on developed goals, and to self-advocate. Encourages teachers and families to support the initiative
Seeks and uses student feedback to enhance overall school counseling experience	Provides little or no evidence as to use of student feedback.	Provides evidence as to the use of student feedback.	Provides clear evidence as to the use of student feedback.	Provides clear, consistent, and convincing evidence as to the use of student feedback.

Rubric Point-Weighting System

Categories & State Standards	Category Weight/Rating Points
Category I: Knowledge of Curriculum Content (State Standard I: Curriculum, Planning, and Assessment)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category II: Curriculum and Instruction Planning and Assessment (State Standard I: Curriculum, Planning, and Assessment)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category III: Management of Classroom Environment (State Standard II: Teaching All Students)	**Category Weight = 10%** **Exemplary = 12** **Proficient = 8** **Needs Improvement = 4** **Unsatisfactory = 0**
Category IV: Instruction (State Standard II: Teaching All Students)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category V: Expectations for Student Achievement (State Standard II: Teaching All Students)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category VI: Professional Responsibilities (State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)	**Category Weight = 5%** **Exemplary = 6** **Proficient = 4** **Needs Improvement = 2** **Unsatisfactory = 0**
Category VII: Relationship with Students (State Standard II: Teaching All Students)	**Category Weight = 5%** **Exemplary = 6** **Proficient = 4** **Needs Improvement = 2** **Unsatisfactory = 0**

Summative Performance Rating Scale Based on Rubric Point-Weighting System

Exemplary	**112-120 Total Points**	**At least 112 and no Needs Improvement or Unsatisfactory rating on any Category.**
Proficient	**76-110 Total Points**	**At least Proficient on all four 20 percent Categories and no Unsatisfactory rating on any Category.**
Needs Improvement	**48-74 Total Points**	
Unsatisfactory	**≤ 46 Total Points**	