

# School Counselor

## DOMAIN ONE School Counselor

PLANNING AND PREPARATION	Excellent	Proficient	Basic	Unsatisfactory
<b>Knowledge of The Discipline</b>	Counselor displays extensive knowledge of the discipline including content, methodology, and the characteristics of the student and remains current in that knowledge.	Counselor displays solid knowledge of the discipline, content, methodology, and the characteristics of the learner, and remains current in that knowledge.	Counselor displays basic knowledge of the discipline including content, methodology, and the characteristics of the student and makes efforts to remain current in that knowledge.	Counselor displays limited knowledge of the discipline including content, methodology and the characteristics of the student and makes errors that negatively impact student progress.
<b>Counseling Goals</b>	Counselor develops clear goals that are aligned with the developmental program.  Counselor consistently assesses accomplishment of goals making adjustments based on all student needs.	Counselor develops goals that are aligned with the curriculum.  Counselor assesses accomplishment of goals and makes adjustments based on most learner needs.	Counselor generally develops goals that are consistent with the developmental program.  Counselor selectively assesses accomplishment of goals and makes adjustments based on student needs.	Counselor fails to develop goals or develops goals that are unclear or unrelated to the developmental program.  Counselor does not or rarely assesses accomplishment of goals in order to make adjustments based on student needs.
<b>Planning</b>	Counselor consistently plans for activities that are highly relevant to the student and the counseling goal.	Counselor plans for learning activities that are relevant to the student and the instructional goal.	Counselor generally plans for activities that are relevant to the student and the counseling goal.	Counselor plans activities that are frequently not relevant to the student or the counseling goal.
<b>Assessment of Student Learning</b>	Counselor assesses student progress on an ongoing basis through a variety of strategies that include self-assessment.  Counselor consistently uses feedback from assessment to adjust counseling plans for individuals and groups of students.	Counselor assesses student progress on a routine basis through a variety of strategies.  Counselor uses feedback from assessment to adjust instructional plans for groups of students.	Counselor selectively assesses student progress on a routine basis. Feedback is usually provided in a timely fashion. Counselor uses feedback from assessment to adjust counseling plans for individuals and groups.	Counselor makes limited attempts or ineffectively assesses student progress. Feedback is not provided in a timely manner.  Assessment results have minimal effect on counseling plans.
<b>Resources</b>	Counselor is fully aware of district and community resources and actively seeks out and regularly adapts materials to help students and families.	Counselor is aware of district and community resources and adapts material to support students and families.	Counselor is aware of district resources and adapts material to support students and families.	Counselor is unaware or has limited knowledge of district resources. Counselor fails to adapt materials to support some students and families.

## DOMAIN TWO

COUNSELING SKILLS	Excellent	Proficient	Basic	Unsatisfactory
<b>IMPLEMENTATION/PERFORMANCE</b>				
<b>Concept Developments</b>	The counselor develops a variety of strategies designed specifically to meet the needs of all students.	The counselor effectively uses a variety of strategies and attends to the needs of a diverse student population.	The counselor indicates an understanding of concepts, relationships, and skills through the use of a variety of strategies or attention to the needs of diverse learners.	Student diversity is not considered.
<b>Counseling Activities</b>	Students are appropriately engaged in activities and explorations that lead to new learning. Students initiate, adapt, and create their own solutions to enhance and extend problem solving.	Students are engaged in activities and explorations that are designed to match their needs and abilities	Students are engaged in appropriate activities and explorations.	Students are not appropriately engaged. Activities or explorations are inappropriate for students in terms of age/ background or readiness
<b>Accommodations</b>	Solutions are carefully matched to student needs and abilities.	Solutions are adjusted for the needs and abilities of most students.	Solutions are adjusted for the needs and abilities of some students.	Solutions are mismatched for the needs or abilities.
<b>QUESTIONING/DISCUSSION</b>				
<b>Uses Effective Questioning Techniques</b>	Counselor uses a wide variety of thought-provoking questioning techniques resulting in higher level thinking.	Counselor uses a variety of appropriate questioning techniques that stimulate discussion from students	Counselor uses adequate questioning techniques that prompt student response.	Counselor shows limited understanding of questioning techniques or use of inappropriate questioning techniques.
<b>Encourages student Discussion and Expression</b>	Counselor leads students to assume responsibility for the outcome of the decision making process.	Counselor leads students in genuine discussions with significant student contributions.	Counselor engages students in discussions with students making some contributions.	Counselor dominates or fails to direct discussions, limiting students contributions and/or expression of opinion.
<b>Use of Time</b>	Time and pacing are used judiciously encouraging reflection and closure. Pacing of lesson is matched to students' needs and abilities.	Time and pacing are appropriate for most students' needs and abilities.	Time and pacing are adequate for most students.	Time is used inappropriately, or pacing is inconsistent with students needs.

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## DOMAIN THREE

COUNSELING ENVIRONMENT	Excellent	Proficient	Basic	Unsatisfactory
<b>Behavior Management Support</b>	Counselor establishes, communicates and maintains well-defined, age-appropriate student behavioral expectations that are developed with student participation. Response to misbehavior is proactive, consistent, calm, and effective, or student behavior is generally appropriate. Understanding and sensitivity to individual needs are evident in development of specific strategies and resources to address ongoing behavioral difficulties.	Counselor establishes and communicates age-appropriate student behavioral expectations. Response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. Counselor uses specific strategies and resources to address ongoing behavioral difficulties.	Counselor establishes and communicates rules and consequences for most situations. Response to misbehavior is appropriate but with uneven results or no serious disruptive behavior occurs. Strategies and resources are attempted in dealing with ongoing behavioral difficulties with uneven results.	Lack of behavioral expectations results in a negative counseling environment. Response to misbehavior is generally inconsistent, inappropriate, and ineffective. The counselor does not utilize strategies in dealing with ongoing behavioral difficulties.
<b>Office Climate</b>	Office climate is safe and supportive and promotes high levels of student engagement, productivity and self-management for all students. An atmosphere of mutual caring and respect is evident. Counselor-student interactions are consistently appropriate to cultural and developmental norms and are marked by equitable attention and opportunities for involvement.	Office climate is safe and supportive and promotes student engagement, productivity and self-management. Students are generally engaged in meaningful activities and are held accountable for meeting expectations. Counselor-student interactions are positive and appropriate. Students are actively engaged in meaningful activities and meet expectations.	Office climate is comfortable and encourages effort and participation from most students. Students are generally engaged in meaningful activities and are held accountable for meeting expectations. Counselor-student interactions are generally positive and appropriate but students may reflect occasional inconsistencies.	Office climate is not safe and supportive. Counselor does not encourage student engagement, achievement and respect. Counselor fails to establish rapport, and counselor-student interactions are often negative or inappropriate.
<b>Productive Use of Time and Resources</b>	Counselor maintains efficient routines. Students are instructed in and given responsibility for managing tasks efficiently. Transitions are seamless so that time use is maximized. Groups working independently are productively engaged at all times with students assuming responsibility for productivity. Arrangement of office facilitates learning and provides equal access to resources.	Counselor has established efficient routines and transitions occur smoothly, with little loss of time. Tasks for groups are organized, and groups are managed so most students are engaged at all times. Office arrangement is appropriate for all activities and access to resources is equitable.	Management of routines and transitions results in minimal loss of time, although time on tasks is generally adequate. Some students may be off-task. Office arrangement is appropriate for most activities, and access to resources is generally equitable.	Poor management of routines and time on task results in considerable loss of counseling time. Students are not productively engaged in counseling activities. Arrangement of office does not facilitate a safe, supportive environment nor provides access to resources.

## DOMAIN FOUR

PROFESSIONAL EXPECTATIONS	Excellent	Proficient	Basic	Unsatisfactory
<b>Relationship to Staff, Students and Parents</b>	Support and collaboration characterize relationships with others. Counselor takes initiative and assumes leadership.	Support and cooperation characterize relationships with others.	Counselor maintains cordial relationship with others to fulfill the duties that the school or district requires.	Counselor's relationship with others is negative or self-serving thus failing to fulfill the duties the school or district requires.
<b>Communication/ Public Relations</b>	Counselor provides frequent and appropriate information about career/counseling programs and student progress. Counselor involves students in communication with families. Response to student or parent concerns is handled with great sensitivity.	Counselor provides frequent and appropriate information about career/counseling programs and student progress. Counselor is available as needed to respond to student or parent concerns.	Counselor provides some information about career/counseling programs and students progress. Counselor responds to student or parent concerns.	Counselor provides little information regarding career/counseling programs and student progress. Counselor does not respond or responds insensitively or inappropriately to student or parent concerns.
<b>Professional Growth</b>	Counselor seeks out opportunities for professional development to enhance instruction or skills. Counselor initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, making presentations, conducting research, writing grants.	Counselor seeks opportunity for professional development to enhance instruction or skills. Counselor participates actively in school activities or district projects.	Counselor participates in professional activities to enhance instruction or skills when they are convenient. Counselor finds limited ways to contribute to school activities or district projects.	Counselor engages in very limited or no professional activities to enhance instruction or skills. Counselor makes no effort to contribute to school activities or district projects.
<b>Professional Responsibilities</b>	Counselor demonstrates the highest professional judgment and contributes to developing school and district policies.	Counselor demonstrates the highest professional judgment and follows school and district policies.	Counselor uses appropriate professional judgment and follows school and district policies.	Counselor acts unprofessionally or does not follow school and district policies resulting in some students being ill served.