

Danielson Guidance Counselor

DOMAIN 1: PLANNING AND PREPARATION

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Demonstrating knowledge of counselling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	Counselor demonstrates understanding of counselling theory and techniques.	Counselor demonstrates PARTIALLY EFFECTIVE understanding of counselling theory and techniques.	Counselor demonstrates little understanding of counselling theory and techniques.
Demonstrating knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and expectations to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as expectations to the general patterns.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays little or no knowledge of child adolescent development.
Establishing goals for the counseling program appropriate to the setting and the students served	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.	Counselor's goals for the counselling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counselling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor has no clear goals for the counselling program, or they are inappropriate to either the situation or the age of the students.
Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.	Counselor's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.

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Planning the counseling program, integrated with the regular school program	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.	Counselor has developed a plan that includes the important aspect of counseling in the setting.	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.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
Developing a plan to evaluate the counselling program.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.

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DOMAIN 2: The Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Creating an environment of respect and rapport	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.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.
Establishing a culture for productive communication	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.	Counselor promotes a culture throughout the school for productive and respectful communication between and among 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 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.
Managing routines and procedures	Counselor's routines for the counselling center or classrooms are seamless, and students assist in maintaining them.	Counselor's routines for the counselling center or classroom work effectively.	Counselor has rudimentary and partially successful routines for the counselling center or classroom.	Counselor's routines for the counselling center or classroom work are nonexistent or in disarray.
Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and makes a significant contribution to the environment of civility in the school.	Counselor's efforts to establish standards of conduct for counselling 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 no standards of conduct for students during counselling sessions and makes no contribution to maintaining an environment of civility in the school.

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Organizing physical space	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	counselor's attempts to create an inviting and well-organized physical environment and partially successful.	The physical environment is in disarray or is inappropriate to the planned activities.

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DOMAIN 3: Delivery of Service

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Assessing student needs	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	Counselor assesses student needs and knows the range of student needs in the school	Counselor's assessments of student needs are perfunctory.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.
Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor's program is independent of identified student needs.
Using counseling techniques in individual and classroom programs	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.	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 planning.	Counselor displays a narrow range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor has few counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Brokering resources to meet needs	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor does not make connections with other programs in order to meet student needs.
Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	Counselor makes revisions in the counselling program when they are needed.	Counselor makes modest changes in the counselling program when confronted with evidence of the need for change.	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.

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DOMAIN 4: Professional Responsibilities

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Reflecting on practice	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.	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 counselling program might be improved.	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 does not reflect on practice, or the reflections are inaccurate or self-serving.
Maintaining records and submitting them in a timely fashion	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's reports, records and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.
communicating with families	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.
Participating in a professional community	Counselor makes a substantial contributions to school or district events and projects and assumes leadership with colleagues.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoid being involved in school and district events and projects.
Engaging in professional development	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counselling skills.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Showing professionalism	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.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays dishonesty in interactions with colleagues, students, and the public. violates principles of confidentiality.