

DOMAIN 1 for School Counselors: Planning & Preparation

DOMAIN 1: Planning & Preparation	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
1a- Demonstrating knowledge of counseling theory & techniques.	Counselor demonstrates little understanding of counseling theory & techniques.	Counselor demonstrates basic understanding of counseling theory & techniques	Counselor demonstrates understanding of counseling theory & techniques.	Counselor demonstrates deep & thorough understanding of counseling theory & techniques.
1b- Demonstrating knowledge of child & 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 typical developmental characteristics of the age group & exceptions to the general patterns, displays knowledge of extent to which individual students follow general patterns.
1c- Establishing goals for the counseling program appropriate to the setting & students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of students.	Counselor's goals for the counseling program are rudimentary & partially suitable to the situation & the age of the students.	Counselor's goals for the counseling program are clear & appropriate to the situation in the school & to age of the students.	Counselor's goals for the counseling program are highly appropriate to the school situation, age of students & developed following consultation with students, parents, and colleagues.
1d- Demonstrating knowledge of state & federal regulations & of resources both within & beyond the school & district.	Counselor demonstrates little/no knowledge of governmental regulations & resources for students available through the school or district.	Counselor displays awareness of governmental regulations & resources for students available through school/district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations & resources for students available through school or district, and some familiarity w/ resources external to the school.	Counselor's knowledge of governmental regulations & resources for students is extensive, including those available through school or district, and in the community.
1e- Planning the counseling program, integrated with the regular school program.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle & includes a number of worthwhile activities, but some don't fit with broader school goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent & serves to support individual & groups of students, and the broader educational program.
1f- Developing a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that evaluation is important.	Counselor has rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals & 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 & a clear path toward improving the program on an on-going basis.

DOMAIN 2 for School Counselors: The Environment

DOMAIN 2: The Environment	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
2a- Creating an environment of respect and rapport.	Counselor's interaction w/ students are negative or inappropriate. Counselor does not promote positive interaction among students.	Counselor's interactions are a mix of positive & negative. Counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive & respectful. Counselor actively promotes positive student/student interactions.	Students seek out the counselor, reflecting a high degree of comfort & trust. Counselor teaches students how to engage in positive interactions.
2b- Establishing a culture for productive communication.	Counselor makes no attempt to establish a culture for productive communication in the school, either among teachers or between students & teachers.	Counselor's attempts to promote a culture throughout the school for productive & respectful communication between students & teachers is partially successful.	Counselor promotes a culture throughout the school for productive & respectful communication between students & teachers.	The culture in the school for productive and respectful communication is guided by counselors, but maintained by teachers & students.
2c- Managing routines & procedures.	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary & 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 are seamless, and students assist in maintaining them.
2d- Establishing standards of conduct and contributing to the culture for student behavior throughout the school.	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to 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 sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, 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 in disarray 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.

DOMAIN 3 for School Counselors: Delivery of Service

DOMAIN 3: Delivery of Service	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
3a- Assessing student needs.	Counselor does not access student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs 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 independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, 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 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 the plan or program, in spite of evidence of its inadequacy.	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 they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 for School Counselors: Professional Responsibilities

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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 & 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 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 in other schools.
4c- Communicating with families.	Counselor provides no information to families, either about the counseling program as a whole, or about individual students.	Counselor provides limited thorough 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 learning community.	Counselors' relationships with colleagues are negative or self-serving. Counselor avoids being involved in school and district events/projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events/projects when requested.	Counselor participates actively in school/district events/projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school/district events/projects and assumes leadership with colleagues.
4e- Engaging in professional development.	Counselor does not participate in PD activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in PD activities is limited to those that are convenient or required.	Counselor seeks out opportunities for PD based on individual assessment of need.	Counselor actively pursues PD opportunities and 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, 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. Advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality. Advocates for students. Takes a leadership role with colleagues.