Academic Advisor Evaluation Rubric

Domain 1: Individual Planning

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Helps students establish goals and develop and use planning skills.	The academic advisor/coordinator fails to assist students with establishing educational goals and developing/using planning skills.	The academic advisor/coordinator is inconsistent in assisting students with establishing educational goals and developing/using planning skills.	The academic advisor/coordinator assists students with establishing educational goals and developing/using planning skills. The academic advisor/coordinator involves teachers, other professionals, and/or parents in developing an educational plan for each student.	The academic advisor/coordinator assists students in determining their abilities, achievements, interests, and educational goals. The academic advisor/coordinator actively encourages teachers, other professionals, and parents to participate in developing an educational plan for each student.
2. Demonstrates knowledge of students.	The academic advisor/coordinator demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding	The academic advisor/coordinator inconsistently uses students' backgrounds, cultures, skills, language proficiency, interests, and special needs when advising individual students.	The academic advisor/coordinator has some knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and usually utilizes this knowledge when advising individual students.	The academic advisor/coordinator actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and utilizes this knowledge when advising individual students.
3. Monitors academic improvement of students.	The academic advisor/coordinator's plan for assessing student academic improvement has no clear criteria or standards, is poorly	The academic advisor/coordinator's plan to gather data only partially measures academic improvement, without clear criteria,	The academic advisor/coordinator compiles data that shows evidence of academic improvement. The academic	The academic advisor/coordinator compiles and disseminates evidence of academic improvement. The academic advisor/coordinator uses multiple data sources to

	aligned with instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future advising.	and is inappropriate for at least some students.	advisor/coordinator intends to use one data source to plan for future advising for some students.	plan future advising for individual students.
4. Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district.	The academic advisor/coordinator demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	The academic advisor/coordinator displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	The academic advisor/coordinator displays awareness of governmental regulations and of resources for students available through the school district, and some familiarity with resources external to the school.	The academic advisor/coordinator's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
5. Develops a plan to evaluate the advising program.	The academic advisor/coordinator has no plan to evaluate the program or resists suggestions that such an evaluation is important	The academic advisor/coordinator's plan to evaluate the program is rudimentary but the advisor understands the importance of such an evaluation.	The academic advisor/coordinator'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.	The academic advisor/coordinator's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain II: Responsive Services

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Advises individual students who engage in minor behavior infractions that lead to academic disruptions.	The academic advisor/coordinator tries to resolve student misbehavior but is usually unsuccessful. The academic advisor/coordinator	The academic advisor/coordinator addresses student behavior using a limited number of techniques. The academic advisor/coordinator	The academic advisor/coordinator addresses student behavior issues and usually helps students work toward positive behavior modification. The	The academic advisor/coordinator addresses student behavior issues by helping students work toward positive behavior modification. The academic advisor/coordinator

	sometimes communicates to teachers but usually forgets to document the incident in MISTAR.	sometimes communicates to teachers in order to resolve current behavioral disruptions and sometimes documents the incident in MISTAR.	academic advisor/coordinator communicates to teachers in a timely fashion in order to resolve current behavioral disruptions and documents the behavior in MISTAR.	communicates to teachers in a timely fashion in order to resolve current and potential behavioral disruptions and promptly documents the incident in MISTAR.
2. Identifies and provides academic intervention systems for students who are in need of ongoing support.	The academic advisor/coordinator has a list of students who exhibit ongoing behavior and/or academic issues but ongoing support is sporadic.	The academic advisor/coordinator has a list of students who exhibit ongoing behavior and/or academic issues and may make limited use of school programs for some students who need ongoing support.	The academic advisor/coordinator identifies students who exhibit ongoing behavior and/or academic issues. The academic advisor/coordinator coordinates interventions through available school programs to remove academic barriers and assist in student success.	The academic advisor/coordinator works collaboratively with advisors/teaching staff to identify students who exhibit ongoing behavior and/or academic issues. The academic advisor/coordinator coordinates, monitors and adjusts targeted interventions through available school programs to remove academic barriers and assist in student success.
3. Responds to students who are experiencing academic disruptions due to short-term barriers.	The academic advisor/coordinator sometimes identifies the student's immediate needs and gives the student a list of resources.	The academic advisor/coordinator sometimes identifies the student's immediate needs and makes appropriate referrals.	The academic advisor/coordinator identifies the student's immediate needs and makes appropriate referrals, including providing a list of resources and help with making contact and/or next steps.	The academic advisor/coordinator identifies the student's immediate needs and makes appropriate referrals, including providing a list of resources and help with making contact and/or next steps. The academic advisor/coordinator initiates follow-up with student to address any additional needs.
4. Communicates effectively with parents, teachers, administrators, and other relevant individuals.	The academic advisor/coordinator fails to communicate with parents, teachers, administrators, and other relevant individuals.	The academic advisor/coordinator communicates inconsistently with parents, teachers, administrators, and other relevant individuals.	The academic advisor/coordinator communicates on a regular basis with parents, teachers, administrators, and other relevant individuals.	The academic advisor/coordinator is effective when working with parents, teachers, administrators, and other relevant individuals. The academic advisor/coordinator assists in development and

				implementation of plans of action.
5. Helps to provide a comprehensive and balanced program in collaboration with Southgate school staff and other community organizations and postsecondary institutions.	The academic advisor/coordinator fails to provide a comprehensive and balanced advising program.	The academic advisor/coordinator is inconsistent in providing a comprehensive and balanced advising program.	The academic advisor/coordinator consistently and effectively provides a comprehensive and balanced program to all students.	The academic advisor/coordinator, working with other school staff, provides students with the full array of advising programs based on their needs. The academic advisor/coordinator follows a program calendar and uses guidance resources appropriately.
6. Provides support for other school programs.	The academic advisor/coordinator fails to provide support to other school activities.	The academic advisor/coordinator is inconsistent in providing support to other school activities.	The academic advisor/coordinator contributes effectively and on a regular basis supporting other school activities.	The academic advisor/coordinator works cooperatively with other school personnel in the best interest of students and for the betterment of the district.

Domain III: The Environment

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Helps create an environment of respect and rapport with students.	Interactions, both between the teacher and students and among students, are negative, inappropriate or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs or conflict.	Interactions with staff and students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions between the academic advisor/coordinator and students are usually polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the academic advisor/coordinator and individual students are always highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.

2. Demonstrates positive interpersonal relations with educational staff.	The academic advisor/coordinator has poor interpersonal relations with educational staff.	The academic advisor/coordinator's interpersonal relations with educational staff are inconsistent.	The academic advisor/coordinator uses professionally appropriate interpersonal skills when interacting with staff.	The academic advisor/coordinator has excellent interpersonal skills and uses them very effectively with staff. The academic advisor/coordinator works closely with educational staff providing a climate of trust.
3. Demonstrates positive interpersonal relations with parents.	The academic advisor/coordinator fails to demonstrate positive interpersonal relations with parents.	The academic advisor/coordinator has an inconsistent pattern of interpersonal relations with parents.	The academic advisor/coordinator has effective interpersonal relations with parents that open up the lines of communication.	The academic advisor/coordinator works closely with parents providing a climate of trust that opens up communication. The academic advisor/coordinator handles expressions of conflict effectively and in a constructive manner.
4. Manages routines and procedures.	The academic advisor/coordinator's routines for the advising office are nonexistent or in disarray.	The academic advisor/coordinator has rudimentary and partially successful routines for the advising office.	The academic advisor/coordinator's routines for the advising office work effectively.	The academic advisor/coordinator's routines for the advising office are seamless and students assist in maintaining them.
5. Established standards of conduct and contributes to the culture for student behavior throughout the school.	The academic advisor/coordinator has established no standards for conduct for students during advising sessions and makes no contribution to maintaining an environment of civility in the school.	The academic advisor/coordinator's efforts to establish standards of conduct for advising sessions are partially successful. The academic advisor/coordinator attempts, with limited success, to contribute to the level of civility in the school as a whole.	The academic advisor/coordinator has established clear standards for conduct for advising sessions and makes a significant contribution to an environment of civility in the school.	The academic advisor/coordinator has established clear standards for conduct for advising sessions and students contribute to maintaining them. The academic advisor/coordinator takes a leadership role in maintaining an environment of civility in the school.

Domain IV: Professional Responsibilities

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Demonstrates a commitment to ongoing professional growth.	The academic advisor/coordinator seldom voluntarily participates in professional growth activities and makes no effort to share knowledge with colleagues. The advisor avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The academic advisor/coordinator inconsistently voluntarily participates in professional growth activities that are convenient or are required, and makes limited contributions to the profession. The advisor becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The academic advisor/coordinator consistently participates in professional growth activities based on an individual assessment of need and actively shares expertise with others. The advisor participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. The advisor welcomes feedback from supervisors and colleagues.	The academic advisor/coordinator seeks out opportunities for professional growth through membership in professional organizations, coursework, workshops, and conferences, and initiates activities to contribute to the profession. The advisor makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty. In addition, the advisor seeks feedback from supervisors and colleagues.
2. Possesses professional and responsible work habits.	The advisor is resistant to feedback from supervisors or colleagues.	The advisor accepts, with some reluctance, feedback from supervisors and colleagues.	The academic advisor/coordinator regularly displays professional and responsible work habits in carrying out program responsibilities.	The academic advisor/coordinator carries out responsibilities promptly and accurately in line with the established job description. The academic advisor/coordinator makes effective use of technology as an advising tool.
3. Shows professionalism.	The academic advisor/coordinator seldom displays professional and responsible work habits in carrying out program responsibilities.	The academic advisor/coordinator is inconsistent in displaying professional and responsible work habits in carrying out program responsibilities.	The academic advisor/coordinator displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. The advisor's attendance is	The academic advisor/coordinator is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The advisor displays the highest standards of ethical conduct and takes a leadership role in seeing

			reliable and supports student improvement.	that colleagues comply with school and district regulations.
4. Manages specialized duties thoroughly and efficiently with a commitment to continuous improvement and refinement of those duties.	The academic advisor has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The advisor fails to comply with school and district regulations and time lines.	The academic advisor is honest and well intentioned in serving students and contributing to decisions in the school, but the advisors' attempts to serve students are limited. The advisor complies minimally with school and district regulations, doing just enough to get by.	The academic advisor/coordinator assumes leadership responsibilities and fulfills specialized duties with little direction. Projects represent thought, quality, resourcefulness, and attention to deadlines.	The academic advisor/coordinator immediately assumes leadership responsibilities and fulfills specialized duties thoroughly and efficiently with little direction. Projects represent thought, quality, resourcefulness, and attention to deadlines.
5. Maintains accurate records.	The academic advisor does not assume leadership responsibilities but fulfills specialized duties. Projects may be completed but are usually rushed and past deadlines.	The academic advisor/coordinator fulfills specialized duties. Projects are usually completed on time.	The academic advisor/coordinator's reports, records and documentation are accurate and submitted in a timely manner.	The academic advisor/coordinator's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

Domain V: Coordinator Duties

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1. Demonstrates knowledge and skills to execute specialized duties.	Fails to demonstrate appropriate skills and knowledge of assigned duties.	Demonstrates a basic competency in the skills and knowledge required; however, occasionally requires direct supervision and guidance. May need help identifying and developing necessary specific skills and knowledge.	Demonstrates competency in the skills and knowledge required. Learns and applies new skills within the expected time period. Works within the normal scope of supervision. Understands how his/her job relates to other jobs in the school/district.	Seeks out ways to improve methods in the assigned duties and successfully implements them within the organization. Provides leadership in on-the-job training for co-workers.

2. The coordinator executes specialized duties in accordance with building, district and state policies and Procedures.	Fails to perform duties in compliance with building, district and state policies and procedures regarding job performance and record keeping.	Regularly performs duties in compliance with building, district and state policies and procedures. Occasionally, guidance and direction may be needed to assure consistent compliance.	Consistently understands and follows building, district and state policies and procedures.	Encourages compliance with building, district and state policies and procedures. Participates in building, district and/or state improvement plans.
3. Utilizes problem solving/troubleshooting skills and strategies.	Is unable to recognize and deal appropriately with unexpected problems. Fails to communicate problem situations with appropriate co-workers and supervisors.	Recognizes and responds appropriately to basic problem situations. Uses good judgment and maintains composure during unexpected circumstances. Promptly and accurately communicates problem situations with appropriate persons to achieve resolution. Occasionally guidance and direction may be needed.	When faced with a work related problem, collects appropriate information, analyzes the situation and identifies a timely and appropriate solution. Communicates the situation with others when appropriate.	Anticipates problems before they become an issue and successfully resolves these situations.
4. Produces a high quality of work.	Work production is inconsistent or inaccurate. Wastes time while completing job tasks.	Generally produces work which meets standards for accuracy and completeness. Monitors own work to meet quality standards. Occasionally guidance and direction may be needed.	Consistently executes high quality work associated with specialized duties. Looks for ways to improve the quality of work and successfully implements these strategies. Regularly displays commitment to excellence. Makes effective use of resources and materials.	Successfully initiates and implements location-wide change to improve the quality of programs and services. Leads other staff in providing high quality, professional programming.