

**Figure 1.2** CAFÉ (Change Agent for Equity) School Counselor Evaluation (Chen-Hayes, Ockerman, & Mason, 2013)

School Counselor Name:  
 Date:  
 Evaluator Name:  
 School Name:

Directions: Rate the school counselor from 1 to 4 (unsatisfactory, basic, proficient, distinguished) in each area below:

1. <i>Leadership as Change Agents for Equity</i>	Rating			
	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Demonstrates leadership by serving on school leadership, inquiry, and/or data teams				
b. Maintains active involvement in professional associations				
c. Initiates new programs and interventions to close achievement, opportunity, and attainment gaps				
d. Articulates personal equity-focused leadership activities				

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Figure 1.2 (Continued)

e. Assists with annual equity audits to assess school programs, policies, and practices with goals, objectives, and outcomes for change linked to the school's improvement plan				
<b>2. Educator/School Counselor Collaboration</b>				
<b>Indicator</b>	<b>1 (Unsatisfactory)</b>	<b>2 (Basic)</b>	<b>3 (Proficient)</b>	<b>4 (Distinguished)</b>
a. Establishes or maintains a program advisory council				
b. Seeks the input and expertise of other educational professionals				
c. Co-plans or co-delivers program activities with other educational professionals				
d. Keeps current with academic instruction initiatives, and shares with staff the goals and outcomes of the school counseling program				
<b>3. Program Assessment/Accountability</b>				
<b>Indicator</b>	<b>1 (Unsatisfactory)</b>	<b>2 (Basic)</b>	<b>3 (Proficient)</b>	<b>4 (Distinguished)</b>
a. Shares intervention results digitally and traditionally with all stakeholders				
b. Uses disaggregated school report card data to find gaps				
c. Uses School Improvement Plan and district goals to find gaps				
d. Aligns Interventions to school and district data				

e. Uses disaggregated data to target policies and practices for specific nondominant cultural groups including students of color: African American, Asian, Latino/a, Native American Indian/Pacific Islander, and mixed race students; low-income students (free/reduced lunch); bilingual students; students from nontraditional family types; students with nondominant immigration status; students with nondominant religion/spirituality/belief systems; LBGTIQ students; students with learning, emotional/behavioral, intellectual, physical, and/or developmental disabilities; gifted/talented students				
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<b>4. Achievement Gap</b>		<b>Rating</b>		
<b>Indicator</b>	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Delivers ASCA Student Standard academic competencies to all students				
b. Uses ASCA Closing the Gap Actions Plans and Results Reports				
c. Creates annual goals and objectives with measurable results of closing achievement gaps				
d. Monitors disaggregated school achievement data				
<b>5. Opportunity/Attainment Gaps</b>		<b>Rating</b>		
<b>Indicator</b>	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Delivers ASCA Student Standard career competencies to all students				

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Figure 1.2 (Continued)

b. Uses ASCA Closing the Gap Actions Plans and Results Reports				
c. Creates annual goals and objectives with measurable results of closing opportunity gaps				
d. Monitors disaggregated district high school graduation data to show who has attained college diplomas and what types of careers				
<b>6. College and Career Readiness</b>				
<b>Indicator</b>	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Demonstrates NOSCA 8 college and career readiness activities and interventions and outcomes in each area: College Aspirations, Academic Planning for College and Career Readiness, Enrichment and Extracurricular Engagement, College and Career Exploration and Selection Processes, College and Career Assessments, College Affordability Planning, College and Career Admission Processes, Transition from High School Graduation to College Enrollment				
<b>7. Annual College/Career Readiness Planning</b>				
<b>Indicator</b>	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Creates annual college and career plans with students				

b. Hosts parent/guardian events on college selection, admissions, and financial aid process and postsecondary options including 2-year, 4-year, and technical/trade schools and military and peace-making programs				
c. Creates opportunities for students to explore various postsecondary options on school grounds and at different college/career sites				

8. <b>School-Family-Community Partnerships</b>	Rating				
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Develops/updates community resources guide					
b. Communicates both traditionally and digitally with parents/caregivers					

9. <b>Ethics</b>	Rating				
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Maintains student/client confidentiality and educates all stakeholders on its importance and exceptions					
b. Uses an ethical decision-making model					
c. Distributes copies of the ASCA, ACA, and NACAC Codes of Ethics for all stakeholders in digital and traditional formats					
d. Consults with district attorney, other school counselors, social workers, psychologists, and Counselor Education faculty/supervisors					

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Figure 1.2 (Continued)

<b>10. Cultural Identity/Language</b>		<b>Rating</b>			
		1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
<b>Indicator</b>					
a. Delivers cultural competencies in annual planning with students, classroom lessons, and other activities					
b. Delivers ASCA personal/social competencies to respect self and others					
c. Empowers all students to study at least two languages in school for cognitive and cultural gains					
d. Ensures bilingual students receive appropriate resources, supports, and rigorous coursework					
e. Implements affirmative school climate interventions and shares outcomes for students from multiple nondominant cultural groups such as age, ability/disability, appearance, ethnicity/race, gender, family type, gender identity/expression, immigration status, religion/spirituality/belief system, social class, and sexual orientation					
<b>11. Technology</b>		<b>Rating</b>			
<b>Indicator</b>		1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Keeps current with legal and ethical issues related to schools' use of technology					

b. Assists in developing or revising the school technology policies				
c. Utilizes various technology tools to engage and serve more students and families				
d. Annually updates school counseling program web page resources				

12. School-Wide/Multi-Systemic Intervention	Rating			
	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
<b>Indicator</b>				
a. Takes a leadership role on school-wide committees (e.g., inquiry, data, school-based support, school counseling program advisory council)				
b. Connects school counseling program interventions and outcomes with school-wide academic, career/college readiness, and personal/social initiatives				
c. Collaborates with multiple internal school systems (master schedule, extracurriculars, access to rigorous coursework for all students) to create and sustain systemic change assisting all students				
d. Collaborates with multiple external systems (families, community organizations, businesses) to create and sustain systemic change assisting all students				

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Figure 1.2 (Continued)

13. Administrative/Operational/Supervision	Indicator	Rating			
		1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a.	Annually updates the SC/Administrator Agreement				
b.	Reviews the school counselor evaluation tool regularly and with the administrator or evaluator				
c.	Identifies the systemic structures in the school that may impede student success and offers potential solutions				
d.	Serves as a source of school climate knowledge and expertise				
e.	Provides evidence-based supervision for school counseling practicum and internship candidates				
14. Advocacy/Public Relations		Rating			
Indicator		1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a.	Identifies the needs of underserved populations and works to meet them				
b.	Knows current legislation or policies impacting school counseling, education, and students				
c.	Engages in advocacy by presenting data to stakeholders including school staff, families, school boards, district personnel, legislators				
d.	Demonstrates one's own advocacy activities				



15. <i>Anti-Violence/Bullying/Safety</i>	Rating				
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Delivers evidence-based anti-violence/bullying and safety programming in classroom lessons and school-wide activities to all students					
b. Educate parents/guardians, administrators, teachers, and all school staff on proactive anti-bullying strategies and the school's anti-bullying policies					
c. Advocates for students who feel unsafe					
d. Helps bullies develop healthy conflict resolution skills					
e. Delivers ASCA personal/social competencies on safety to all students					

16. <i>Ability, Disability, and Gifted/Talented</i>	Rating				
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Collaborates with Special Education faculty and advocacy organizations					
b. Empowers families of students with varied abilities, disabilities, gifts/talents to advocate for their children's needs					
c. Ensures transition planning is effective and implemented annually for all students with IEPs					
d. Ensures IEPs and 504 plans are regularly updated and information on diagnosis and treatment plans is accurate and used in devising individual and group counseling services					