

COMPONENT LEVEL RUBRICS

Domain 1 for Counselors: Planning and Preparation				
Component	Ineffective	Developing	Skilled	Accomplished
Component 1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques. Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Component 1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial 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.
Component 1c: Establishing goals for counseling services that are based on analysis of data and that are appropriate to the setting and the students served	Counselor has no clear data driven goals for the counseling services, or they are inappropriate to either the situation or the age of the students.	Counselor's data driven goals for the counseling services are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's data driven goals for the counseling services are clear and appropriate to the situation in the school and to the age of the students.	Counselor has established goals that are the product of analyzing data and they are highly appropriate to the situation in the school and to the age of the students. The goals have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of district, state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of district, state and federal regulations and of resources for students available through the school or district.	Counselor displays awareness of district, state and federal regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of district, state and federal regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of district, state and federal regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling programming, integrated with the regular school/education program	Counseling services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the educational program.	Counselor has developed a plan that includes the important aspects of counseling in the educational setting.	Counselor's plan is highly coherent and preventative, and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate counseling services	Counselor has no plan to evaluate his/her services or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate his/her services.	Counselor's plan to evaluate his/her services 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 relevant traditional and nontraditional sources of evidence and a clear path toward improving the program on an ongoing basis.

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Domain 2 for Counselors: The Environment				
Component	Ineffective	Developing	Skilled	Accomplished
2a: Promoting an environment of respect and rapport	Counselor's interactions with students are 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 interaction among students are partially successful.	Counselor's 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.
2b: Establishing and promoting a culture for productive communication	Counselor makes no attempt to promote and support a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote and support a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes and supports a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for 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 services or classroom work are nonexistent or unclear.	Counselor has rudimentary and partially successfully routines for counseling services.	Counselor's routines for counseling services work effectively.	Counselor's routines for counseling services are seamless, and services are inclusive of student voice.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standard of conduct for students during counseling session and makes no contribution to enhance an environment of civility and the positive behavior support framework of the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to civility and the positive behavior support framework of the school.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility and the positive behavior support framework of the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes leadership role in maintaining the environment of civility and the positive behavior support framework of the school.
2e: Organizing physical space	The physical environment is disorganized or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling space is inviting and conducive to the planned activities.	Counseling space is student oriented and it is inviting and conducive to the planned activities.

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Domain 3 for Counselors: Delivery of Service				
Component	Ineffective	Developing	Skilled	Accomplished
3a Assessing and researching student needs	Counselor does not assess student needs and strengths, or the assessments result in inaccurate conclusions.	Counselor’s assessments of student needs and strengths are perfunctory.	Counselor assesses student needs and strengths and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments 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 is not responsive of identified student needs.	Counselor’s attempt to help every student formulate the student’s academic, personal/social/emotional, and career plans are partially successful.	Counselor helps students and teachers formulate the student’s academic, personal/social/emotional, and career plans for groups of students.	Counselor helps individual students and teachers collaboratively formulate academic, personal/social/emotional, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few 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 does not make connections with other programs in order to meet student needs.	Counselor’s efforts to broker services with other programs in the school are partially successful.	Counselor successfully brokers with other programs within the school or district to meet student needs.	Counselor successfully 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/her plan or services, in spite of evidence of its inadequacy.	Counselor makes modest changes in his/her counseling services when confronted with evidence of the need for change.	Counselor makes revisions in his/her counseling program when they are needed.	Counselor is continually seeking ways to improve his/her counseling services and makes changes as needed in response to student, parent, or teacher input.
3f: Supports student learning during students’ critical transition periods	Counselor does not conduct orientations for parents and students during critical transition periods.	Counselor seldom conducts orientations for parents and students during critical transition periods.	Counselor conducts orientations for parent and students to aid transition between grade levels and between schools and important life events such as school to college or school to work.	Counselor assists all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).

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Domain 4 for Counselors: Professional Responsibilities				
Component	Ineffective	Developing	Skilled	Accomplished
4a Reflecting 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 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, resulting in confusion.	Counselor’s reports, records, and documentation are basic and accurate and are occasionally late.	Counselor’s reports, records, and documentation are accurate, provide detail, and are submitted in a timely manner.	Counselor’s approach to record keeping is highly systematic and thorough and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling services as a whole or about individual students.	Counselor infrequently provides limited though accurate information to families about the counseling services as a whole and about individual students.	Counselor regularly provides thorough and accurate information to families about the counseling services as a whole and about individual students in a manner highly sensitive to cultural traditions and linguistic characteristics.	Counselor is proactive in providing information to families about the counseling services and about individual students through a variety of means in a manner highly sensitive to cultural traditions and linguistic characteristics.
4d: Engaging in a professional learning 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 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 does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor’s participation in professional development activities is limited to those that are convenient, offered by the district, or are required.	Counselor seeks out opportunities for professional development, within and beyond the district offerings, based on an individual assessment of need.	Counselor actively pursues professional development opportunities within and beyond the district offerings. The counselor makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.