

SCHOOL COUNSELOR
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process	Counselor demonstrates minimal knowledge of counseling theory and techniques. Counselor does not present or communicate a plan to meet with students individually or in groups	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic and personal social choices.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays minimal knowledge of child and adolescent development.	Counselor displays incomplete knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has unclear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are not fully developed and are partially suitable to the school's program and the age of the students.	Counselor's goals for the counseling program are clear and age/grade appropriate to the setting in the school.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working collaboratively with others to effect wider change throughout the school.
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district.	Counselor demonstrates minimal knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.

<p>1e: Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response</p>	<p>Counseling program lacks coherence in overall structure and activities.</p>	<p>Counselor's plan has a guiding principle and includes worthwhile activities, but some activities do not fit with the broader goals.</p>	<p>Counselor has developed a plan that includes the important aspects of counseling in the setting.</p>	<p>Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.</p>
<p>1f: Developing a plan to evaluate the counseling program</p>	<p>Counselor does not have a plan to evaluate the program, or resists suggestions that such an evaluation is necessary.</p>	<p>Counselor has an underdeveloped plan to evaluate the counseling program.</p>	<p>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.</p>	<p>Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.</p>

SCHOOL COUNSELOR
DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM
 Component 1g: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Awareness of Students' family background and cultural heritage	Counselor displays minimal understanding of students' family background or why such knowledge is important.	Counselor displays some understanding of students' family background, but such knowledge may be incomplete or inaccurate.	Counselor has an understanding of students' family background.	Counselor has full understanding of students' family background, collecting such information from a variety of valid sources.
Learning activities reflect students' experiences and cultural backgrounds	Counseling activities are not reflective of students' experiences and cultural backgrounds.	Some counseling activities are reflective of students' experiences and cultural backgrounds.	Counseling activities are reflective of students' experiences and cultural background.	Counseling activities are highly reflective of students' experiences and cultural background.
Knowledge of ethnic and racial identity development	Counselor displays minimal knowledge of ethnic and racial identity development.	Counselor displays partial knowledge of ethnic and racial identity development.	Counselor displays accurate understanding of ethnic and racial identity development, as well as exceptions to the general pattern.	Counselor displays thorough understanding of ethnic and racial identity development, as well as exceptions to the general pattern. Counselor also displays knowledge of the extent to which individual students follow the pattern.
Knowledge of culturally-grounded systemic issues that contribute to achievement gaps	Counselor lacks a basic understanding of factors that contribute to achievement gaps.	Counselor has a basic understanding of factors that contribute to achievement gaps.	Counselor has a substantial understanding of factors that contribute to achievement gaps and actively addresses the systemic issues in counseling activities.	Counselor has a substantial understanding of factors that contribute to achievement gaps, actively addresses the systemic issues in counseling activities, and takes on a leadership role in the building to address issues at the building level.
Understanding of human diversity	Counselor displays minimal knowledge of human diversity	Counselor displays partial knowledge of human diversity	Counselor displays accurate understanding of human diversity.	Counselor displays thorough understanding of human diversity and the complexities of cultural diversity.

SCHOOL COUNSELOR

DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Counselor's interactions with students are frequently negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student to 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.
2b: Establishing a culture for productive communication	Counselor makes minimal effort to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school promotes productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are unclear or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively	Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct, and contributes to the culture for student behavior throughout the school	Counselor has not established standards of conduct for students during counseling sessions, and is unsuccessful in maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is not conducive, or is inappropriate to, the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

SCHOOL COUNSELOR
DOMAIN 2: CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT
 Component 2f: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Embraces a culture of diversity	Counselor lacks basic understanding of the diversity of students in the school.	Counselor has a basic understanding of the diversity of students in the school.	Counselor has advanced understanding of the diversity of students in the school.	Counselor has advanced understanding of the diversity of students in the school and actively promotes this understanding with students and staff.
Establishes an inclusive classroom environment	Counseling activities are not inclusive of students.	Counseling activities are inclusive of most students.	Counseling activities are inclusive of all students.	Counseling activities are welcoming and inclusive of all students.
Aware of and responsive to interactions to optimize a culture of respect	Counselor is unaware of interactions.	Counselor is sometimes aware of interactions with limited impact on optimizing a culture of respect.	Counselor is aware of and responsive to interactions to optimize a culture of respect.	Counselor is consistently aware of interactions, maintains a building-wide culture of respect and actively seeks student and staff involvement to optimize a culture of respect.
Counselor equitably addresses student behavior for all students	Counselor targets and addresses the behaviors of a few students or groups of students.	Counselor equitably addresses the behaviors of most students.	Counselor equitably addresses the behaviors of all students and occasionally uses data to self-monitor.	Counselor equitably addresses the behaviors of all students and regularly uses data to self-monitor models for other building staff how to use behavior data to monitor potential inequities.

SCHOOL COUNSELOR
DOMAIN 3: INSTRUCTION AND ASSESSMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs.	Counselor unsuccessfully assesses the needs of students or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs, and is aware of the spectrum of needs within the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.	Counselor's program does not meet the needs of students.	Counselor's attempts to assist students and teachers to formulate academic, personal/social, and career plans are partially successful.	Counselor assists students and teachers to formulate academic, personal/social, and career plans for groups of students.	Counselor actively assists individual students and teachers to formulate academic, personal/social, and career plans.
3c: Using counseling techniques, in individual and classroom programs	Counselor employs minimal counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
3d: Brokering resources to meet needs	Counselor lacks necessary connections with outside sources and programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to his or her plan regardless of evidence suggesting the need to make a change.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when it is needed.	Counselor is continually seeking way to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.

SCHOOL COUNSELOR
DOMAIN 3: INSTRUCTION & ASSESSMENT
 Component 3f: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Awareness and mitigation of cultural bias in counseling program	Counselor demonstrates little awareness of the potential for cultural bias in counseling program.	Counselor demonstrates basic awareness of the potential for cultural bias in counseling program.	Counselor demonstrates advanced awareness of the potential for cultural bias in counseling program and adjusts program activities to meet the needs of students.	Counselor demonstrates advanced awareness of the potential for cultural bias in counseling program and varies activities to meet the needs of students.
Engages students and takes into account cultural background of students	Counselor does not present materials that are reflective of students' cultural backgrounds.	Counselor presents most materials that are reflective of students' cultural backgrounds.	Counselor presents materials that are reflective of students' cultural backgrounds and encourages student engagement.	Counselor presents materials that are reflective of students' cultural backgrounds and seeks ways to engage students.
Adjusts plans and demonstrates flexibility related to the cultural background of students	Counselor adheres to programming that is not reflective of or engaging for students from diverse backgrounds.	Counselor generally adjusts program activities to be reflective of or engaging for students from diverse backgrounds.	Counselor adjusts programming to be reflective of and engaging for students from diverse backgrounds.	Counselor adjusts programming to be reflective of and engaging for students from diverse backgrounds, and may involve students in choice, adaptation, or creation of program.

SCHOOL COUNSELOR

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Counselor lacks reflection on practice, or 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 program 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.
4b: Maintaining records, and submitting them in a timely fashion	Counselor's reports, records and documentation are missing, late, or inaccurate.	Counselor's reports, records and documentation are generally accurate, but are occasionally 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 across other schools.
4c: Communicating with families	Counselor does not communicate necessary information to families about the counseling program as a whole nor 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.
4d: Participating in a professional	Counselor's relationships with colleagues are negative or unprofessional 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 projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor participates minimally in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism: integrity, advocacy, and maintaining confidentiality	Counselor lacks honesty in professional interactions with colleagues, students, and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.

SCHOOL COUNSELOR
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS
 Component 4g: Demonstrates Cultural Competence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Participates in professional growth activities related to diverse needs	Counselor does not engage professional development related to meeting the needs of diverse students and/or families.	Counselor occasionally participates in professional development related to meeting the needs of diverse students and/or families to a limited extent..	Counselor seeks out relevant opportunities for professional development related to meeting the needs of diverse students and/or families.	Counselor seeks out opportunities for professional development related to meeting the needs of diverse students and/or families, applies them in the classroom and shares with colleagues.
Facilitates appropriate communication with students and families with diverse linguistic needs	Counselor provides information in formats or language inaccessible by students and families.	Counselor provides some information in formats or language accessible by students and families.	Counselor regularly communicates in formats and language accessible by students and families.	Counselor frequently communicates in formats and language accessible by students and families and seeks out various methods of communicating with families.
Promotes district harassment and bullying policies and initiatives	Counselor does not promote district harassment and bullying policies and initiatives.	Counselor generally promotes district harassment and bullying policies and initiatives.	Counselor fully promotes district harassment and bullying policies and initiatives.	Counselor acts as a role model, leader, and/or helps develop harassment and bullying policies and initiatives .