

Specialists' Framework Rubric



Corvallis School District

Updated July 2025

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Introduction

In the 2022-23 school year the Corvallis School District started utilizing the 5 Dimensions of Teaching and Learning Instructional Framework to evaluate licensed educators, including classroom teachers, special education teachers, MTSS specialists, instructional coaches, and speech language pathologists. *Specialists, including counselors, mental health therapists, and district nurses, are evaluated on separate rubrics with the commitment to equity and the success of every student in each of our schools. Effective 7/1/2025, a separate rubric was developed for the Dean of Students role and included in the specialists' addendum document.*

The details of timelines and process are listed in the [Educator Evaluation Handbook](#).

Differentiated Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from ineffective to emerging, proficient, and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Four performance levels are provided for each indicator. The performance levels increase in specificity of practice, cognitive demand, roles of students and/or frequency of use from Ineffective to Distinguished. The performance levels are:

- Ineffective: the teacher demonstrates an unacceptable or poor level of instructional practice, resulting in delayed or little learning for some students
- Emerging: the teacher demonstrates an essential foundation for instructional practice, using emerging-based strategies and tools to create learning for all students.
- Proficient: the teacher demonstrates competent and skilled instructional practice, using research-based strategies and tools to create solid learning for all students.
- Distinguished: the teacher demonstrates exemplary instructional practice, using research-based strategies and tools to create optimal learning for all students.

School Counselors

School Counselors

Standard 1 for School Counselors: Foundation and Planning

The School Counselor plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

Guiding Questions:

- Is there a demonstrated understanding of Corvallis' comprehensive guidance and counseling framework?
- How does the school counselor incorporate the four counselor domains (academic, career, personal/social development, and community involvement) in the delivery of the school counseling program?
- Does the school counselor program align with School Improvement Plan (SIP)?
- Is the school counselor's time being spent in alignment with the school counseling goals?

Component	Ineffective	Emerging	Proficient	Distinguished
<i>1.a. Plans a school counseling program in the four domains (academic, career, personal/social development, and community involvement) to promote and enhance student achievement.</i>	Does not plan a school counseling program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all domains.
<i>1.b. Establishes goals for the counseling program appropriate to the setting and the students served, and aligns with the SIP.</i>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student and are not aligned with the SIP.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students, and minimally aligned with the SIP.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students, and aligned with the SIP.	Counselor participates in design and implementation of the SIP and aligns counseling goals accordingly, ensuring they are appropriate to the situation in the school and to the age of the students, and have been developed following consultation with students, parents and colleagues.
<i>1.c. Demonstrates knowledge of resources both within and beyond the school and district.</i>	Counselor demonstrates little or no knowledge of resources for students available through the school or district.	Counselor displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor is knowledgeable and accesses resources for students available through the school or district, and for the resources external to the school.	Counselor's knowledge of resources for students is extensive, including accessing those available through the school or district and in the community.
<i>1.d. Organizes and manages time to implement an effective school counseling program for all students.</i>	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value, but is not effective in organizing and allocating time to provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based school counseling program designed to maximize student success.

Possible evidence:

- Counseling website
- Yearly calendar- evidence of annual requirements and check ins
- Professional disclosure statement available
- Daily, weekly, and long term plans are maintained
- Time task analysis

Standard 2 for School Counselors: Delivery System

The School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.

Guiding Questions:

- Does the school counselor offer support groups for various needs?
- Does the school counselor offer individual counseling?
- Does the school counselor respond to referrals in a timely manner?
- Does the school counselor support and demonstrate responsive services?

Component	Ineffective	Emerging	Proficient	Distinguished
2.a. Facilitates delivery of a prevention-based, counseling program aimed at the four domains (academic, career, personal/social development, and community involvement) as appropriate.	Provides no prevention services aimed at addressing student competency of the four domains.	Provides limited prevention services aimed at addressing student competency of the four domains	Organizes comprehensive, proactive, developmentally appropriate prevention services. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that promote student engagement for competency of the four domains	Highly skilled in organizing comprehensive, proactive, developmentally appropriate prevention services. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to promote student engagement for competency of the four domains
2.b. Coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies in response to a well-defined referral processes.
2.c. Addresses the immediate needs or concerns of students by providing specific ongoing, responsive, and/or preventative services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive and preventative services to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive and prevention services which address student, school-wide and/or district needs or concerns.
2.d. Maintains and enhances the total school counseling program by providing system support by utilizing resources and demonstrating flexibility and responsiveness.	Provides support not related to the school counseling program. Seldom provides system support or accesses resources. Not responsive to needs.	Provides partial evidence of system support and attempts to utilize resources to be responsive to needs.	Maintains and enhances the total school counseling program through system support, accessing resources and is responsive to needs.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level. Utilizes resources within and outside of district, being flexible and creative in responding to students' needs.
2.e. Creates an environment of trust and respect.	Interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interaction among students are partially successful.	Interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

Possible evidence:

- Transition plans
- Schedule of groups and/or activities
- Needs Assessment survey results
- Creation of a credit deficiency list intervention plan
- STAT, SST, Suicide Prevention protocols, other school based teams meeting notes
- Interagency collaboration (including partnering to provide guidance, such as Benton County Mental Health, Old Mill School, Jackson Street Youth Shelter)

Standard 3 for School Counselors: Accountability

The School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

Guiding Questions:

- Does the school counselor conduct a program audit?
- Is data used to shape the counseling program?
- Is there evidence that information is shared with stakeholders to improve the counseling program?
- How is the counselor assisting in the design and implementation of a collaborative monitoring system?

Component	Ineffective	Emerging	Proficient	Distinguished
3.a. Helps design and implement a collaborative monitoring system to assess student's academic success and supports achievement of their academic goals.	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
3.b. Uses data to reflect and guide program improvement.	Uses no data to guide program changes.	Uses data on a limited basis for school counseling program design and improvement.	Uses data effectively for school counseling program design and improvement and to determine future school counseling activities and interventions.	Efficiently uses data s to proactively design school counseling program in collaboration with other stakeholders.
3. c. Develops and implements a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Possible evidence: <ul style="list-style-type: none"> • Program audit • Staff or student survey • Collects, evaluates, and shares data with stakeholders on a continuing basis • Documentation of student/parent communication. 				

Standard 4 for School Counselors: Leadership and Advocacy

The School Counselor is a student advocate, leader, collaborator and systems change agent.

Guiding Questions:

- How does the school counselor show leadership and advocacy in the school?
- How does the school counselor collaborate with stakeholders for systemic change?
- When given an opportunity, does the school counselor provide professional development for staff?
- Does the school counselor facilitate or attend SST?

Component	Ineffective	Emerging	Proficient	Distinguished
4.a. Collaborates with school administration to create a culture of positive advocacy for students.	Does not communicate or collaborate with school administration, or advocate for students in a positive and productive manner.	Minimally collaborates with school administration in attempt to advocate for students, with partial success.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students both within and outside the school community.
4.b. Advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.	Rarely attends team meetings for students on caseload and/or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.
4.c. Uses qualitative and/or quantitative data to recommend systemic change in policy and practices that limit or inhibit equity, access or academic achievement.	Cannot articulate or locate school policy/practices. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or practice change to improve student success.	Has a basic knowledge of school policies and practice. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and practice. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and practices. Uses data to drive recommendations that shape policy and practices for systemic improvement aimed at improving student success.

Possible evidence:

- Documentation of participation in conversations about possible changes to school policy and district practices.
- Documentation of participation with various school stakeholders
- Advocacy plan
- Staff meeting agendas, SST minutes, emails, attendance logs
- Documentation of initiating activities/programs to further enhance systems

Standard 5 for School Counselors: Professional Responsibilities

The School Counselor assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.

Guiding Questions:

Does the school counselor reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships.

Is the school counselor able to be personable and collaborative with students, parents and staff?

Does the school counselor adhere to professional and ethical standards?

Does the school counselor show or reflect cultural awareness in his/her counseling activities?

Component	Ineffective	Emerging	Proficient	Distinguished
5.a. Engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
5.b. Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.
5.c. Reflects on practice.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling department might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
5.d. Maintains records and submits them in a timely fashion.	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but occasionally are late.	Counselor's reports, records and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
5.e. Communicates with families and staff.	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
5.f. Participates in a professional community.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and project when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues, including PLCs.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues, including PLCs.

Possible evidence:

Documentation of professional membership (such as ASCA/OSCA)

Professional growth goals

Self-reflection that may include peer feedback and case study

Documentation of professional conference attendance

Participation in professional development related to cultural competency

District Nurses

District Nurses

Standard 1 for District Nurses: Foundation and Planning

The District Nurse displays solid content knowledge and planning reflects an understanding of relationships and current research on best practices. District Nurse displays knowledge of students' developmental characteristics, skills, interests and their cultural heritage and varies his/her approaches in instruction and when appropriate. District Nurse recommends resources available within the community and has an in-depth understanding of local, state, and federal regulations and policies.

Guiding Questions:

- Does District Nurse have knowledge of childhood illnesses that may impact safety and learning in school settings?
- Does District Nurse display knowledge of appropriate growth and development?
- Does District Nurse have knowledge of dealing with family interactions?
- Does District Nurse consistently maintain current medical knowledge?
- Does District Nurse develop and update Individual Health Plans and have knowledge of specialized educational needs regarding specific students' health, educational and safety needs?
- Does District Nurse respect and value students, staff and families?
- Does District Nurse interact with community health professionals using the HIPPA and FERPA guidelines?

Component	Ineffective	Emerging	Proficient	Distinguished
<i>1.a. Knowledge of District Nursing, Students and Resources</i>	District Nurse displays little understanding of prerequisite knowledge important for students' medical needs and of team issues; s/he does not have good knowledge of special education.	District Nurse displays basic content knowledge of prerequisite learning and pedagogical knowledge, but knowledge is incomplete or inaccurate.	District Nurse displays solid content knowledge, planning reflects understanding of relationships and team practices reflect current research on best practices.	District Nurse displays extensive content knowledge, actively builds on knowledge of prerequisite relationships, and displays continuing search for best practice.
<i>1.b. Local, State and Federal Policies and Regulations</i>	District Nurse displays minimal knowledge of developmental characteristics of age group and is unfamiliar with learning styles, students' skills and knowledge, cultural heritage and interests.	District Nurse has knowledge of developmental characteristics and general understanding of learning styles while recognizing the value of knowing students' skills, interests and cultural heritage.	District Nurse displays knowledge of students' developmental characteristics, skills, interests and cultural heritage and varies his/her approaches in instruction and planning when appropriate.	District Nurse consistently demonstrates and implements knowledge of all appropriate issues regarding the growth, development and instruction of the population served.
<i>1.c. Knowledge of Characteristics of Students with Exceptionalities</i>	District Nurse has limited knowledge of resources available in the district and community.	District Nurse displays awareness of local resources available to teachers, students and families.	District Nurse displays awareness of, utilizes, and recommends resources available within the district and community, to teachers, students and families.	District Nurse utilizes and promotes local and state resources and services. District Nurse anticipates requests for preventative and proactive resources and coordinates utilization of resources with teachers, students and families.
<i>1.d. Planning and Preparation of Individual Health Plans</i>	District Nurse displays little understanding of local, state and federal regulations and policies and/or does not utilize the information.	District Nurse displays basic understanding of local, state, and federal regulations and policies and can adequately utilize the information.	District Nurse displays an in-depth understanding of local, state, and federal regulations and policies. The information is utilized and/or presented in a meaningful and sensitive manner.	District Nurse consistently implements, and can clearly explain, local, state, and federal regulations and policies. The information is utilized and/or presented in a meaningful and sensitive manner.

Possible Evidence:

- District Nurse uses available current and reliable resources and information from the internet and national and community health organizations
- District Nurse interacts and connects well with staff, parents and community resources in meeting students' needs
- District Nurse relates and communicates appropriately with students at their developmental level; is approachable

Standard 2 for District Nurses: Health Services

The District Nurse is skillful in collaborating with students, parents, staff and community agencies while maintaining student confidentiality. District Nurse collaborates with parents, staff and agencies representing a wide variety of interests in developing evaluations, IEPs/504 plans. District Nurse provides needed equipment both in classrooms and in the health office to keep students and staff safe.

Guiding Questions:

- What strategies or actions does the District Nurse apply to help facilitate and increase collaboration with students, parents, school personnel and other community agencies?
- What resources knowledge does the District Nurse have of community services and resources for parents, students and colleagues?
- Does the District Nurse maintain student confidentiality?
- Does the District Nurse provide a positive contribution to IEP/504s when appropriate?
- Does the District Nurse have a positive relationship with students, parents and staff?
- Does the District Nurse use resources effectively when assessing the needs of a student?
- Does the District Nurse anticipate and plan for classroom and school health needs of a student?
- Is the District Nurse knowledgeable about school health equipment and help to ensure student and staff safety?

Component	Ineffective	Emerging	Proficient	Distinguished
2.a. Collaboration with Staff, Students, and Parents	District Nurse displays little ability to collaborate with students, parents, school personnel and community agencies. Confidentiality is not adhered to.	District Nurse displays basic ability to collaborate with students, parents, school personnel and community agencies. Confidentiality is observed.	District Nurse is skillful in collaborating with students, parents, school personnel and community agencies while maintaining student confidentiality.	District Nurse is skillful and reflective in collaborating with students, parents, school personnel and community agencies, and maintains student confidentiality. District Nurse acts as a resource for parents and colleagues.
2.b. Applying an Interdisciplinary Approach	District Nurse displays little ability to collaborate with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans.	District Nurse displays basic ability to collaborate with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans.	District Nurse is skillful in collaborating with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans.	District Nurse collaborates effectively with parents, colleagues, and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs/504 plans. District Nurse is analytical and reflective of the input from these disciplines.
2.c. Establishing Safe Health Environment	District Nurse uses resources poorly and is not knowledgeable about equipment; leaves classroom or health office unsafe.	District Nurse uses resources adequately, however, has limited effectiveness. Has difficulty with understanding appropriate equipment for the needs of individual students and health office.	District Nurse uses resources and provides needed equipment both in classrooms and the health office to keep students and staff safe.	District Nurse anticipates and plans for the needs of classroom and health room, making sure that equipment is safe and in working condition.

Possible evidence:

- District Nurse communicates well with students, parents and school personnel
- District Nurse uses various strategies to facilitate collaboration
- District Nurse uses a wide base of knowledge regarding community services and resources
- District Nurse demonstrates confidentiality at all times
- District Nurse is productively involved in IEP/504 plans for students
- District Nurse collaborates with colleagues and families
- District Nurse effectively demonstrates and teaches the proper use of equipment and health plan procedures
- District Nurse effectively plans for the health needs of students with regards to equipment, procedures, and other health supplies

Standard 3 for District Nurses: School Health-Programs, Support, Services

The District Nurse is skillful and competent in developing and implementing health plans. The District Nurse continually presents new information.

Guiding Questions:

Is the District Nurse knowledgeable and effective in utilizing the nursing process*?

Does the District Nurse adjust to developmental and cognitive needs of individual students?

Does the District Nurse collaborate by gathering information from a variety of community programs and agencies within and beyond the school community when developing health plans?

Does the District Nurse take into account the needs of the staff and student and daily schedule when implementing individual health plans?

Is the District Nurse proactive in communicating health resources to students and parents in situations that have a potential negative impact on the health and well-being of the student?

Does the District Nurse make appropriate and timely referrals for the health and well-being of students?

Does the District Nurse demonstrate flexibility, responsiveness and cultural competency when communicating with students, parents and staff when teaching or implementing health plans?

Component	Ineffective	Emerging	Proficient	Distinguished
3.a. Developing and Implementing Individual Health Plans	District Nurse displays little ability to develop and implement health plan (i.e., 504, emergency protocol, etc.).	District Nurse displays basic ability to develop and implement health plans and is aware of the nursing process.*	District Nurse is skillful and competent in developing and implementing health plans according to the needs and characteristics of the student and staff and effectively uses the nursing process.*	District Nurse is skillful and reflective in developing and implementing health plans according to the needs and characteristics of the student, staff and family. Shares ideas with colleagues and has mastered the nursing process.*
3.b. Promoting Health Services	District nurse does not attempt to acquaint students, family or school community of available health services.	District Nurse attempts to acquaint students, family and school of the health services program, as well as being a resource for services.	District Nurse continually presents new information to promote appropriate health services.	District Nurse consistently uses creative ways to engage students, family and school community in available effective health services.
3.c. Demonstrating Flexibility, Responsiveness and Cultural Sensitivity	District Nurse adheres to intervention plan in spite of the students' participation level, and does not set appropriate service priorities. S/he assumes no responsibility for providing services when space, student availability and equipment is not optimal.	District Nurse demonstrates moderate responsiveness to students' needs and interests. Inconsistently sets appropriate service priorities, and is somewhat flexible in providing services given with cultural sensitivity.	District Nurse adjusts intervention plan to be responsive to students' needs and interests, consistently sets appropriate service priorities, and is flexible and persistent in providing services with cultural sensitivity.	District Nurse is consistently responsive to students' needs and interests, sets appropriate services priorities and demonstrates creativity and persistence in providing services with cultural sensitivity.

Possible evidence:

The students knows what the expectations are for them at school regarding their health plan

District Nurse obtains and provides evidence-based health information from multiple sources

Staff express that the student's individual needs have been addressed in relation to the implementation of an individual health plan

Students grow and develop as evidenced by playing an active role in their health care delivery leading to empowerment and independence

District Nurse provides written resources to distribute to students, parents and staff

District Nurse regularly disseminates community health resources to students and families, i.e., DVDs, web sites, written materials, posters, bulletin boards, books and role playing

District Nurse is responsive to the needs of student and families demonstrating cultural sensitivity

District Nurse is able to meet the high priority health needs of the school with frequent schedule adjustment

District Nurse seeks feedback from stakeholders

District Nurse guides families to access health care within their means developmentally and financially, which may include home visits.

Standard 4 District Nurses: Professional Responsibilities

The District Nurse reflects on interventions, citing impact and makes specific suggestions about how it might be improved. The District Nurse makes genuine and successful efforts to ensure that all students are well served. Decision-making is team based and is guided by best practice and the interest of the student. District Nurse is proficient at keeping up-to-date health records on all students and reviews records in a timely manner. Parents are notified within state's timeframe regarding needed immunizations. Data is easily retrievable. Nurse interactions with parents are respectful and frequent. District Nurse can handle very difficult situations without assistance.

Guiding Questions:

- Is the District Nurse meeting regularly with nursing team to reflect on effectiveness of nurse interventions for specific health conditions and/or interventions?
- Does District Nurse use evidence-based practices?
- Does the District Nurse direct clinical judgment and actions that result in positive student/family outcomes?
- Does the District Nurse seek alternative solutions for the students/families who do not fit the norm?
- Does the District Nurse exhibit motivation, perseverance, deliberate and careful attention to problem solving?
- Is the District Nurse culturally sensitive and approachable?
- How does the District Nurse track health concerns and individual plans for students with acute or chronic health conditions?
- How does the District Nurse track immunization status of students?
- Does the District Nurse communicate effectively and timely important health concerns to parents?
- Does the District Nurse communicate proactively with parents when a concern has the potential to turn negative?

Component	Ineffective	Emerging	Proficient	Distinguished
4.a. Professionalism-Reflection on Intervention	District Nurse does not reflect on the effectiveness of the intervention or proposed ideas as to how it may be improved.	District Nurse reflection on the intervention is generally accurate and global suggestions as to how it might be improved are offered.	District Nurse reflects accurately on intervention, citing general impact and makes specific suggestions about how it might be improved.	District Nurse reflection on the intervention is highly accurate and perceptive. District Nurse draws on extensive knowledge and experience to assess and suggest alternative interventions. Works with colleagues to determine what worked and what did not.
4.b. Demonstrating Decision Making	District Nurse is not alert to the student's needs which contribute to practices that result in some students being ill served and makes decisions based on limited consideration or unsupported by data.	District Nurse attempts to serve students are based on best information but may be inconsistent.	District Nurse makes successful efforts to ensure that students are well served. Decision making is guided by best practice. Nurse participates on a team.	District Nurse takes a leadership role in team decision making and setting high standards. Decision making is highly proactive and is guided by best practice and interest of all students. Decisions consistently show good judgment.
4.c. Maintaining Accurate Records and Compliance with State Guidelines	District Nurse does not keep current health information on all students. Records are unavailable or documentation is not completed in a timely manner.	District Nurse usually keeps up-to-date health information on students. Most documentation records and reports are available and done in a timely manner.	District Nurse is proficient in keeping up-to-date health information on all students a reviews new student's records in a timely manner. Parents are notified within state's timeframe regarding students who are behind schedule for immunizations. Data is easily retrievable.	District Nurse is outstanding in keeping up-to-date health information on all students and will contact parents readily to clarify any inconsistencies. All students have current immunization records or waivers in place if indicated by the state's deadline for exclusion. Consistently evaluates and updates policies and procedures related to management of health records and procedures.
4.d. Communicating with Families, Community Members and Colleagues	District Nurse provides little information, does not show respect and understanding to parents on the phone, and avoids parent contact.	District Nurse communicates but offers little information. Interactions with parents are respectful, but may need some assistance with difficult situations.	District Nurse interactions with parents are respectful, friendly, and informative. Nurse can handle very difficult and sensitive situations without assistance.	District Nurse treats parents with respect and empathy and provides information frequently. Nurse is outstanding in handling difficult situations with parents and facilitates the best interest of students.

Possible evidence:

- District Nurse actively pursues and participates in nursing team meetings to collaborate on nursing intervention planning, data and current evidence based practice
- District Nurse uses feedback from peers, other school colleagues, students and self-reflection
- District Nurse engages in creative problem solving
- District Nurse obtains, and uses archival records of health teaching plans with annotations denoting what worked and what did not, continually working to improve health teaching

- District Nurse's recordkeeping system is clear, organized, up-to-date and easy to understand
- District Nurse reviews student health forms/records/protocols upon enrollment and annually
- Student's medical information and individual health plans are kept confidential, and shared only with staff members with direct student contact who may need to respond to a medical emergency
- Tracking of immunization status is begun early in the school year by each building and the nurse oversees, as needed, the collection of current information in order to have as many students as possible in compliance at the time of exclusion
- District Nurse is proactive in the development and maintenance of health management records and procedures
- District Nurse communicates respectfully and in a positive manner with parents in a timely manner

Dean of Students

Dean of Students Evaluation Rubric

Domain 1

School Climate and Culture

The Dean of Students plays a vital role in shaping a positive and inclusive school climate. By working closely with students, home partners, staff, and school leadership, the Dean fosters a culture where every student feels a strong sense of belonging, safety, and support, creating the foundation for each learner to thrive.

Performance Indicator	Ineffective	Emerging	Proficient	Distinguished
Models and promotes a respectful school environment	Rarely demonstrates respectful practices; contributes to a negative school climate and culture.	Inconsistently models respectful behavior or supports a positive school climate and culture.	Models and maintains a school environment where students, staff, and home partners feel safe, respected, supported, and valued.	Consistently models respect, promotes inclusive practices, and leads school climate and culture efforts with an equity focus. The Dean ensures strong relationships, collaboration, and a shared commitment to learning and growth.
Works effectively with culturally and linguistically diverse groups of staff	Demonstrates difficulty engaging with staff from culturally and linguistically diverse backgrounds.	Shows basic awareness but limited engagement with staff from culturally and linguistically diverse backgrounds.	Collaborates well with staff, recognizing culturally and linguistically diverse backgrounds and their important contribution to positive school climate and culture.	Proactively builds relationships with staff from culturally and linguistically diverse backgrounds, recognizing the importance of their contribution to school climate and culture.
Effectively engages with students and home partners who are culturally, linguistically, or neurodiverse	Demonstrates difficulty understanding or responding to students and/or home partners from culturally, linguistically, or neurodiverse	Shows basic awareness but limited engagement with students and/or home partners from culturally, linguistically, or neurodiverse	Collaborates well with students and/or home partners, recognizing culturally, linguistically, or neurodiverse backgrounds and	Actively promotes student and home partner engagement in the areas of diversity, equity, and inclusion to build a positive school climate and culture.

	backgrounds.	backgrounds.	their important contribution to positive school climate and culture.	
Supports a sense of belonging for all students and home partners.	Fails to address or negatively impacts a sense of belonging for students and/or home partners.	Limited involvement in creating a sense of belonging for students and/or home partners.	Uses school community resources to support and promote social-emotional wellness, identity, and belonging.	Proactively engages students and home partners in building confidence, affirming identities, and using school resources to promote belonging.

Domain 2

School-Wide Behavior Systems

The Dean of Students is integral in developing school-wide systems for behavior. Through intentional work with building staff and administrators, the Dean of Students uses school-wide systems and leads teams to better support students with challenging behavior.				
Performance Indicator	Ineffective	Emerging	Proficient	Distinguished
Develops and leads school-wide behavior support systems	Not involved in developing or leading behavior systems, and inconsistent or ineffective collaboration with staff.	Inconsistently implements behavior support systems and collaborates minimally with staff.	Leads staff in the development and consistent implementation of school-wide behavior systems.	Leads and builds capacity in staff to implement and improve school-wide behavior systems.
Effectively utilizes and leads school teams to build and implement student behavior and safety plans	Does not collaborate to develop student behavior or safety plans.	Develops student behavior and safety plans with minimal collaboration from building teams. Common behavior data collection systems* are underutilized.	Collaborates with building teams and staff to create individualized behavior or safety plans for students. Common behavior data collection systems* are utilized to create plans and review progress. Includes school	Proactively seeks out building teams and staff to collaborate on behavior or safety plans for students. Common behavior data collection systems* are utilized to create plans and review progress. Creates systems for school teams to regularly

			teams in the review of these plans.	review the data systems used, the plans, and student progress.
Effectively utilizes district and school behavior systems concerning discipline incidents	Discipline incidents are not investigated, and consequences are reactive or do not align with the District Behavior Guidelines or Leveled Behavior Intervention Matrix. No communication with home partners, students, and staff.	Approach to addressing discipline incidents is inconsistent, lacks transparency, and does not always follow the District Behavior Guidelines or Leveled Behavior Intervention Matrix. Documentation and communication with home partners, students, and staff are inconsistent.	Addresses discipline incidents through the use of the District Behavior Guidelines or Leveled Behavior Intervention Matrix. Equity is regularly considered in decision-making. Ensures that incidents are adequately documented and communicated with home partners, students, and staff in a timely manner.	Consistently uses the District Behavior Guidelines or Leveled Behavior Intervention Matrix when making decisions about consequences. Leads the school to close equity gaps in discipline data. Communication with home partners, students, and staff is proactive.

*Including but not limited to: BSP, STAT, SIRC, 5-Point Plans, CICO, Safety Plans

Domain 3

Lead School Teams in Analysis of Behavior and Attendance Data

The Dean of Students leads multiple school data teams that are charged with analyzing behavior and attendance data. At the secondary level, Deans also lead the school behavior team and are expected to use data and systems to build supports utilizing the behavior team. The Dean of Students leads building staff in professional development related to school-wide systems for behavior and attendance.				
Performance Indicator	Ineffective	Emerging	Proficient	Distinguished
Effectively plans for Student Support Team (SST) Meetings	No planning occurs for the SST meeting, relevant documents are not updated or shared, and/or there is no system present to refer students to SST.	Limited planning is done for the SST meeting with little or no collaboration from team members. The Dean has built a system for referring	Agendas are created in advance and distributed to team members for input. Agendas are reasonable and attainable. The Dean provides a clear, data-driven process	The Dean takes ownership of the work of the SST. Agendas are consistently built collaboratively and in advance of the meeting. The Dean provides a clear,

		students to SST that is not entirely clear	for referring a student to SST.	data-driven process for referring a student to SST and ensures communication back to referring teams. The Dean ensures the process is enforced with all staff.
Demonstrates fluency and accuracy in the use of data systems and data analysis	Rarely uses or misunderstands data systems. Data is inaccurate or missing. Data analysis is not present.	Limited or inconsistent use of data. Limited data analysis that is rudimentary or incomplete.	Regularly uses data to inform decisions. Data is updated regularly, and its analysis results in action steps.	Consistently uses data to drive decision-making. Data is always up to date and its analysis results in action steps that include a review process.
Leads professional development for building staff and leads the classified behavior staff (secondary only)	Does not provide professional development. The Dean takes minimal leadership of the behavior staff.	Provides limited professional development only when requested by their principal. The Dean plans for professional development with limited collaboration or data. Assigns behavior staff reactively and without the use of data.	Leads effective professional development. Works collaboratively with the SST and other school teams to plan for professional development. Uses data to inform decisions on professional development topics. Assigns duties to the behavior staff in response to data.	Seeks out and suggests opportunities to provide professional development to building staff based on data analysis and current trends. Builds capacity in the SST and other school teams to present professional learning to their colleagues. Proactively assigns duties to the behavior staff.

Domain 4

Attendance and Behavior Intervention Strategies

The Dean of Students consistently demonstrates a strong commitment to building a positive and inclusive school environment by proactively supporting students with attendance and behavior challenges. Through thoughtful data analysis and collaboration with school and community resources, the Dean develops individualized plans that promote student success. These efforts play a key role in fostering a strong sense of belonging and advancing equity within the school.

Performance Indicator	Ineffective	Emerging	Proficient	Distinguished
Analyzes and responds to attendance data	Fails to address attendance issues and/or does not use data or school teams to create individualized plans. If strategies are created, the Dean rarely contacts home partners for their engagement in the process.	Accesses attendance data, but is inconsistent in creating individualized plans. Home partners have limited involvement in the planning of interventions, and/or communication with home partners is inconsistent. Plans that are created do not fully utilize school and community resources.	Effectively analyzes attendance data to create individualized plans for students in collaboration with school teams. Individualized plans make use of school and community resources and support students to make a positive change in their attendance patterns. The Dean communicates regularly with home partners to engage in the creation of individualized plans.	Proactively analyzes attendance data to create individualized plans that make use of school and community resources and support students to make a positive change in their attendance patterns. Individualized plans are created in collaboration with classroom teachers and other school teams. The Dean maintains strong home partner communication and involvement in improving attendance.
Analyzes and responds to behavior data	Fails to address behavior issues and/or does not use data or school teams to create individualized plans. If strategies are created, the Dean rarely contacts home partners for	Accesses behavior data, but is inconsistent in creating individualized plans. Home partners have limited involvement in the planning of interventions, and/or communication with home partners is	Effectively analyzes behavior data to create individualized plans for students in collaboration with school teams. Individualized plans make use of school and community resources and support students to make a positive	Proactively analyzes behavior data to create individualized plans that make use of school and community resources and support students to make a positive change to their behavior. Individualized plans

	<p>their engagement in the process.</p>	<p>inconsistent. Plans that are created do not fully utilize school and community resources. Plans lack data collection or review periods.</p>	<p>change to their behavior. The Dean communicates regularly with home partners to engage in the creation of individualized plans. Plans contain data collection and review requirements.</p>	<p>are created in collaboration with classroom teachers and other school teams. The Dean maintains strong home partner communication and involvement in improving behavior. Plans include data collection and opportunities to monitor and adjust the plans at regular intervals.</p>
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Mental Health Therapists

Mental Health and Wellness Therapist Evaluation Rubric

Domain 1 - Planning and preparation: The Mental Health and Wellness Therapist plans and implements Evidenced Based Treatments (EBT) that are consistent with the best practices for clinical work with children, youth, and families and in line with district values and strategic plans.

Guiding Questions:

- Is there an understanding of Corvallis' framework for school based mental health treatment?
- Is the Therapist proficient in one or more Evidenced Based Treatments (EBTs)
- Does the counselor demonstrate a grasp of documentation and planning in line with the development of services that improve the mental health of students and families?
- Is the Therapist able to identify resources to meet needs outside of the scope of the program and connect clients to those resources when needed?

Component	Ineffective	Emerging	Proficient	Distinguished
1a. Understands the nature of EBTs and can utilize them effectively in treatment planning	Therapist has no EBT in their treatment repertoire and displays no interest in them.	Therapist understand EBT and how they can be used but may not have become proficient in any.	Therapist understands and is proficient in several EBT and uses them in treatment regularly.	Therapist displays mastery in several EBT and is able to teach and mentor others in their use.
1b. Clearly articulates their professional observations and recommendations in oral and written formats with colleagues	Communication is limited and sporadic in nature and lacks clarity	Communication occurs but is routinely confusing, unprofessional, and/or disorganized.	Communication is clear and professional using technical language to increase specificity without being filled with "jargon".	Communication is excellent, routinely adding value to conversations where student needs are discussed.
1c. Understands and utilizes the resources available in the broader health and social service array across the community	Therapist has little to no connection with partner agencies and has no clear understanding of the broader services array	Therapist has some knowledge of partner agencies and makes occasional referrals but has incomplete knowledge and/or few partnerships.	Therapist is knowledgeable of many local agencies and is able to make referrals and connections to support student needs.	Therapist displays advanced understanding of several other systems of services deployment and is connected with the broader systems of care initiatives to improve communiat care.
1d. Plans and organizes their time effectively to meet the needs of students and school teams	Makes minimal effort to organize time and work to complete work	Understands the value in time management but is ineffective in actively using resources to provide services.	Effectively organizes time to manage their workload of tasks.	Maximizes time management to prioritize needs and meet both continuing care needs as well as daily urgent needs smoothly.

Domain 2 - Delivery of services: The Mental Health and Wellness Therapist engages directly with students and families in a client-centered, strengths-based, compassionate, and comprehensive manner.

Guiding Questions:

- Does the Therapist use clinical techniques that facilitate sharing of thoughts and feelings effectively?
- Does the Therapist maintain a collaborative attitude towards clinical work?
- Is the Therapist structured and planful in their approach to therapy sessions, are they informed by assessment and research data?
- Does the Therapist demonstrate effective professional boundaries within the therapeutic relationship?
- Does the therapist maintain confidentiality while also working collaboratively

Component	Ineffective	Emerging	Proficient	Distinguished
2a. Interpersonal clinical skills	Therapist is not able to engage with students, communication does not elicit emotional information or internal states	Therapist is able to make connection with some but not all students. There are frequent struggles with eliciting responses to understand students internal states.	Therapist has a range of techniques to communicate with students and understand their internal states and emotions. Smoothly moves between techniques as needed	Students are able to rapidly show or explain their internal states or emotions with therapist. Therapist can explain and communicate their techniques to other staff as well.
2b. Use of specialized EBT techniques	No understanding of how EBT techniques are used in treatment	Knowledge of EBT techniques but incomplete use or documentation of these methods	Use of EBT techniques regularly that is clearly explained and present in observation and documentation	Therapist is able to utilize EBT techniques in a broad range of environments and with adaptation to meet unique student needs.
2c. Collaboration and Person-centered thinking	Therapist is frequently unaware or dismissive of student concerns.	Therapist communicates with students but struggles to identify client-centered and initiated goals	Therapist is able to work with students and families effectively and develop goals that integrate their needs.	Therapist is seamlessly working with families, often using their words in descriptions. Facilitates student self disclosure such that student lead the therapeutic process.
2d. Planful and structured therapy sessions	Therapy sessions frequently run long, are repetitions or have no clear goals or objectives.	Sessions may start and end on time but goals and objectives are not present in the work and the sessions lack focus	Sessions are goal focused and oriented with clear start and stop times.	Clear plans are articulated in session such that students are able to lead the therapeutic sessions and understand their goals and how they apply in all aspects

				of the work.
2e. Manages privileged and confidential information	Is unaware or disregards confidential information sharing, does not acquire consent to share information	Is able to follow basic protocols but has frequent errors where information is shared beyond the need or with inappropriate people	Student and family information is kept private and only shared when needed	Not applicable

Domain 3 - Leadership and Advocacy: The Mental Health and Wellness Therapist is a student advocate, leader and systems change agent.

Guiding Questions:

- Does the Therapist demonstrate leadership and advocacy in the school?
- Does the Therapist demonstrate collaboration with others to effect change?
- Does the therapist actively participate in SST or other building planning team meetings?
- Is the Therapist demonstrating strong advocacy for social change?

Component	Ineffective	Emerging	Proficient	Distinguished
3a. Collaborates with student support teams and administrators to improve mental health and wellness in the school community	Does not collaborate with building teams, in practice or spirit.	Minimally collaborates and may not consistent attend meetings or fully participate in team discussions	Collaborates with student support team routinely and is a full member of that team in an effective fashion.	Collaborates routinely and is able to take on leadership roles when appropriate. Supports partners within the school team regularly and is a valued member of the building community
3b. Advocates for the success of students by actively engaging stakeholders in the school who provide individualized student supports	Rarely attends meetings for students on their caseload and is inadequately prepared to participate in advocacy for their mental health needs.	Limited consultation and collaboration, may attend meetings but often spends little time cultivating relationships with building team members, families, or outside supports	Therapist is prepared and proficient in participation of formal and information meetings with student supports. Is effective at advocating for student needs.	Partners with internal and external supports to support student mental health, is able to use clinical data to speak for the needs of students and is routinely seen as a leader in the school team.
3c. Uses all formats of data to recommend systemic, policy,	Cannot articulate school policies or procedures and does not possess an	Has a basic understanding of policies and procedures.	Clear understanding of how policies and procedures affect students and how to	Extensive systemic thinking that is accepted as authoritative from

and practice changes to improve the health and wellness of students	understanding of how these policies affect student health and educational outcomes.	Occasionally advocates for changes but lacks planning and systemic thinking.	make coherent arguments for changes to benefit student health and wellness outcomes.	peers. Seen as a mentor for colleagues in their own development. .
3d. Acknowledges, names, and confronts all forms of discrimination that negatively impacts mental health and wellness in the school community	Is unaware or dismissive of discrimination practices and how they affect student and family mental health and wellness.	May demonstrate awareness of discrimination but often fails to name these behaviors in daily practice. Does not consistently advocate for student's rights	Is able to identify both objective and systematic discrimination and uses a structured approach to advocating for changes in process and behavior with others	Is able to identify, label and work with subtle discriminatory practices and microaggressions. Professionally outlines these observations in a way to increase student rights and safety as well as educate others.

Domain 4 - Professional Responsibilities: The Mental Health and Wellness Therapist plans for their own professional growth aimed at improving the Mental Health and Wellness Program, the District, the community which supports youth and families, and the profession of Mental Health Treatment as a whole.

Guiding Questions:

- Does the Therapist demonstrate leadership and advocacy in the school?
- Does the Therapist demonstrate collaboration with others to effect change?
- Does the therapist actively participate in SST or other building planning team meetings?
- Is the Therapist demonstrating strong advocacy for social change?

Component	Ineffective	Emerging	Proficient	Distinguished
4a. Engages in meaningful and appropriate professional opportunities to improve skills, knowledges and practices	Rarely engages in professional learning opportunities	Engages in ongoing learning practice but rarely implements these new practices in their work.	Engages in professional learning opportunities based on their own self-assessment and uses new training, knowledge and skills.	Initiates and pursues professional learning independently and is able to use new training to support and educate others. Networks professionally and remains up to date of professional literature.
4b. Demonstrates knowledge of legal and ethical rights	Demonstrates inadequate knowledge of laws,	Demonstrates limited or inconsistent	Demonstrated full knowledge and compliance with	Understands broader policy and regulatory

and responsibilities	rules, and ethical principles.	knowledge of laws, rules, and ethical principles.	relevant rules, laws and principles. Is professional and values driven in work with students and families.	environment within mental health and education systems. Models highest ethical and best practice standards routinely.
4c. Reflects on practice	Does not engage in self-reflection	Self-reflection is limited or inconsistent, may have perceptual biases that prevent complete understanding of own actions.	Self-reflects actively and solicits feedback to limit internal biases. Can give clear, unbiased self-feedback for growth purposes	Self-reflection is highly accurate and based on specific examples. Is able to engage in self-correction fluidly and within the context of active interactions.
4d. Participates in professional community	Relationships with colleagues are negative or self-serving, therapist avoids larger involvement in the district and building systems or activities	Relationships are cordial and they complete work as asked but rarely do they cultivate interactions that add value independently or without request.	Therapist participate fully in school and district teams. Has a productive network of relationships.	Actively recruits and cultivates new relationships. Is a leader among allied professions across settings and specialities.