

**Counselor Assessment Rubric**

**Domain I for School Counselors: Planning and Preparation**

| Component                                                                                                                                                       | LEVEL OF PERFORMANCE                                                                                                                                                  |                                                                                                                                                                                                            |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                              |
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|                                                                                                                                                                 | Unsatisfactory                                                                                                                                                        | Basic                                                                                                                                                                                                      | Proficient                                                                                                                                                                                                       | Distinguished                                                                                                                                                                                                                                |
| 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 thorough understanding of counseling theory and techniques.                                                                                                                               | Counselor demonstrates extensive understanding of counseling theory and techniques.                                                                                                                                                          |
| 1b:<br>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. |
| 1c:<br>Establishing goals for the counseling program that are based on state and national standards and are appropriate to the setting and the students served. | Counselor has no clear 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 basic and are partially suitable to the situation and the age of the students.                                                                            | Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.                                                                            | 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.                    |
| 1d:<br>Demonstrating knowledge of state and federal regulations and district policies and of resources both within and beyond the school and                    | Counselor demonstrates little or no knowledge of governmental regulations, district policies, and of resources for students available through the school or district. | Counselor displays awareness of governmental regulations, district policies, and of resources for students available through the school or district, but no knowledge of resources available more broadly. | Counselor displays awareness of governmental regulations, district policies, and of resources for students available through the school or district, and some familiarity with resources external to the school. | Counselor's knowledge of governmental regulations, district policies, and of resources for students is extensive, including those available through the school or district and in the community.                                             |

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| district                                                                                |                                                                                                                                        |                                                                                                                                                               |                                                                                                                                                                                  |                                                                                                                                                                                      |
| 1e:<br>Planning of the counseling program is 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 uses state standards as guiding principles and includes a number of integrated activities, some of which don’t align with the broader goals. | Counselor has developed a standards-based plan that integrates and aligns with the regular school program.                                                                       | Counselor’s standards-based plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.                |
| 1f:<br>Developing a plan to reflect upon and monitor the counseling program             | Counselor has no plan to reflect upon and monitor the program or resists suggestions that such reflection and monitoring is important. | Counselor has a basic plan to reflect upon and monitor the counseling program.                                                                                | Counselor’s plan to reflect upon and monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Counselor’s reflection and monitoring plan is highly sophisticated, with multiple and varied sources of evidence with a clear path toward improving the program on an ongoing basis. |

**Domain 2 for School Counselors: The Environment**

| Component                                                  | LEVEL OF PERFORMANCE                                                                                                                                                                |                                                                                                                                                                                       |                                                                                                                                                 |                                                                                                                                                                                            |
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|                                                            | Unsatisfactory                                                                                                                                                                      | Basic                                                                                                                                                                                 | Proficient                                                                                                                                      | Distinguished                                                                                                                                                                              |
| 2a:<br>Creating an environment of respect and rapport      | Counselor’s relationships with others are negative or inappropriate, and the counselor does not promote positive interactions among those with which they work.                     | Counselor’s relationships are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among those with which they work are partially successful. | Counselor’s relationships with others are positive and respectful, and the counselor actively promotes positive interactions among all parties. | Others 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:<br>Establishing a culture for productive communication | Counselor makes no attempt to establish 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 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 for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students. |

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| <p>2c:<br/>Managing routines and procedures</p>                                                                             | <p>Counselor’s routines for the counseling program or classroom guidance are nonexistent or in disarray.</p>                                                                                                             | <p>Counselor has basic and partially successful routines for the counseling program or classroom guidance.</p>                                                                                                                                                 | <p>Counselor’s routines for the counseling program or classroom guidance work effectively within a flexible framework.</p>                                                                                  | <p>Counselor’s routines for the counseling program or classroom guidance are well-defined yet flexible.</p>                                                                                                                                                        |
| <p>2d:<br/>Establishing standards of conduct and contributing to the culture for student behavior throughout the school</p> | <p>Counselor has established no standards of conduct for students during counseling sessions, small group, and classroom guidance and makes no contribution to maintaining an environment of civility in the school.</p> | <p>Counselor’s efforts to establish standards of conduct for counseling sessions, small group, and classroom guidance are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.</p> | <p>Counselor has established clear standards of conduct for counseling sessions, small group, and classroom guidance and makes a significant contribution to the environment of civility in the school.</p> | <p>Counselor has established clear standards of conduct for counseling sessions, small group, and classroom guidance, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.</p> |
| <p>2e:<br/>Organizing physical space</p>                                                                                    | <p>The physical environment is in disarray or is inappropriate to the planned activities.</p>                                                                                                                            | <p>Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.</p>                                                                                                                                            | <p>Counseling office or classroom arrangements are inviting and conducive to the planned activities.</p>                                                                                                    | <p>Counseling office or classroom arrangements are inviting and conducive to the planned activities. Students feel safe and comfortable in expressing themselves in the counseling environment.</p>                                                                |

**Domain 3 for School Counselors: Delivery of Service**

| Component                                                                      | LEVEL OF PERFORMANCE                                                                                 |                                                                                                                                           |                                                                                                                            |                                                                                                                       |
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|                                                                                | Unsatisfactory                                                                                       | Basic                                                                                                                                     | Proficient                                                                                                                 | Distinguished                                                                                                         |
| <p>3a:<br/>Assessing student needs</p>                                         | <p>Counselor does not assess student needs, or the assessments result in inaccurate conclusions.</p> | <p>Counselor’s assessments of student needs are inconsistent.</p>                                                                         | <p>Counselor assesses student needs and knows the range of student needs in the school.</p>                                | <p>Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.</p> |
| <p>3b:<br/>Assisting students and teachers in the formulation of academic,</p> | <p>Counselor’s program is independent of identified student needs.</p>                               | <p>Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</p> | <p>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</p> | <p>Counselor helps individual students and teachers formulate academic, personal/social, and career plans.</p>        |

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| personal/social, and career plans, based on knowledge of student needs                |                                                                                                        |                                                                                                                                       |                                                                                                                          |                                                                                                                                                       |
| 3c:<br>Using counseling techniques in individual, small group, and classroom programs | Counselor displays no knowledge of counseling techniques or how to apply them to meet students' needs. | Counselor displays an adequate knowledge of counseling techniques but has difficulty applying that knowledge to meet students' needs. | Counselor displays an expansive knowledge of counseling techniques and effectively applies them to meet students' needs. | Counselor displays a highly developed knowledge of counseling techniques and skillfully differentiates them to meet students' needs.                  |
| 3d:<br>Coordinating resources in meet needs                                           | Counselor does not make connections with other programs in order to meet student needs.                | Counselor's efforts to coordinate services with other programs in the school are partially successful.                                | Counselor coordinates with other programs within the school or district to meet student needs.                           | Counselor coordinates with other programs and agencies both within and beyond the school or district to meet individual student needs.                |
| 3e:<br>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 periodically reviews the counseling program and makes revisions 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**

| Component                     | LEVEL OF PERFORMANCE                                                                       |                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                             |
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|                               | Unsatisfactory                                                                             | Basic                                                                                                                                               | Proficient                                                                                                                                                                                                                              | Distinguished                                                                                                                                                                                                               |
| 4a:<br>Reflecting on practice | Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. | Counselor's reflection on practice is superficial 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:<br>Maintaining records    | Counselor's reports, records, and                                                          | Counselor's reports, records, and documentation are generally                                                                                       | Counselor's reports, records, and documentation are accurate and are                                                                                                                                                                    | Counselor's approach to record keeping is highly                                                                                                                                                                            |

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| and submitting them in a timely fashion                                | documentation are missing, late, or inaccurate, resulting in confusion.                                                                                      | accurate but are occasionally late.                                                                                                                       | submitted in a timely manner.                                                                                                                                               | systematic, efficient, and submitted in advance of deadlines.                                                                                                                                                    |
| 4c:<br>Communicating with families                                     | Counselor provides no information to families, either about the counseling program as a whole or about their children.                                       | Counselor provides limited though accurate information to families about the counseling program as a whole and about their children.                      | Counselor provides thorough and accurate information to families about the counseling program as a whole and about their children.                                          | Counselor is proactive in providing information to families about the counseling program and about their children through a variety of means.                                                                    |
| 4d:<br>Participating in a professional community during contract hours | Counselor's relationships with colleagues are negative or self-serving, and the 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:<br>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 or are required.                                 | Counselor seeks out opportunities for professional development based on an individual and district assessment of need.                                                      | Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through presentations to colleagues.                                                    |
| 4f:<br>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 holds the highest standards of honesty, integrity, and confidentiality in interactions with students, colleagues, and the public; advocates for students and assumes a mentoring role with colleagues. |