

**Components of Professional Practice for Counselor
from Charlotte Danielson's**

Adapted from "Enhancing Professional Practice: A Framework for Teaching"

I: Planning

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
1a. Maintains a schedule of comprehensive guidance and counseling activities.	No effort made to ensure that guidance and counseling activities are comprehensive.	Minimal efforts made to keep a comprehensive guidance & counseling program	Adequate effort given to maintain comprehensive guidance and counseling activities	Makes a significant effort to maintain comprehensive guidance and counseling activities.
1b. Establishes meaningful goals and objectives for the year, develops plans to work on goals and objectives and assesses programs at end of year.	No program goals or objectives made. No assessment of program done at year end.	Minimal goals and/or assessments present. Insufficient planning demonstrated. Assessments of program are weak.	Adequate efforts made to establish goals and objectives. Develops plans for goals. Assesses goals and objectives.	Makes a significant effort to establish meaningful goals and objectives. Develops plans for goals. Assessments of goals and objectives are thorough.
1c. Validates the value and use of guidance and counseling activities through intermittent feedback from students, teachers, administrators, and parents.	Seeks no feedback from students, teachers, administrators, or parents.	Insufficient feedback sought for assessment of program.	Adequate program assessment through feedback from students, teachers, administrators, and parents.	Ongoing assessment of program present through feedback from students, teachers, administrators, and parents.
1d. Centers counselor activities around a Master Calendar of guidance activities that are built with a high degree of involvement of administrators and teachers.	Develops no Master Calendar of guidance activities.	Minimal effort in developing a Master Calendar of guidance activities.	An adequate Master Calendar of guidance activities developed.	Develops and uses a thorough Master Calendar of guidance activities built with a high degree of involvement of administrators and teachers.

II: Curriculum Component - Class Activities - Group Activities - Interdisciplinary Curriculum Development

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
2a. Focuses on the attainment of student outcomes in the personal/ social, educational, and career domains through planned curricular activities.	Plans no curricular activities focusing on the attainment of student outcomes in the personal/social, educational, or career domains.	Minimal concern present in planning curricular activities focusing on student outcomes in the personal/social, educational, and career domains.	Plans some curricular activities focusing on the attainment of appropriate student outcomes in the personal/social, educational, and career domains.	The majority of planned curricular activities focus on the attainment of student outcomes in the personal/social, educational, and career domains.
2b. Spends the predetermined amount of time on the curriculum component. Elem: 35-45% Mid. Sch.: 25-35% High Sch.: 15-25%	Spends no time on the curriculum component.	Spends very little time on the curriculum component. Or Spends most of the time on the curriculum component.	The curriculum component is present in the program. An attempt is made to keep the program balanced.	Comes very close to spending the predetermined amount of time on the curriculum component.
2c. Maintains a schedule of classroom presentations and activities.	No classroom presentations and activities are scheduled.	Maintains an insufficient schedule of classroom presentations and activities.	Maintains an adequate schedule of classroom presentations and activities.	Makes a significant effort to maintain a schedule of classroom presentations and activities.
2d. Has written plans for structured group experiences used in classroom activities with goal, purpose, and student outcomes.	No classroom activities are planned.	Little planning evident for classroom activities.	Plans classroom activities. Group experiences used in classroom activities are somewhat structured.	Has written plans of structured group experiences used in classroom activities with goal, purpose, and student outcome.
2e. Provides curriculum activities to all students.	Provides no curriculum activities.	Provides curriculum activities to few students.	Provides curriculum activities to most students.	Provides curriculum activities to all students.
2f. Provides thorough parent education that is well planned and presented.	Provides no parent education.	Provides minimal opportunities for parent education.	Provides opportunities for parent education.	Provides significant, year long opportunities for parent education

III: Responsive Services - Consultation - Personal Counseling - Crisis Counseling - Referral

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
3a. Focuses on the attainment of student outcomes in the personal/social, education, and career domains by responding to specific student needs.	Responsive services are not focused on the attainment of student outcomes in the personal/social, educational, or career domains.	Shows minimal concern for focusing responsive services on student outcomes in the personal/social, educational, and career domains.	Some responsive services focus on the attainment of appropriate student outcomes in the personal/social, educational, and career domains.	Majority of responsive services focus on the attainment of student outcomes in the personal/social, educational, and career domains.
3b. Spends the predetermined amount of time on responsive services. Elem: 30-40% Mid.Sch.: 30-40% High Sch.: 25-35%	Spends no time on responsive services.	Spends very little time on responsive services. Or Spends most of the time on responsive services.	Responsive services are present in the program. An attempt is made to keep the program balanced.	Comes very close to spending the predetermined amount of time on responsive services.

3c. Maintains a schedule of individual and group counseling appointments.	Individual and group counseling appointments are not scheduled.	Maintains an insufficient schedule of individual and group counseling appointments.	Maintains an adequate schedule of individual and group counseling appointments.	Makes a significant effort to maintain a schedule of individual and group counseling.
3d. Establishes specific procedures for identification and referral of students for counseling. Provides the procedures to staff and parents.	No effort made to provide parents and staff with referral procedures for students.	Minimal effort made to provide parents and staff with referral procedures for students.	Adequate effort made to provide parents and staff with referral procedures for students.	Significant effort made to provide parents and staff with referral procedures for students.
3e. Maintains a current list of school-based referral sources.	No list of school-based referral sources is maintained.	A list of school-based referral sources is maintained. List is minimal and outdated.	An adequate list of school-based referral sources is maintained.	A thorough and current list of school-based referral sources is maintained.
3f. Follows up on each student referred.	Does not follow up on students who are referred.	Minimal effort made to follow up on students who are referred.	Adequate effort made to follow up on students who are referred.	Significant efforts made to follow up on each student who is referred.
3g. Plans for schedule flexibility to deal with any crisis counseling that may be needed.	No flexibility present in schedule to deal with any crisis counseling that may be needed.	Minimal flexibility present in schedule to deal with any crisis counseling that may be needed.	Adequate flexibility present in schedule to deal with any crisis counseling that may be needed.	Significant flexibility present in schedule to deal with any crisis counseling that may be needed.
3h. Develops methods for consulting with teachers with a minimum of interruption in work schedules.	No consulting with teachers.	Minimal skills present in consulting with teachers. Interrupts their work schedules.	Adequate skills in consulting with teachers with a minimum of classroom interruption.	Significant skills in consulting with teachers with a minimum of classroom interruption.
3i. Conducts groups outside the classroom to respond to student's identified interests and needs.	No groups conducted outside the classroom to respond to student's interests and needs.	Conducts few groups outside the classroom to respond to student's interests and needs.	Adequate response to students' interests and needs through conducting groups outside of class.	Significant effort made to identify student's needs and interests, and to conduct groups outside of class.
3j. Identifies and provides counseling to students who demonstrate a need.	No counseling provided to students who demonstrate a need.	Minimal effort made to provide counseling to students who demonstrate a need.	Adequate effort made to provide counseling to students who demonstrate a need.	Significant effort made to provide counseling to students who demonstrate a need.

IV: Individual Planning - Case Mgmt. – Individual Appraisal – Individual Advisement - Placement

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>	←	→	<i>Proficient</i>
4a. Individual Planning focuses on the attainment of student outcomes in the personal/social, educational, and career domain.	Individual Planning is not focused on the attainment of student outcomes in the personal/social, educational, or career domains.	Shows minimal concern for focusing individual planning on student outcomes in the personal/social, educational, and career domains.	Some individual planning focuses on the attainment of appropriate student outcomes in the personal/social, educational, and career domains.	The majority of individual planning focuses on the attainment of student outcomes in the personal/social, educational, and career domains.
4b. Spends the predetermined amount of time on the individual planning component. Elem.: 5-10% Mid.Sch.: 15-25% High Sch.: 25-35%	Spends no time on the individual planning component.	Spends very little time on the individual planning component. Or Spends most of the time on the individual planning component.	Individual planning activities are present in the program. An attempt is made to keep the program balanced.	Comes very close to spending the predetermined amount of time on the individual planning component.
4c. Provides individual planning to all students.	Provides no individual planning to students.	Provides very little individual planning to students.	Provides individual planning to most students.	Provides individual planning to all students.
4d. Through individual planning, reinforces the learning that students have achieved in classroom and group involvement.	No reinforcement of classroom learning through individual planning.	Provides minimal reinforcement of classroom learning through individual planning.	Adequate effort made to reinforce classroom learning through individual planning.	Significant effort made to reinforce classroom learning through individual planning.
4e. Assists students to assess and interpret their abilities, interests, skills, and achievement.	Does not assist students to assess and interpret their abilities, interests, skills, and achievement.	Makes a minimal effort to assist students to assess and interpret their abilities, interests, skills, and achievement.	Makes an adequate effort to assist students to assess and interpret their abilities, interests, skills, and achievement.	Makes a significant efforts to assist students to assess and interpret their abilities, interests, skills, and achievement
4f. Helps students to select course work and other curricular and extra-curricular activities that lead to realization of their personal educational and career plans.	Does not help students to select appropriate course work and other activities that lead to realization of their personal educational and career plans.	Provides minimal help to students to select appropriate course work and other activities that lead to realization of their personal educational and career plans.	Provides adequate help to students to select appropriate course work and other activities that lead to realization of their personal educational and career plans.	Provides significant help to students to select appropriate course work and other activities that lead to realization of their personal educational and career plans.

4g. Assists students in decision making that accompanies transitions from one educational program to another, from one school to another, or from school to work.	Does not assist students with decision making that accompanies transitions.	Provides minimal assistance to students in decision making that accompanies transitions.	Provides adequate assistance to students in decision making that accompanies transitions.	Provides significant assistance to students in decision making that accompanies transitions.
4h. Assists students in securing information to explore career and life role possibilities; to plan personal, educational and career goals; and to revise such plans to fit their current stage of development.	Does not assist students with career exploration; life role possibilities; or personal, educational, and career goals.	Provides minimal assistance for students to secure information to explore career and life role possibilities, to plan personal, educational, and career goals; and to revise such plans to fit their current stage of development.	Provides adequate assistance for students to secure information to explore career and life role possibilities; to plan personal, educational, and career goals; and to revise such plans to fit their current stage of development.	Provides significant assistance for students to secure information to explore career and life role possibilities; to plan personal, educational, and career goals; and to revise such plans to fit their current stage of development.
4i. Helps provide orientation to students and parents.	Does not provide orientation to students and parents.	Makes a minimal effort to provide orientation to students and parents.	Makes an adequate effort to provide orientation to students and parents.	Makes a significant effort to provide orientation to students and parents.

V: System Support - Professional Development - Staff & Community Relations - Consultation with Staff - Parent Outreach - Community Outreach - District Committees and In-service - Research & Development

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>	←	→	<i>Proficient</i>
5a. Spends the predetermined amount of time on the system support. Elem.: 10-15% Mid.Sch.: 10-15% High Sch.: 15-20%	Spends no time on system support.	Spends very little time on system support. Or Spends most of the time on system support.	System support activities are present in the program. An attempt is made to keep the program balanced.	Comes very close to spending the predetermined amount of time on system support.
5b. Maintains a well organized and functional guidance information center.	Does not maintain a guidance information center.	Maintains a guidance information center with minimal information and/or in a disorganized state.	Maintains an adequate guidance information center.	Maintains a highly organized and functional guidance information center.
5c. Submits and maintains a guidance program budget that is separate from the school's for program administration.	Makes no effort to follow budget procedures.	Makes a minimal effort to follow budget procedures.	Makes an adequate effort to follow budget procedures.	Follows budget procedures in a respectful and timely manner.
5d. Meets periodically with the administration to monitor or evaluate the effectiveness of the comprehensive guidance program.	Makes no effort to meet with the administration to monitor or evaluate the guidance program.	Makes a minimal effort to meet with the administration to monitor the effectiveness of the guidance program.	Makes an adequate effort to meet with the administration to monitor the effectiveness of the guidance program.	Makes a significant effort to meet with the administration to monitor the effectiveness of the guidance program.
5e. Provides inservice programs for teachers.	Does not provide inservice to staff.	Resists providing inservice to staff.	Provides inservice to staff as requested.	Seeks opportunities to provide regular inservice to staff.
5f. Conducts a planned program of public relations for staff, parents, and community.	Does not maintain a program of public relations.	Makes a minimal effort to conduct a planned program of public relations for staff, parents, and community.	Makes an adequate effort to conduct a planned program of public relations for staff, parents, and community.	Makes a significant effort to conduct a planned program of public relations for staff, parents, and community.
5g. Has an active Advisory Committee that holds periodic meetings and makes recommendations for the planning, implementation, and evaluation stages of the guidance program.	Does not have an Advisory Committee present.	Makes a minimal effort to seek advisory committee input.	Makes an adequate effort to seek advisory committee input.	Makes a significant effort made to participate in an active Advisory Committee.
5h. Provides professional development opportunities for the counseling staff.	Not applicable.	Provides no opportunity for the professional development of the counseling staff.	Provides minimal opportunity for professional development of the counseling staff.	Provides regular professional development opportunities for the counseling staff.

VI: Personal Professionalism

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
6a. Initiative/Responsibility	Does not complete requirements/duties.	Does not complete requirements/duties in an appropriate and timely manner.	Completes duties and assignments in an appropriate and timely manner.	Takes initiative and assumes responsibility; demonstrates leadership.
6b. Time Management	Does not meet deadlines.	Often late in meeting schedules and deadlines; little or no preplanning; ineffective task management; inability and/or unwillingness to prioritize.	Demonstrates ability to manage and prioritize multiple tasks; meets schedules and deadlines; completes assessments and reports in a timely manner; develops and consistently follows an appropriate schedule.	Highly organized and extremely well prepared; sets priorities to meet deadlines.
6c. Record Keeping	No records kept.	Records kept are not accurate or up-to-date.	Consistently keeps counseling records up-to-date and posted with accurate information.	Thorough documentation of student files; exhibits extra efforts to maintain accurate; up-to-date records.
6d. Written and Oral Communication	Speaking and writing skills are weak; uses poor grammar.	Uses basic speaking and writing skills.	Communicates in an effective, professional manner.	Highly skilled in both oral and written communication.
6e. Confidentiality	Does not use discretion in dealing with school related matters.	Uses minimal discretion in dealing with school related matters.	Respects the confidential nature of matters relating to pupils, parents and school personnel; uses discretion in remarks about students, teachers and school matters.	Promotes respect of confidential matters and discretion among staff and students.
6f. Professional and Ethical Standards	Disregards professional and ethical standards.	Demonstrates adherence to professional and ethical standards.	Consistently demonstrates adherence to professional and ethical standards.	Promotes ethical behaviors among staff and students.
6g. Staff Relationships	Is a negative influence within the school community.	Does not contribute to staff morale.	Maintains professional relations with other staff members.	Contributes to overall staff morale; is a positive force within the school community.
6h. Parent and Counselor Relationships	No communication with parents.	Does not communicate effectively with parents.	Initiates written and/or oral communication with parents.	Establishes and maintains regular, systematic communication with parents.
6i. Response to Constructive Criticism	Disregards suggestions for improvement and makes no attempt to change.	Responds minimally to suggestions for improvement.	Accepts suggestions for improvement and takes the initiative and steps to incorporate change.	Invites suggestions for improvement and takes the initiative and steps to incorporate change.
6g. Technology	Unwilling to make appropriate use of available technology.	Struggles to make appropriate use of available technology.	Demonstrates knowledge and effective use of available technology for professional tasks.	Actively seeks ways in which to integrate technology into professional tasks.
6h. Adherence to Policy	Unaware of school/district policies.	Does not regularly cooperate in supporting school/district regulations and/or policies.	Understands and adheres to contract obligations, school board policies, administrative policies and school policies, including policies and guidelines for accommodating special needs students.	Assumes active leadership role in the development, support and execution of school/district regulations and/or policies.
6i. Committee Participation	Shows no interest in committee participation.	Minimal participation in committees.	Willingness is shown to actively participate in district-wide counseling activities or projects.	Demonstrates leadership through participation in district-wide counseling activities or projects.
6j. Initiative/Responsibility	Does not complete requirements/duties.	Does not complete requirements/duties in an appropriate and timely manner.	Completes duties and assignments in an appropriate and timely manner.	Takes initiative and assumes responsibility; demonstrates leadership.