



Early Childhood through Young Adulthood

SCHOOL COUNSELING

Scoring Guide *for Candidates*

- **Part 1** provides you with the tools to understand and interpret your scores.
- **Part 2** provides the scoring rubrics for your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises.

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

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About This Scoring Guide

The *Scoring Guide for Candidates* is a comprehensive overview of the National Board's scoring process. It is essential reading for anyone pursuing National Board Certification®. Together the two parts of the *Scoring Guide for Candidates* will help you on your path toward becoming a National Board Certified Teacher® (NBCT®).

Part 1: Understanding and Interpreting Your Scores

Part 1 guides you through the scoring process, providing you with the tools to understand and interpret your scores. Applicable to all certificate areas, **Part 1** includes crucial information about the role of the National Board Standards, which represent a professional consensus on the critical aspects of practice that distinguish accomplished teachers in the field and function as the foundation of each assessment.

Additionally, you will find information in **Part 1** about NBPTS® assessors—the qualified professionals who assign your scores. You will also find the score ranges, which will allow you to match your score to the appropriate level of performance. **Part 1** also discusses the National Board's retake policies, relevant to you if you do not meet the performance standard on your initial certification attempt. In **Part 1** you will learn how to interpret your individual scores and, if necessary, develop strategies to improve them.

Part 2: Understanding and Applying the Scoring Criteria

Part 2 provides the scoring rubrics for each portfolio entry and assessment center exercise in your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises. The rubrics are presented here in a bulleted format to highlight the vital information contained in each. Reading the scoring rubrics will help you think about ways to strengthen your practice and best demonstrate your teaching expertise. The rubrics are the tool that assessors use to determine the appropriate scores for performance in your field.

The NBPTS Web site provides additional documents to assist you in the process of developing your portfolio entries and evaluating your performance. One such document is the [Evaluation of Evidence Guide](#). Each certificate-specific guide corresponds to an individual portfolio entry for your certificate area, and each includes questions that shape how assessors view the evidence you submit.

Other resources that will help you prepare for your assessment include the following certificate-specific documents, all of which are available online at www.nbpts.org:

- *Assessment at a Glance*
- Standards for Accomplished Teaching
- *Portfolio Instructions*



Part 1:

Understanding and Interpreting Your Scores

This resource is available as a PDF file. You may select the link below to view or print **Part 1**.

[Scoring Guide for Candidates, Part 1: Understanding and Interpreting Your Scores](#)



Part 2:

Understanding and Applying the Scoring Criteria

Part 2: Understanding and Applying the Scoring Criteria presents the scoring rubrics for your certificate area. You should read the rubrics while developing your portfolio entries and preparing for your assessment center exercises. These rubrics, which are derived from the Standards, define the levels of accomplished teaching that you must demonstrate. This reference information will help you understand how the rubrics guide assessors in evaluating your work.

Each rubric begins with an overarching statement that summarizes the quality of performance at each of the rubric levels. For example, the overarching statement for a Level 4 rubric might read: "The Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's knowledge and practice in his or her field." This precise language is used to distinguish between the four levels of the score scale. The body of the rubric consists of statements organized in a manner that reflects the order of tasks or questions within the entry or exercise. If you are asked to discuss your goals in the first response, for example, then the quality statement about goals will be stated at the beginning of the body of the rubric.

One way to understand the meaning of the entire rubric and how it relates to the quality of a performance is to read across the rubric. You can do this by reading the first sentence for Level 4, the first sentence for Level 3, and so on. This reveals the gradations of quality delineated for each feature of the response. A careful reading of the rubrics is an invaluable step in helping you successfully develop your portfolio entries and prepare for your assessment center exercises.

Your portfolio entries and assessment center exercises are scored holistically. To score holistically, an assessor must look at the entry and exercise for its overall quality and evaluate the work as a whole. The response may have characteristics of adjacent performance levels, but the assessor must assign the score that best describes the work as a whole. When scoring, an assessor reads completely, and views, when applicable, the entire entry and exercise before assigning a score. An assessor should read and review supportively, looking for and rewarding those things done well in the entry or exercise.

For more information about understanding and interpreting your scores, please refer to **Part 1**.

Contents:

- Scoring Rubrics for Portfolio Entries
- Scoring Rubrics for Assessment Center Exercises

Scoring Rubrics for Portfolio Entries

Entry 1: Addressing Personal/Social Needs

In this entry: You identify a critical student need, gather and analyze data related to that need, and use that analysis to design a small-group session that includes a structured activity and student work. You provide a description of the assignment, a set of instructions, and work samples from three students in your small group. You also submit a Written Commentary in which you focus on the processes and techniques you used to generate student involvement in the small-group session, describe the structured activity, analyze the student work samples, and reflect on your school-counseling practice.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the counselor carefully identifies a critical student need and thoughtfully collects and analyzes data that provide insightful information regarding students to select for this group.
- that the counselor has effectively teamed with appropriate school staff, family, and community resources to facilitate and manage multidisciplinary approaches to problem solving related to the identified student need.
- of a strong knowledge of group-counseling issues related to fairness, equity, and diversity.
- of the counselor's knowledge of age-appropriate human growth and development theories and theories of cognitive, moral, and social development.

In a Level 4 performance, the counselor establishes high, worthwhile goals to develop identified student competencies that are matched appropriately to activities, materials, and curricula.

- of effective planning for a small-group session that addresses the identified student need.
- In the Level 4 performance, the counselor implements one structured activity within the small-group session that affords students opportunities to practice making sound judgments that will develop skills that are important to their lives both in and out of school.
- of high-level group-counseling skills and techniques during the small-group session.
- that the counselor logically incorporates the small-group session into the comprehensive school-counseling program and mission of the school.
- that the counselor practices ethical codes of the profession.

In the Level 4 performance, the counselor accurately analyzes the submitted work of three students and identifies patterns that inform his or her understanding of the needs of these three students.

- that the counselor involves other members of the family and school community in establishing a positive school climate.

In the Level 4 performance, the counselor appropriately encourages students to use self-assessment as a reflective, analytical tool to discover their own personal/social skills and abilities.

- that the counselor effectively uses self-reflection to examine his or her practice and improve services to students.

Overall, there is *clear, consistent, and convincing* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

THE LEVEL 3 performance provides *clear* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

The Level 3 performance provides *clear* evidence:

- that the counselor identifies a critical student need and collects and analyzes data that provide insightful information regarding students to select for this group.
- that the counselor has teamed with appropriate school staff, family, and community resources to facilitate and manage multidisciplinary approaches to problem solving related to the identified student need.
- of knowledge of group-counseling issues related to fairness, equity, and diversity, although that knowledge may not be as deep as in the Level 4 performance.
- of the counselor's knowledge of age-appropriate human growth and development theories and theories of cognitive, moral, and social development.

In a Level 3 performance, the counselor establishes high, worthwhile goals to develop identified student competencies that are matched appropriately to activities, materials, and curricula, although the goals may not be as well-defined or the materials and activities as closely matched as in the Level 4 performance.

- of planning for a small-group session that addresses the identified student need, although that planning may not be as effective as in the Level 4 performance.

In the Level 3 performance, the counselor implements one structured activity within the small-group session that affords students opportunities to practice making sound judgments that will develop skills that are important to their lives both in and out of school, but the activity may not be as well developed as that in a Level 4 performance.

- of appropriate group-counseling skills and techniques during the small-group session.
- that the counselor logically incorporates the small-group session into the comprehensive school-counseling program and mission of the school, although that connection may not be as tight as in the Level 4 performance.
- that the counselor practices ethical codes of the profession.

In the Level 3 performance, the counselor accurately analyzes the submitted student work and identifies patterns that inform his or her understanding of the needs of these three students, although those understandings may not be as deep as in the Level 4 performance.

- that the counselor involves other members of the family and school community in establishing a positive school climate.

In the Level 3 performance, the counselor encourages students to use self-assessment as a reflective, analytical tool to discover their own personal/social skills and abilities.

- that the counselor uses self-reflection to examine his or her practice and improve services to students, although that reflection may not be as deep or thoughtful as in the Level 4 performance.

Overall, there is *clear* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

THE LEVEL 2 performance provides *limited* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

The Level 2 performance provides *limited* evidence:

- that the counselor carefully identifies a critical student need and thoughtfully collects and analyzes data that provide insightful information regarding students to select for this group.

In a Level 2 performance, the teaming that would facilitate and manage multidisciplinary approaches to problem solving may be inappropriate or may only be loosely related to the identified student need.

- of knowledge of group-counseling issues related to fairness, equity, and diversity.

In a Level 2 performance, the evidence related to knowledge of age-appropriate human growth and development and theories of cognitive, moral, and social development is minimal.

In a Level 2 performance, the goals provided may be inappropriate or may not be connected to the stated student need or to the activity planned. The planning for a small-group session may be weak or inappropriate for those students.

In the Level 2 performance, the structured activity that is implemented within the small-group session may be minimally effective and may not afford students opportunities to practice making sound judgments that will develop skills that are important to their lives both in and out of school.

The group-counseling skills may be weak, inappropriate for those students, or only somewhat effective.

- that the counselor logically incorporates the small-group session into the comprehensive school-counseling program and mission of the school.
- that the counselor practices ethical codes of the profession. The counselor may not accurately analyze the submitted student work and does not identify patterns that inform his or her understanding of the needs of these three students. The involvement of other members of the family and school community is minimal and may not assist in establishing a positive school climate.
- that the counselor encourages students to use self-assessment as a reflective, analytical tool to discover their own personal/social skills and abilities. The counselor's use of self-reflection may be oversimplified or sketchy and insights for future practice may be weak.

The Level 2 performance may be characterized by evidence that occasionally hints at accomplished practice, but overall, there is *limited* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

THE LEVEL 1 performance provides *little or no* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

The Level 1 performance provides *little or no* evidence:

- that the counselor carefully identifies a critical student need and thoughtfully collects and analyzes data that provide insightful information regarding students to select for this group.
- of teaming with others to facilitate and manage multidisciplinary approaches to problem solving related to the identified student need.
- of knowledge of group-counseling issues related to fairness, equity, and diversity.
- that the counselor has knowledge of age-appropriate human growth and development theories and theories of cognitive, moral, and social development.

The goals stated may not be goals at all but rather activities instead.

The materials selected may be inappropriate for the students or the curriculum.

The planning for the small-group session may be incomplete or contain serious misinformation concerning the identified student need.

In the Level 1 performance, the activity that is implemented within the small-group session may not provide the students opportunities to practice making sound judgments that will develop skills that are important to their lives both in and out of school.

- of high-level group-counseling skills and techniques during the small-group session. The small-group session may be done in isolation and not connect to the comprehensive school-counseling program and mission of the school.
- that the counselor practices ethical codes of the profession.
- that the counselor accurately analyzes the submitted student work and identifies patterns that inform his or her understanding of the needs of these three students.

The counselor does not involve other members of the family and school community in establishing a positive school climate.

In the Level 1 performance, the counselor does not encourage students to use self-assessment as a reflective, analytical tool to discover their own personal/social skills and abilities.

- that the counselor uses self-reflection to examine his or her practice and improve services to students.

Overall, there is *little or no* evidence that the counselor identifies a critical student need, gathers and analyzes data, and designs and implements a small-group session that provides responsive services that address student needs in the personal/social domain.

Entry 2: Exploring Career Development

In this entry: You submit a 15-minute video recording, a Written Commentary, and instructional materials that demonstrate your knowledge and ability to deliver a whole-class lesson that will increase student knowledge in the area of career development.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- of the counselor's ability to accurately design a developmentally appropriate lesson and state instructional goals that are important and linked to career development, and that the counselor has justified the goals as challenging and appropriate for his or her students.
- that the counselor accurately demonstrates how the selection of this career-development lesson is integrated into the school-counseling program and how it aligns with student competencies in the career-development area.
- that the counselor provides accurate and complete documentation that the identified competencies were addressed. The career theorists/theories that guided his or her career-development lesson are discussed thoughtfully.
- that the counselor provides instructional strategies that develop students' ability to engage meaningfully in the process of career exploration and acquisition and that his or her strategies support students' critical thinking and decision-making skills.
- that the counselor demonstrates active communication with community members regarding career development.
- that the counselor fosters an equitable, accessible, and fair learning environment in which all students are encouraged to participate and also thoroughly demonstrates the ways in which both traditional and nontraditional careers are explored.
- that the counselor uses appropriate technologies and instructional materials to enhance student learning.
- that the counselor accurately describes, analyzes, and evaluates classroom interactions, showing knowledge of students and insight into the career-development topic.

In a Level 4 performance, the counselor demonstrates strong classroom-management skills that enable all students to benefit from the instruction provided.

- that the counselor demonstrates the student-to-student interactions that were part of his or her career-development lesson.
- that the counselor thoroughly demonstrates how the lesson helped the students become more knowledgeable of career issues.
- that the counselor engages in reflective thinking in which he or she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future classroom career-development lessons.

The Level 4 performance provides *clear, consistent, and convincing* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

THE LEVEL 3 performance provides *clear* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

The Level 3 performance provides *clear* evidence:

- that the counselor can design a developmentally appropriate lesson and state instructional goals that are important and linked to career development, and that the counselor has justified the goals as challenging and appropriate for his or her students, although the goals may not be as thoughtful as in the Level 4 performance.
- that the counselor demonstrates how this lesson is integrated into the school-counseling program and how it aligns with student competencies in the career-development area.
- that the counselor provides documentation that the identified competencies were addressed. The counselor's knowledge of career theorists/theories that guided his or her career-development lesson is evident.
- that the counselor provides instructional strategies that develop students' ability to engage meaningfully in the process of career exploration and acquisition and that his or her strategies support students' critical thinking and decision-making skills. The strategies may not be as detailed or extensive as in the Level 4 performance.
- that the counselor demonstrates communication with community members regarding career development, although that communication may not be as far-reaching as in the Level 4 performance.
- that the counselor fosters an equitable, accessible, and fair learning environment in which all students are encouraged to participate and also demonstrates the ways in which both traditional and nontraditional careers are explored.
- that the counselor uses technologies and instructional materials to enhance student learning, although the technologies and materials may not be as rich or varied as in the Level 4 performance.
- that the counselor describes, analyzes, and evaluates classroom interactions, showing knowledge of students and insight into the career-development topic.
In a Level 3 performance, the counselor demonstrates appropriate classroom-management skills that enable all students to benefit from the instruction provided.
- that the counselor demonstrates the student-to-student interactions that were part of his or her career-development lesson.
- that the counselor demonstrates how the lesson helped the students become more aware of career issues.
- that the counselor engages in reflective thinking in which he or she describes, analyzes, and reflects on the implications and significance for future classroom career-development lessons.

A Level 3 performance may show imbalance in the analysis and/or evidence presented for the class or lesson, but overall, there is *clear* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

THE LEVEL 2 performance provides *limited* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

The Level 2 performance provides *limited* evidence:

- of the counselor's ability to design a developmentally appropriate lesson and state instructional goals that are important and linked to career development and that the counselor has justified them as challenging and appropriate for his or her students. The goals may be vaguely articulated, of limited significance, or only loosely related to the instruction. The lesson may not be integrated into the school-counseling program and/or may not align with student competencies in the career-development area. The identified competencies may be indirectly addressed or may not be the appropriate ones for that lesson or class of students.

There is limited discussion of the career theorists/theories that guided his or her career-development lesson. The instructional strategies presented may not assist in developing students' ability to engage meaningfully in the process of career exploration and acquisition and may not support students' critical thinking and decision-making skills.

The Level 2 performance provides minimal evidence that the counselor communicates with community members regarding career development.

- that the counselor fosters an equitable, accessible, and fair learning environment in which all students are encouraged to participate and minimal evidence for the ways in which both traditional and nontraditional careers are explored.
- that the counselor uses appropriate technologies and instructional materials to enhance student learning. The materials chosen may be acceptable at times, but may not match the students or lesson shown.
- that the counselor accurately describes, analyzes, and evaluates classroom interactions, showing knowledge of students and insight into the career-development topic.

Evidence of the counselor's content knowledge may be limited.

In a Level 2 performance, the classroom-management skills may be weak, inappropriate, and students may not benefit from the instruction. The student-to-student interactions may be weak or ineffective.

- that the lesson helped the students become more aware of career issues.
- that the counselor is able to describe and analyze his or her practice, but the reflection may be vague or superficial.
- of implications for future classroom career-development lessons.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

THE LEVEL 1 performance provides *little or no* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

The Level 1 performance provides *little or no* evidence:

- of the counselor's ability to design a developmentally appropriate lesson and state instructional goals that are important and linked to career development and that the counselor has justified them as challenging and appropriate for his or her students. When stated, the goals are vague, trivial, inappropriate, or not learning goals at all, but rather activities.

- that the counselor demonstrates how this lesson is integrated into the school-counseling program and aligns with student competencies in the career-development area.

There is little or no documentation that the identified competencies were addressed.

There is little or no mention of the career theorists/theories that guided his or her career-development lesson, or if they are discussed, they may contain misinformation. The instructional strategies provided would not develop students' ability to engage meaningfully in the process of career exploration and acquisition and the strategies would not support students' critical thinking and decision-making skills.

- that the counselor demonstrates active communication with community members regarding career development.
- that the counselor fosters an equitable, accessible, and fair learning environment in which all students are encouraged to participate and does not demonstrate the ways in which both traditional and nontraditional careers are explored.
- that the counselor uses appropriate technologies and instructional materials to enhance student learning.
- that the counselor describes, analyzes, and evaluates classroom interactions, showing knowledge of students and insight into the career-development topic. Adequate classroom-management skills are missing and therefore not all students benefit from the instruction provided. The student-to-student interactions are missing or inappropriate.
- that this lesson helped the students become more aware of career issues. The performance may show signs of serious misunderstandings of content.
- that the counselor is able to reflect on his or her practice or reflects on the implications and significance for future classroom career-development lessons.

The Level 1 performance provides *little or no* evidence of the counselor's ability to deliver a whole-class lesson that advances student understanding of career development, exploration, and planning.

Entry 3: Maximizing Academic Learning

In this entry: You submit a 15-minute video recording, a Written Commentary, and an academic-intervention plan taken from an academic counseling session. This entry captures evidence of your ability to develop an academic-intervention plan to assist a student in maximizing academic learning.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the counselor thoughtfully identified a student with a substantial academic need and accurately analyzed available data that provide insightful information regarding the student's academic competencies.
- that the counselor fosters a purposeful, equitable, supportive, and safe counseling environment in which the student is encouraged to participate in open dialogue about why and how decisions are made related to academic progress and interventions. There are high, worthwhile, and appropriate goals established for the academic counseling session.
- that the counselor skillfully engages the student in meaningful discussions concerning academic achievement and goal setting and that there is a well-defined academic-intervention plan developed collaboratively that addresses the specific competencies/needs of the featured student.
- that the counselor effectively demonstrates the use of individual counseling skills and interventions in recognition of different characteristics and backgrounds of students and there is evidence that the counselor demonstrates deep knowledge of learning styles, which thoughtfully guides the counseling session.

In a Level 4 performance, the academic interventions relate directly to the identified academic need of the student.

- that the counselor has thoughtfully chosen the organization, structure, and pacing of the session and counseling strategies used to thoroughly address the needs of the student while allowing for unexpected adjustments during the session.
- of an in-depth knowledge of academic theories, including those of motivation and academic skill development, and uses a variety of appropriate counseling resources to enhance student awareness about learning styles.
- that the counselor is able to collaborate appropriately and effectively with staff, students, and parents.

In a Level 4 performance, the counselor thoroughly describes how this academic-intervention plan is part of the student's larger academic program and accurately describes, analyzes, and assesses the student's learning that results from the session in a way that demonstrates insights into the student's understanding of the session and the student's academic progress.

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In a Level 4 performance, there is a thorough description of the process used to assist the student in setting high, worthwhile, and appropriate goals that are central to his or her education.

In a Level 4 performance, the intervention relates directly to the school-counseling program and the mission of the school.

In a Level 4 performance, there is a thorough description of how the academic-intervention plan will be monitored and an accurate demonstration of how the counselor will use the knowledge gained to inform his or her work with other students in the future.

In a Level 4 performance, there is an accurate description of the counselor's practice, a full and thoughtful analysis of the practice, and a reflection on the practice that includes implications for future academic counseling sessions.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

THE LEVEL 3 performance provides *clear* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

The Level 3 performance provides *clear* evidence:

- that the counselor identified a student with a substantial academic need and analyzed available data that provide information regarding the student's academic competencies.
- that the counselor fosters a purposeful, equitable, supportive, and safe counseling environment in which the student is encouraged to participate in open dialogue about why and how decisions are made related to academic progress and interventions. There are appropriate goals established for the academic counseling session.
- that the counselor skillfully engages the student in meaningful discussions concerning academic achievement and goal setting and that there is an academic-intervention plan developed collaboratively that addresses the specific competencies/needs of the featured student. The discussions may not be as detailed or deep as in a Level 4 performance.
- that the counselor demonstrates the use of individual counseling skills and interventions in recognition of different characteristics and backgrounds of students, and there is evidence that the counselor demonstrates knowledge of learning styles, which guides the counseling session.

In a Level 3 performance, the academic interventions relate to the identified academic need of the student.

- that the counselor has thoughtfully chosen the organization, structure, and pacing of the session and counseling strategies used to address the needs of the student while allowing for unexpected adjustments during the session. One part of the session may not have flowed as smoothly as in the Level 4 performance.
- of knowledge of academic theories, including those of motivation and academic skill development, and uses counseling resources to enhance student awareness about learning styles.
- that the counselor is able to collaborate appropriately and effectively with staff, students, and parents, although that collaboration may not be as far-reaching or effective as in the Level 4 performance.

In a Level 3 performance, the counselor describes how this academic-intervention plan is part of the student's larger academic program and accurately describes, analyzes, and assesses the student's learning that results from the session in a way that demonstrates insights into the student's understanding of the session and the student's academic progress.

In a Level 3 performance, there is a description of the process used to assist the student in setting high, worthwhile, and appropriate goals that are central to his or her education. The description may not be as detailed or thorough as in the Level 4 performance.

In a Level 3 performance, the intervention relates to the school-counseling program and the mission of the school, although it may not relate as directly as in the Level 4 performance.

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In a Level 3 performance, there is a description of how the academic-intervention plan will be monitored and a demonstration of how the counselor will use the knowledge gained to inform his or her work with other students in the future.

In a Level 3 performance, there is an accurate description of the counselor's practice, a thoughtful analysis of the practice, and a reflection on the practice that includes implications for future academic counseling sessions.

One part of the performance may be more indicative of accomplished practice than the others, but overall, there is *clear* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

THE LEVEL 2 performance provides *limited* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

The Level 2 performance provides *limited* evidence:

- that the counselor identified a student with a substantial academic need and accurately analyzed available data that provide insightful information regarding the student's academic competencies. The academic plan created may not match the need of the student or may be overly broad or vague.
- that the counselor fosters a purposeful, equitable, supportive, and safe counseling environment in which the student is encouraged to participate in open dialogue about why and how decisions are made related to academic progress and interventions. There may be goals established for the session but they may be vague or just activities.
- that the counselor skillfully engages the student in meaningful discussions concerning academic achievement and goal setting and that there is a well-defined academic-intervention plan developed collaboratively that addresses the specific competencies/needs of the featured student. The plan may have been created mainly by the counselor with minimal input from the student or others.
- that the counselor demonstrates the use of individual counseling skills and interventions in recognition of different characteristics and backgrounds of students, and there is weak evidence that the counselor demonstrates knowledge of learning styles, which guides the counseling session.

In a Level 2 performance, the academic interventions may not relate to the identified academic need of the student.

- that the counselor has thoughtfully chosen the organization, structure, and pacing of the session and counseling strategies used to thoroughly address the needs of the student while allowing for unexpected adjustments during the session.
- of an in-depth knowledge of academic theories, including those of motivation and academic skill development, and there is minimal use of appropriate counseling resources to enhance student awareness about learning styles.
- that the counselor is able to collaborate appropriately and effectively with staff, students, and parents.

In a Level 2 performance, the academic-intervention plan may be in isolation from the rest of the student's larger academic program and the description, analysis, and assessment of student learning that results from the session is weak and may not provide insights into the student's understanding of the session and the student's academic progress.

In a Level 2 performance there may be goals set, but they may be vague or not be appropriate or central to the student's education. The intervention may relate indirectly to the school-counseling program and the mission of the school. There may be minimal information about how the academic-intervention plan will be monitored or how the counselor will use the knowledge gained to inform his or her work with other students in the future.

In a Level 2 performance, the description of the counselor's practice is generalized, the analysis of the practice is incomplete, and/or the reflection may be vague or superficial and there are minimal implications for future academic counseling sessions.

The Level 2 performance may be characterized by parts that hint at accomplished practice, but overall, the Level 2 performance provides *limited* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

THE LEVEL 1 performance provides *little or no* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

The Level 1 performance provides *little or no* evidence:

- that the counselor identified a student with a substantial academic need and accurately analyzed available data that provides insightful information regarding the student's academic competencies. The counseling environment may not have been supportive or safe, and the dialogue may have been mostly one-way. The goals established are vague, over-broad, or inappropriate for that student's needs.

There is little evidence that the counselor engages the student in discussions concerning academic achievement and goal setting. The academic plan may have been created mainly by the counselor with minimal collaboration and may not fit the student's needs as the counselor defined them. The individual counseling skills are weak, ineffective, or inappropriate for the student.

- of the counselor's knowledge of learning styles, which guides the counseling session. The academic interventions do not relate to the identified academic need of the student.

In a Level 1 performance, the pacing of the session may be choppy and disorganized. The counselor may not be prepared to manage unexpected adjustments during the session. The counselor's knowledge of academic theories may be missing or inaccurate. The resources used were ineffective or there were none used to enhance the student's awareness of learning styles.

- that the counselor is able to collaborate appropriately and effectively with staff, students, and parents.

In a Level 1 performance, the academic plan may stand alone and not be part of the student's larger academic program.

- that the counselor is able to describe, analyze, and assess the student's learning that results from the session in a way that demonstrates insights into the student's understanding of the session and the student's academic progress.

In a Level 1 performance, there is minimal description of the process used to assist the student in setting high, worthwhile, and appropriate goals that are central to his or her education.

In a Level 1 performance, the intervention does not relate or relates very indirectly to the school-counseling program and the mission of the school.

- of how the academic-intervention plan will be monitored.
- that the counselor will use the knowledge gained to inform his or her work with other students in the future.
- of a description of the counselor's practice, the analysis may be missing or vague, and the reflection, if it is present, does not include implications for future academic counseling sessions.

Overall, the Level 1 performance provides *little or no* evidence of the counselor's ability to monitor student academic progress and use effective academic counseling to create an academic-intervention plan for an individual student in order to maximize academic learning.

Entry 4: Documented Accomplishments: Contributions to Student Learning

In this entry: You illustrate your partnerships with students' families and community, and your development as a learner and leader/collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the school counselor's ability to impact student learning and improve the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the school counselor treats parents and other interested adults as valued partners in the student's development and education, and uses thoughtfully chosen, appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the school counselor, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is highly interactive, fostering extensive two-way dialogue focused primarily on substantive counseling and learning issues and individual student progress.
- that the school counselor facilitates ongoing, mutually beneficial interactions between students and the wider community in a way that enhances learning.
- that the school counselor engages in conscious and deliberate ongoing professional development to strengthen knowledge, skills, and abilities relevant to his or her counseling context for the purpose of impacting student learning and improving the school-counseling program.
- that the school counselor has worked collaboratively with colleagues to improve learning within the school or in the wider professional community.
- that the school counselor consistently and conscientiously advocates for policies, programs, and positions that are intended to enhance personal/social, career, and academic counseling programs.
- that the school counselor has shared his or her expertise in a leadership role with other educators through facilitating professional development of other staff, improving instructional practices, or advocating for positive change in educational policy.
- that the school counselor accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and appropriately plans for future opportunities to impact student learning and improve the school-counseling program.
- that the school counselor's work outside explicit student counseling has been driven by a conscious and deliberate focus on improving counseling, as opposed to merely fulfilling job requirements. The descriptions and documentation provide a rich, detailed, coherent view of a school counselor who has made an impact on student learning and the school-counseling program.

Overall, there is *clear, consistent, and convincing* evidence of the school counselor's ability to impact student learning and improve the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

THE LEVEL 3 performance provides *clear* evidence of the school counselor's ability to impact student learning and the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

The Level 3 performance provides *clear* evidence:

- that the school counselor treats parents and other interested adults as valued partners in the student's education, and uses appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the school counselor, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is interactive, fostering two-way dialogue focused primarily on substantive counseling and learning issues and individual student progress.
- that the school counselor facilitates ongoing, mutually beneficial interactions between students and the wider community in a way that enhances learning although the interactions may not be as effective as those in a Level 4 performance.
- that the school counselor engages in conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her counseling context for the purpose of impacting student learning and improving the school-counseling program.
- that the school counselor has worked collaboratively with colleagues to improve learning within the school or in the wider professional community.
- that the school counselor conscientiously advocates for policies, programs, and positions that are intended to enhance personal/social, career, and academic counseling programs.
- that the school counselor has shared his or her expertise in a leadership role with other educators through facilitating professional development of other staff, improving instructional practices, or advocating for positive change in educational policy.
- that the school counselor analyzes and reflects on the significance of all accomplishments taken together, and appropriately plans for future opportunities to impact student learning and improve the school-counseling program.
- that the school counselor's work outside explicit student counseling has been driven by a conscious and deliberate focus on improving counseling, as opposed to merely fulfilling job requirements. The descriptions and documentation provide a coherent view of a school counselor who has made an impact on student learning and the school-counseling program.

Overall, there is *clear* evidence of the school counselor's ability to impact student learning and the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

THE LEVEL 2 performance provides *limited* evidence of the school counselor's ability to impact student learning and the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

The Level 2 performance provides *limited* evidence:

- that the school counselor treats parents and other interested adults as valued partners in the student's education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be a bit vague and/or there may be limited evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that, though the strategies work with many families, some families are not being fully engaged.
- that the communications with families are focused on substantive counseling issues. Instead, many of the communications may be dominated by procedural issues or the communications may not show much differentiation between individual students with the same communication going to all families.
- that the communications with families are interactive. There may be frequent communications home but these may rely primarily on one-way media, such as notes home or newsletters. The evidence may suggest that parents are well informed about what is going on in the school, but there is limited evidence of two-way dialogue with families.
- regarding meaningful communications between the students and the wider community for the purpose of enhancing counseling.
- that the school counselor engages in ongoing professional development. Even if the counselor has engaged in extensive professional development activities, it may be unclear how these activities relate to the knowledge, skills, and abilities that are relevant to his or her counseling context for the purpose of impacting student learning and improving the school-counseling program.
- that the school counselor has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader to improve learning within the school or in the wider professional community.
- that the school counselor advocates for policies, programs, and positions that are intended to enhance personal/social, career, and academic counseling programs.
- that the counselor has been an advocate for the development, implementation, and management of his or her school-counseling program.

There may be evidence to indicate that the school counselor is an accomplished practitioner within his or her own area, but that he or she has not shared his or her expertise with others in a significant way through professional development of other school counselors, improving instructional practices, or advocating for positive change in educational policy.

Early Childhood through Young Adulthood/School Counseling

- that the school counselor analyzes and reflects on the significance of all accomplishments taken together, and appropriately plans for future opportunities to impact student learning and improve the school-counseling program.

The evidence may suggest that the preponderance of the school counselor's activities outside of explicit student counseling has been to fulfill job requirements as opposed to being a conscious and deliberate effort to impact student learning and improve the school-counseling program. The descriptions and documentation provide a limited view of a school counselor who has made an impact on student learning and the school-counseling program.

Overall, there is *limited* evidence of the school counselor's ability to impact student learning and the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

THE LEVEL 1 performance provides *little or no* evidence of the school counselor's ability to impact student learning and the school-counseling program through work with families and the community, as a learner, and as a leader and collaborator with colleagues and other professionals.

The Level 1 performance provides *little or no* evidence:

- that the school counselor treats parents and other interested adults as valued partners in the student's education, or uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent.
- that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- that the communications with families are focused on substantive counseling issues. Instead, the communications are taken up almost exclusively by procedural issues.
- that the communications with families are interactive. Communications with families are entirely one-way and/or infrequent. Parents may not be kept informed about important issues. If evidence regarding outreach to the wider community is present, the connections may promote trivial interactions with little impact on student learning and improvement of the school-counseling program.

The Level 1 performance may contain negative or disparaging comments about parents, community, or professionals with little or no evidence of the school counselor's efforts to improve the situation. If professional development activities are cited, they may be sketchy or weak or of little or no relevance to the counseling context.

- that the school counselor has worked collaboratively with colleagues to improve counseling either within the school or in the wider professional community.
- that the school counselor advocates for policies, programs, and positions that are intended to enhance personal/social, career, and academic counseling programs.
- that the school counselor has worked with colleagues as a partner, collaborator, or leader or that the counselor has been an advocate for the development, implementation, and management of his or her school-counseling program. If school projects are cited, there may be little or no evidence of their impact on student learning or the school-counseling program, or the school counselor's role in the project may be very unclear or very passive.

There may be evidence that the school counselor is an accomplished practitioner in his or her own area but there is little or no evidence that he or she has shared his or her expertise with others.

- that the school counselor analyzes and reflects on the significance of all accomplishments taken together, and appropriately plans for future opportunities to impact student learning and improve the school-counseling program. The evidence may suggest that the preponderance of the school counselor's work outside of explicit student counseling has been carried out solely to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve the school-counseling program. The descriptions and documentation provide a view of a school counselor who had made little or no impact on student learning and the school-counseling program.

Overall, there is *little or no* evidence of the school counselor's ability to impact student learning and the school-counseling program through work with families and the community, and work as a learner, leader, and collaborator with other professionals.

Scoring Rubrics for Assessment Center Exercises

Exercise 1: Human Growth and Development

In this exercise: You demonstrate knowledge of a specific human growth and development theory, and then apply that knowledge to a given developmental stage.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence of an accurate and thorough explanation of a specified stage of a human growth and development theory and an accurate description of the challenges and issues related to the developmental stage in three specific areas.

Characteristics:

- The explanation of the specified stage of human growth and development is accurate and thorough.
- The discussion of the issues and challenges for the identified stage is informed and substantive, containing a typical issue and/or challenge for each of the three areas noted.

THE LEVEL 3 response shows *clear* evidence of an accurate and thorough explanation of a specified stage of a human growth and development theory and an accurate description of the challenges and issues related to the developmental stage in three specific areas.

Characteristics:

- The explanation of the specified stage of human growth and development is accurate, but may not be as thorough as the Level 4 response.
- The discussion of the issues and challenges for the identified stage is informed, containing a typical issue and/or challenge for each of the three areas noted, but the discussion may not contain as much detail as the Level 4 response.

THE LEVEL 2 response shows *limited* evidence of an accurate and thorough explanation of a specified stage of a human growth and development theory and an accurate description of the challenges and issues related to the developmental stage in three specific areas.

Characteristics:

- The explanation of the specified stage of human growth and development may be inaccurate or vague, or key information may be missing.
- The discussion of the issues and challenges for the identified stage may be missing pieces, be less informed, sketchy, or insignificant.

THE LEVEL 1 response shows *little or no* evidence of an accurate and thorough explanation of a specified stage of a human growth and development theory or an accurate description of the challenges and issues related to the developmental stage in three specific areas.

Characteristics:

- The explanation of the specified stage of human growth and development may be inaccurate or missing.
- The discussion of the issues and challenges for the identified stage may be inaccurate and/or two or more parts may be missing.

Exercise 2: School-Counseling Program

In this exercise: You demonstrate knowledge of the development, implementation, and management of a school-counseling program.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school-counseling program.

Characteristics:

- The two issues in the scenario are accurately identified.
- Analysis is in-depth and directly connected to how the issues will impact the school in the scenario.
- Description of two strategies is significant and thorough.
- Explanation of how these strategies will improve the school-counseling program is thoughtful and substantive.

THE LEVEL 3 response shows *clear* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school-counseling program.

Characteristics:

- The two issues in the scenario are accurately identified.
- Analysis is connected to how the issues will impact the school in the scenario, but there may not be as direct a connection as in the Level 4 response.
- Description of two strategies is significant but may be less thorough than the Level 4 response.
- Explanation of how these strategies will improve the school-counseling program is present but may not contain as much detail as in the Level 4 response.

THE LEVEL 2 response shows *limited* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school-counseling program.

Characteristics:

- The two issues in the scenario may be misidentified or one may be absent.
- Analysis of how the issues will impact the school in the scenario may be vague or misinformed, or the analysis may not be connected directly to the scenario.
- Description of two strategies may be vague or provide little indication that one or more of them would be effective.
- Explanation of how these strategies will improve the school-counseling program may be insignificant or sketchy.

THE LEVEL 1 response shows *little or no* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school-counseling program.

Characteristics:

- The two issues in the scenario are misidentified or may be missing.
- Analysis of how the issues will impact the school in the scenario is absent or inaccurate.
- Description of two strategies is missing or misinformed.
- Explanation of how these strategies will improve the school-counseling program is absent or inaccurate.

Exercise 3: Diverse Populations

In this exercise: You use knowledge of counseling diverse populations to apply counseling skills, techniques, and interventions to a student situation.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence of a thorough and complete knowledge of the situational and cultural challenges of a diverse population and the application of culturally appropriate counseling skills, techniques, and interventions for a specific student.

Characteristics:

- Description of the situational and cultural challenges of a diverse population is detailed and accurate.
- Discussion of three culturally appropriate counseling skills and techniques, including rationales, is accurate and informed.
- Discussion of three counseling interventions for a specific student is accurate and thorough.

THE LEVEL 3 response shows *clear* evidence of a thorough and complete knowledge of the situational and cultural challenges of a diverse population and the application of culturally appropriate counseling skills, techniques, and interventions for a specific student.

Characteristics:

- Description of the situational and cultural challenges of a diverse population is accurate, although it may not be as in-depth as in the Level 4 response.
- Discussion of three culturally appropriate counseling skills and techniques, including rationales, is present but may not contain as much detail as in the Level 4 response.
- Discussion of three counseling interventions for a specific student is accurate but may not be as complete as in the Level 4 response.

THE LEVEL 2 response shows *limited* evidence of a thorough and complete knowledge of the situational and cultural challenges of a diverse population and the application of culturally appropriate counseling skills, techniques, and interventions for a specific student.

Characteristics:

- Description of the situational and cultural challenges of a diverse population may be general or contain misinformation.
- Discussion of three culturally appropriate counseling skills and techniques, including rationales, may be general or less significant.
- Discussion of three counseling interventions for a specific student may be inappropriate or ineffective.

THE LEVEL 1 response shows *little or no* evidence of a thorough and complete knowledge of the situational and cultural challenges of a diverse population and the application of culturally appropriate counseling skills, techniques, and interventions for a specific student.

Characteristics:

- Description of the situational and cultural challenges of a diverse population is missing or inaccurate.
- Discussion of three culturally appropriate counseling skills and techniques, including rationales, is absent, misinformed, or inappropriate.
- Discussion of three counseling interventions for a specific student is missing, inappropriate, or ineffective.

Exercise 4: Theory

In this exercise: You demonstrate knowledge of a counseling theory and theorist by describing the theory and applying it to a school-counseling issue.

THE LEVEL 4 response provides *clear, consistent, and convincing* evidence of a thorough and deep knowledge of the philosophy, goals, and key concepts of a specific counseling theorist and an appropriate application of the given theory to a school-counseling issue.

Characteristics:

- The description of the philosophy, goals, and key concepts of a specific counseling theorist is accurate and thorough.
- There is skillful application of the theory to a school-counseling issue.

THE LEVEL 3 response provides *clear* evidence of a thorough and deep knowledge of the philosophy, goals, and key concepts of a specific counseling theorist and an appropriate application of the given theory to a school-counseling issue.

Characteristics:

- The description of the philosophy, goals, and key concepts of a specific counseling theorist is accurate but may contain less detail than in the Level 4 response.
- There is skillful application of the theory to a school-counseling issue, but it may not be as thoughtful as in the Level 4 response.

THE LEVEL 2 response provides *limited* evidence of a thorough and deep knowledge of the philosophy, goals, and key concepts of a specific counseling theorist and an appropriate application of the given theory to a school-counseling issue.

Characteristics:

- The description of the philosophy, goals, and key concepts of a specific counseling theorist may be missing components, vague, or inaccurate.
- Application of the theory to a school-counseling issue may be inappropriate or insignificant.

THE LEVEL 1 response provides *little or no* evidence of a thorough and deep knowledge of the philosophy, goals, and key concepts of a specific counseling theorist and an appropriate application of the given theory to a school-counseling issue.

Characteristics:

- The description of the philosophy, goals, and key concepts of a specific counseling theorist is inaccurate, or numerous components may be missing.
- Application of the theory to a school-counseling issue lacks specifics, is missing, or may be inappropriate.

Exercise 5: Data and Planning

In this exercise: You demonstrate the ability to interpret and analyze the data provided, make appropriate recommendations for school improvement, then discuss the rationale and steps for implementation of the recommendations.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to interpret and analyze data presented and make appropriate recommendations for improvement, including rationales, along with effective steps for each recommendation.

Characteristics:

- The data is accurately interpreted and thoroughly analyzed with considerations given to patterns and trends.
- The recommendations for school improvement are insightful and appropriate.
- The rationale for each of the recommendations is sensible and thoughtful.
- The steps for implementation are in-depth, appropriate, and effective.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to interpret and analyze data presented and make appropriate recommendations for improvement, including rationales, along with effective steps for each recommendation.

Characteristics:

- The data is accurately interpreted, but the analysis may not contain as much detail as in the Level 4 response.
- The recommendations for school improvement are appropriate, although they may not be as insightful as in the Level 4 response.
- The rationale for each of the recommendations is adequate, although one of them may be less thoughtful than in the Level 4 response.
- The steps for implementation are appropriate and effective but may contain less detail than in the Level 4 response.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to interpret and analyze data presented and make appropriate recommendations for improvement, including rationales, along with effective steps for each recommendation.

Characteristics:

- The interpretation of the data may be inaccurate, and/or the analysis may be partly missing.
- The recommendations for school improvement may be minimally appropriate but may not connect specifically to the data provided.
- The rationale for each of the recommendations may be partially missing or may be less connected to the recommendations themselves.
- The steps for implementation may be partially missing or inappropriate.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to interpret and analyze data presented and make appropriate recommendations for improvement, including rationales, along with effective steps and rationales for each recommendation.

Characteristics:

- The interpretation of the data may be inaccurate, and/or the analysis may be missing.
- The recommendations for school improvement are inappropriate or seriously misinformed.
- The rationale for each of the recommendations is ambiguous, weak, or missing.
- The steps for implementation are missing or inappropriate.

Exercise 6: Collaboration

In this exercise: You assess a student concern, then discuss the legal and ethical procedures and medical concerns to consider while creating a plan of collaboration to help the student succeed.

THE LEVEL 4 response provides *clear, consistent, and convincing* evidence of the thoughtful assessment of a student concern, including a description of the proper legal and ethical procedures and the medical considerations that must be taken into account as you collaborate to provide services designed to help the student succeed.

Characteristics:

- Description of the initial interview with a given student is thoughtful and detailed.
- Description of legal and ethical procedures and the medical concerns to consider is accurate and thorough.
- Identification of three critical components that would be part of a collaborative plan to help the student succeed is accurate and specifically addresses the student's concern.

THE LEVEL 3 response provides *clear* evidence of the thoughtful assessment of a student concern, including a description of the proper legal and ethical procedures and the medical considerations that must be taken into account as you collaborate to provide services designed to help the student succeed.

Characteristics:

- Description of the initial interview with a given student is thoughtful but may contain less detail than the Level 4 response.
- Description of legal and ethical procedures and the medical concerns to consider is accurate, but the description may not be as in-depth as in the Level 4 response.
- Identification of three critical components that would be part of a collaborative plan to help the student succeed is effective, but one component may be less appropriate than the others.

THE LEVEL 2 response provides *limited* evidence of the thoughtful assessment of a student concern, including a description of the proper legal and ethical procedures and the medical considerations that must be taken into account as you collaborate to provide services designed to help the student succeed.

Characteristics:

- Description of the initial interview with a given student may be general, or some parts may contain misinformation.
- Description of legal and ethical procedures and the medical concerns to consider may be missing, inaccurate, or general.
- Identification of three critical components that would be part of a collaborative plan to help the student succeed is partially missing or does not address student concern.

THE LEVEL 1 response provides *little or no* evidence of the thoughtful assessment of a student concern, including a description of the proper legal and ethical procedures and the medical considerations that must be taken into account as you collaborate to provide services designed to help the student succeed.

Characteristics:

- Description of the initial interview with a given student is missing critical components.
- Description of legal and ethical procedures and the medical concerns to consider is misinformed or partially missing.
- Identification of three critical components that would be part of a collaborative plan to help the student succeed is missing or inappropriate.

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