

Guiding Questions Related to the four conversations held with new counselors.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating knowledge of counseling theory and techniques

1. What is your philosophy of counseling theory?
2. How do you apply your philosophy of counseling?

Component 1b: Demonstrating knowledge of child and adolescent development

1. How do you display an understanding of developmentally appropriate practices?
 2. When appropriate how do you use knowledge of students' learning styles in your instructional planning?
 3. As you enroll or place students, how are those decisions influenced by knowledge of students' skills?
1. How do you recognize and include students' interests and/or cultural heritage as you work with them?

Component 1c: Establishing goals for the counseling program

1. In what ways, in relation to district curriculum, do your counseling objectives demonstrate what students should know and be able to do?
2. How do your counseling objectives related to district curriculum differentiate for needs of individuals or groups?
3. How do your objectives reflect opportunities for content integration reflected in district curriculum?

Component 1d: Demonstrating Knowledge of Resources

1. In what ways do you seek out counseling resources and who provides these resources?
2. Describe ways you utilize community resources to assist and support students and families.

Component 1e: Planning the Counseling Program

1. How do you ensure your progression of counseling activities is even, well paced, and reflect recent, professional research?
2. When designing your counseling program, how do you decide when you will create varied instructional groups which are appropriate to your different counseling goals?
3. In developing your counseling program, how do you organize reasonable time allocations?

Component 1f: Reflecting and Monitoring

1. How do you assess and monitor your counseling program?

DOMAIN 2: THE ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

1. As you are interacting with students, how do you ensure counselor-student interactions are friendly and demonstrate respect?
2. As you create an environment for respect and rapport, how will you establish opportunities for students to genuinely care for each other?

Component 2b: Establishing a Culture for Productive Communication

1. How have you established a culture for communication in which students demonstrate their active participation?

2. What do you do to encourage students to responsibly and respectfully communicate with adults and peers?

Component 2c: Managing Routines and Procedures

1. How do you organize for classroom or small group activities to ensure participants are engaged at all times?
2. How do you ensure efficient operation of the counseling program?
3. What procedures do you have in place to deal with unexpected interruptions to your routine?

Component 2d: Managing Student Behavior

1. How do you convey expectations of appropriate conduct which are clear to all students?
2. As the ultimate goal of student behavior is self-monitoring, how do you remain alert at all times to student behaviors?
3. In responding to misbehavior, how is the student's dignity respected?

Component 2e: Organizing Physical Space

1. How do you organize your room's physical space in order to create an inviting atmosphere?
2. How do you ensure your organization of physical space creates an environment in which all students feel safe in expressing themselves?

DOMAIN 3: DELIVERY OF SERVICE

Component 3a: Assessing Student Needs

1. How do you assess student needs?

2. Accuracy and clarity in communication requires vocabulary appropriate to student's age and interest. How do you ensure your spoken and written language is clear and correct?

Component 3b: Assisting Students in Formulation of Plans

1. How do you help students formulate personal, academic, social, and career plans?

Component 3c: Using Counseling Techniques

1. What counseling techniques do you use to meet student needs?
2. How do you differentiate among those techniques to meet student needs?

Component 3d: Coordinating Resources to Meet Needs

1. How do you coordinate with other programs within the school or district to meet student needs?
2. How do you decide when outside referral is appropriate?

Component 3e: Demonstrating Flexibility and Responsiveness

1. When do you decide to make an adjustment to the counseling program in order to improve services?
2. Can you think of a time when you seized a major opportunity to improve the counseling program by building on a spontaneous event?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Practice

1. How do you know your program is effective and your goals are achieved?

2. How do you reflect upon and improve a counseling activity if necessary?

Component 4b: Maintaining Accurate Records

1. How do you maintain and/or submit records when appropriate?
2. Is your system for maintaining information on student progress fully effective? Why or why not?

Component 4c: Communicating with Families

1. When and how do you decide to provide information to parents about the counseling program or their children?
2. How do you respond to parent concerns?

Component 4d: Participating in a Professional Community (during contract hours/time)

1. In taking initiative to assume leadership among the faculty, what characterizes supportive and cooperative relationships with your colleagues?

Component 4e: Engaging in Professional Development

1. As you engage in professional development opportunities, how do you enhance your counseling skills?
2. In initiating service to the profession, what important activities do you consider as professional responsibility?

Component 4f: Showing Professionalism

1. What are some ways you show honesty, integrity and confidentiality in interactions with colleagues, students, and the public?
2. How are you proactive in meeting the needs of individual students?

3. How do you challenge another's negative attitude toward students, particularly students underserved?
4. As you take a leadership role in team or departmental decision making, how do you ensure your input is based upon high professional standards?
5. How can you show leadership in fully complying with school and district regulations?