

South Carolina Evaluation Crosswalk

South Carolina Teaching Standards & School Counselor Evaluation Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. **This document is a crosswalk meant to show how the South Carolina Teaching Standards are aligned with the South Carolina School Counselor Evaluation Rubric.**

School Counselors Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners
<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Program Plans 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ➤ Instruction <ul style="list-style-type: none"> ○ Teacher Knowledge of Students 	<ul style="list-style-type: none"> ➤ Administrators: When analyzing the plans for the counseling program, administrators should see evidence of planning based on student needs and alignment to the school's mission and vision. This planning should also account for the appropriate amount of time needed for student needs. Basing the plan on student needs aligns with the Instructional Plans and Teacher Knowledge of Students indicators on the SCTS. ➤ Practitioners: When developing plans, the needs of the students should anchor the plan. The plan should provide for the appropriate amount of time needed for the service or lesson.

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<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ➤ Instruction <ul style="list-style-type: none"> ○ Teacher Knowledge of Students ○ Grouping Students 	<ul style="list-style-type: none"> ➤ Administrators: When reviewing the counselor's master calendar, administrators should see evidence that the counselor understands the individual needs of each student in order to make intentional decisions for providing support for students in whole-class groups, small groups, or individually. The calendar should reflect the best opportunities to serve students most effectively. Thoughtfully considering the needs of the individual students when planning the calendar aligns with Teacher Knowledge of Students and Grouping Students indicators on the SCTS. ➤ Practitioners: When planning and communicating the calendar, practitioners should provide evidence that students are provided access to program activities that are most beneficial to their individual needs. Practitioners should provide evidence of a thoughtful system for communicating the calendar to all stakeholders, to provide the most alignment to other school activities possible, and the most efficient use of time when serving students.
<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Lesson Planning 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ➤ Instruction <ul style="list-style-type: none"> ○ Teacher Knowledge of Students ○ Teacher Content Knowledge 	<ul style="list-style-type: none"> ➤ Administrators: When reviewing the counselor's plans for specific lessons, administrators should see evidence that the counselor understands national mindsets and competencies and can apply that knowledge to meet the needs of students in planning for specific lessons. Developing lesson plans based

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		<p>on student needs and a strong knowledge base of counseling aligns with the Instructional Plans, Teacher Knowledge of Students, and Teacher Content Knowledge indicators on the SCTS.</p> <p>➤ Practitioners: When planning lessons, the practitioner should provide evidence of current practices to reflect national mindsets and competencies. The practitioner should ensure that plans provide for research-based practices that display accurate content knowledge, implement subject-specific instructional strategies, and highlight key concepts and ideas as a basis to connect other powerful ideas.</p>
<p>➤ Program Management</p> <ul style="list-style-type: none"> ○ Assessment 	<p>➤ Planning</p> <ul style="list-style-type: none"> ○ Assessment <p>➤ Instruction</p> <ul style="list-style-type: none"> ○ Teacher Knowledge of Students ○ Questioning ○ Academic Feedback 	<p>➤ Administrators: When observing and evaluating counseling services there is evidence the practitioner grounds their decisions in data and evidence to determine a student’s individual needs and progress toward college/career readiness. They are confident in using formal and informal results when setting goals and monitoring progress.</p> <p>➤ Practitioner: When planning for the assessment of student needs there is evidence the practitioner grounds their decisions in data and evidence to determine a student’s progress. They are confident in using formal and informal results when setting goals and monitoring progress.</p>

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<ul style="list-style-type: none"> ➤ Program Management <ul style="list-style-type: none"> ○ Progress Monitoring 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Assessment ○ Instructional Plans 	<ul style="list-style-type: none"> ➤ Administrator: When observing and evaluating counseling services there is evidence the practitioner has developed and maintains a plan to regularly collect data in order to evaluate the effectiveness of the counseling program and the impact on students as a result of the activities provided. ➤ Practitioner: When developing the counseling program, the practitioner is intentional in setting specific goals and monitoring progress toward those goals throughout the year. The practitioner is able to effectively desegregate data in order to report regularly to stakeholders, the progress of students toward goals and their own impact on the measured progress.
<ul style="list-style-type: none"> ➤ Direct and Indirect Services <ul style="list-style-type: none"> ○ Direct Services 	<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Standards and Objectives ○ Presenting Instructional Content ○ Activities and Materials ○ Teacher Knowledge of Students ○ Teacher Content Knowledge ○ Questioning ○ Academic Feedback ➤ Environment <ul style="list-style-type: none"> ○ Expectations ○ Respectful Culture 	<ul style="list-style-type: none"> ➤ Administrators: When evaluating the delivery of direct services, the administrator can ground evidence in multiple instructional and environmental indicators of the SCTS. There will be evidence that the practitioner not only plans but delivers strong effective direct services. When delivering activities there is evidence of national competency aligned objectives anchoring the learning, as well as consideration for the most effective responsive-services for each student. Often these objectives are differentiated based on individual student developmental needs. There is evidence of alignment between the objectives and activities and data-driven needs assessment.

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		<p>➤ Practitioners: The practitioner not only plans but delivers strong effective direct services. With this delivery there is evidence of national competency aligned objectives anchoring the learning, as well as consideration for the most effective responsive-services for each student. The objectives are often differentiated based on individual student needs. There should be an alignment between the objectives and activities and materials. It is important during the direct services for the professional to model their expectations for establishing respectful culture.</p>
<p>➤ Direct and Indirect Services</p> <ul style="list-style-type: none"> ○ Indirect Services 	<p>➤ Instruction</p> <ul style="list-style-type: none"> ○ Standards and Objectives ○ Teacher Knowledge of Students ○ Teacher Content Knowledge 	<p>Administrators: When evaluating the delivery of indirect services, the administrator can capture evidence that the practitioner effectively collaborates with parents, teachers, and administrators, by providing parent workshops, staff development, community presentations, etc.</p> <p>Practitioners: The practitioner actively engages in identifying and leveraging community resources in order to make appropriate referrals for support services outside of school. The practitioner intentionally plans opportunities to collaborate with all stakeholders to provide workshops and presentations that are aligned to national competency aligned objectives.</p>

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<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Ethics 	<ul style="list-style-type: none"> ○ No comparison 	<ul style="list-style-type: none"> ➤ Administrators: The administrator will collect evidence that the practitioner adheres to the national and state school counselor ethics standards. ➤ Practitioners: The practitioner will maintain knowledge of national and state school counselor ethics standards and will provide documentation evidence of adhering to these standards.
<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Growing & Developing Professionally 	<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Growing & Developing Professionally 	<ul style="list-style-type: none"> ➤ Administrators: The administrator will collect evidence of the practitioner's participation in professional development meetings, and bringing artifacts when requested. ➤ Practitioner: The practitioner actively participates in professional development meetings, is able to collect and provide relevant artifacts when requested.
<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Student Success 	<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Reflect 	<ul style="list-style-type: none"> ➤ Administrator: The administrator will collect evidence that the practitioner promotes academic, social/emotional, and career success of all students. ➤ Practitioner: The practitioner actively seeks opportunities to promote academic, social/emotional, and career success of all students through both direct and indirect services.
<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Leadership 	<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ School Responsibilities 	<p>Administrator: The administrator seeks to provide opportunities for the practitioner to take a leadership role within the school counseling program, and collects evidence that</p>

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		<p>the practitioner engages in these opportunities as well as leadership roles in the outside community.</p> <p>➤ Practitioner: The practitioner demonstrates leadership, advocacy, and collaboration skills to bring systemic change.</p>
<p>➤ Professionalism</p> <ul style="list-style-type: none"> ○ Collaboration 	<p>➤ Professionalism</p> <ul style="list-style-type: none"> ○ School Responsibilities 	<p>Administrator: The administrator collects evidence that the practitioner works in conjunction with the school system to provide support and assistance for other school programs and collaborates effectively with teachers, administrators, and all other educational stakeholders to ensure fair and just outcomes for all students.</p> <p>Practitioner: The practitioner maintains documentation evidence of effective collaboration with all stakeholders and support for other school programs.</p>