

Student Assistant Specialist (SAS) Effectiveness Rubric  
2011

I. Overview

II. Effectiveness Rubric

- a. Domain 1: Academic Achievement
- b. Domain 2: Student Assistance Services
- c. Domain 3: Professional Leadership
- d. Domain 4: SAS Professionalism Rubric

## Overview What is the purpose of the Student Assistant Specialist Rubric?

The SAS Rubric was developed for three key purposes:

- **To shine a spotlight on great SASs:** The rubric is designed to assist principals in their efforts to increase SAS effectiveness.
- **To provide clear expectations for SASs:** The rubric defines and prioritizes the actions that effective SAS use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing effectiveness along four domains.

### Who developed the Student Assistant Specialist Effectiveness Rubric?

A representative group of SAS, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

### What research and evidence support the Student Assistant Specialist Effectiveness Rubric?

- American SAS Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri SAS Evaluation
- New Hampshire SAS Evaluation
- North Carolina SAS Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for SASs
- Indiana Student Standards

### How is the Student Assistant Specialist Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Professional Leadership
- Domain 4: SAS Professionalism Rubric

Discrete indicators within each domain target specific areas that effective Student Assistant Specialists must focus upon.

### How do we weigh different parts of the framework?

In reviewing the current research during the development of the Student Assistant Specialist rubric, the goal was not to create a SAS evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the SAS through observable and data driven actions.

## What is the process to use the Student Assistant Specialist Effectiveness Rubric?

- For any given indicator, the SAS may receive a score of 1 through 3 (3 being effective).
- The SAS will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and SAS. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the SAS.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

### How do I ensure the effective implementation of the Student Assistant Specialist Effectiveness Rubric?

Even the best SAS Evaluation tool can be undermined by poor implementation. Successful implementation of the Student Assistant Specialist Effectiveness Rubric will require a focus on four core principles (modified from The new SAS Project's *The Widget Effect*, 2009):

1 **Training and Support:** Administrators responsible for the evaluation of SASs must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2 **Accountability:** The differentiation of SAS effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3 **Credible distribution:** If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of SASs must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4 **Decision-making:** Results from the SAS evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which SASs receive tenure, how SASs are assigned, retained, compensated and advanced, what professional development SASs receive, and when and how SASs are dismissed.

Friendly Disclaimer:

This is a working draft of the Student Assistant Specialist Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

**DOMAIN 1: ACADEMIC ACHIEVEMENT** SASs utilize data, standards to impact and support academic achievement and to engage all students in problem-solving.

Indicator		Effective (3)	Improvement Necessary (1)	Score
1.1	The SAS utilizes data to monitor student achievement.	The SAS monitors student achievement and utilizes the data to enhance student success.	The SAS monitors student achievement but does not utilize the data to enhance student success.	
1.2	The SAS supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The SAS encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.	The SAS rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.	
1.3	The SAS utilizes guidance activities and materials to impact all students.	Guidance activities and materials are engaging and appropriate for students.	Guidance activities and materials are not engaging and are partially appropriate for students.	

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** SASs assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming.

Indicator		Effective (3)	Improvement Necessary (1)	Score
2.1	The SAS assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The SAS encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The SAS rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	
2.2	The SAS facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development.	The SAS explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support and implements any prevention programming for students	The SAS rarely explains the students' right to a safe and secure school environment helps students to differentiate situations that require peer support or implements any prevention programming for students.	
2.3	The SAS provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The SAS addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The SAS rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	
2.4	The SAS provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The SAS takes a multicultural or diverse perspective into consideration when providing services.	The SAS rarely provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	
2.5	The SAS develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The SAS develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The SAS rarely develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

**DOMAIN 3: LEADERSHIP DEVELOPMENT OF PERFORMANCE** SASs adhere to ethical standards, grow professionally, advocate for student success, and provide system support.

Indicator		Effective (3)	Improvement Necessary (1)	Score
3.1	The SAS establishes professional goals and pursues opportunities to grow professionally.	Professional goals are developed, and the SAS pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are rarely established. The SAS infrequently pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
3.2	The SAS collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The SAS demonstrates communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The SAS is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
3.3	The SAS adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The SAS demonstrates professional conduct and integrity; seeks appropriate intervention services for students and abides by ethical and legal code.	The SAS has breached confidentiality. The SAS demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
3.4	The SAS provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.	The SAS provides activities that support counseling and advocacy initiatives in a way that advocates for all students and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The SAS rarely supports the school counseling program. The SAS is not involved-or is minimally involved-in providing support to other educational or student services programming.	

**DOMAIN 4: SAS PROFESSIONALISM RUBRIC** These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with counseling and more to do with basic employment practice. SASs are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Meet Standard	Does Not Meet Standard
1	<b>Attendance</b>	Individual has not demonstrated a pattern of absences. This does not include district approved professional development days and personal days.	Individual demonstrates a pattern of absences. This does not include district approved professional development days and personal days.
2	<b>On-Time Arrival</b>	Individual has not demonstrated a pattern of late arrivals.	Individual demonstrates a pattern of late arrivals.
3	<b>Policies and Procedures</b>	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire etc. . .)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire etc . . .)
4	<b>Respect</b>	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.
<b>Strengths:</b>			
<b>Areas for Growth:</b>			

\_\_\_\_\_  
SAS signature (by May 15)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's signature (by May 15)

\_\_\_\_\_  
Date

SAS signature does not mean that the SAS agrees with the evaluation, but that the SAS has reviewed the evaluation with the administrator. SAS may comment on a separate sheet of paper and attach to this form.

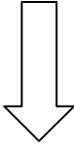
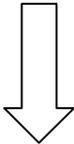
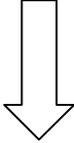
**Original to: Human Resources Office**

**Copies to: SAS & Administrator(s)**

## SUMMARY AND RATING

At the end of the year, evaluators will determine a final professional practice rating.

The final professional practice rating for the SAS Effectiveness Rubric will be calculated by the evaluation in a four step process.

<b>1</b>	Compile ratings and notes from multiple observations, conferences, meetings, drop-ins, and other sources of evidence.
	
<b>2</b>	Use professional judgment to establish three, final ratings in Academic Achievement, Student Assistance Services, and Professional Leadership.
	
<b>3</b>	Use established weights to roll-up domain ratings into one rating for Domains 1-3.
	
<b>4</b>	Incorporate SAS Professionalism rating.

1. Compile ratings and notes from multiple observations, conferences, meetings, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing SAS practice from throughout the year. Not all of this evidence necessarily came from the same evaluator, but it is the responsibility of the assigned primary evaluator (usually the principal), to gather evidence from every person that observed the SAS during the year. In addition to notes from observations and conferences, evaluators may also have access to evidence provided by the SAS, such as schedules, student meeting notes, and parent/teacher conference notes, etc. To aid in the collection of this evidence, schools should consider having files for SAS containing evaluation evidence, and when possible, house this information electronically.

Because of the volume of evidence that may exist for each SAS, some evaluators may choose to assess evidence mid-way through the year and again at the end of the year. A mid-year conference can help give SAS an idea of where they stand half-way through the year as well as serve a midway point for evaluators to assess evidence they have collected thus far.

2. Use professional judgment to establish three final ratings in Academic Achievement, Student Assistance Services, and Professional Leadership.

After collecting evidence, the summative evaluator must assess where the SAS falls within each competency and use judgment to assign SAS ratings in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for SAS in different contexts and how SAS have evolved over the course of the year. The final three domain ratings should reflect the body of evidence available to the evaluator. In the summative conference the evaluator should discuss the ratings with the SAS using evidence to support the final decision.

At this point, each primary evaluator should have ratings in the first three domains that range from 1 (Improvement Necessary) to 3 (Effective).

	D1: Academic Achievement	D2: Student Assistance Services	D3: Professional Leadership
Final Rating	3 (E)	1 (IN)	3 (E)

3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3.

At this point, each of the three final domain ratings is weighted according to importance and summed together to form one rating for domains 1-3. As such, the Student Assistance Services is weighed significantly higher than the others, at 60%. Both Academic Achievement and Professional Leadership receive 20% each.

	Rating (1-4)	Weight	Weighed Rating
Domain 1: Academic Achievement	3	20%	0.6
Domain 2: Student Assistance Services	1	60%	0.6
Domain 3: Professional Leadership	3	20%	0.6
FINAL SCORE			2.4

4. Incorporate SAS Professionalism rating.

At this point, the SAS practice rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents “non-negotiable” aspects of the counseling profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator here uses professional judgment to decide if a SAS has not met the standards for any of the four indicators. If a SAS has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the SAS did not meet standards in any one or more of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: SAS meets all Core Professionalism standards. Final Practice Score = 2.4

Outcome 2: SAS does not meet all Core Professionalism standards. Final Practice Score = (2.4-1) or 1.4