

School Counselors Announced Observation

Domain 1: Planning and Preparation

NJ School Counselors - HEPI - Component 1a

Component	Ineffective	Partially Effective	Effective	Highly Effective
1a. Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little or no understanding of counseling theory and techniques. Critical attributes: <ul style="list-style-type: none"> • Incorrect knowledge of counseling techniques. • Unable to identify appropriate application of various techniques. 	Counselor demonstrates basic understanding of counseling theory and techniques. Critical attributes: <ul style="list-style-type: none"> • Limited counseling theory and techniques. • Depth of knowledge is limited, and variety of techniques does not extend to all populations served. • Inconsistent ability to identify appropriate application of various techniques. 	Counselor demonstrates thorough understanding of counseling theory and techniques. Critical attributes: <ul style="list-style-type: none"> • Demonstrates solid knowledge of counseling discipline. • Multiple techniques for all populations served. • Solid foundation of counseling techniques and their application to individual situations. 	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation. Critical attributes: <ul style="list-style-type: none"> • Demonstrates extensive knowledge of concepts. • Familiar with a wide range of methods and how to use them flexibly. • Links the concepts to other areas of counseling or other disciplines. • Extensive knowledge of the most appropriate techniques for each situation.
	Enter Notes & Evidence			
Rubric Score: 0/0				

N/A Rubric - Component 1a

Component	Insufficient Evidence
N/A	
Enter Notes & Evidence	

Critical Attributes for School Counselors- HEPI - Component 1a

- Ineffective - Incorrect knowledge of counseling techniques.
- Ineffective - Unable to identify appropriate application of various techniques.
- Partially Effective - Limited counseling theory and techniques.
- Partially Effective - Depth of knowledge is limited, and variety of techniques does not extend to all populations served.
- Partially Effective - Inconsistent ability to identify appropriate application of various techniques.
- Effective - Demonstrates solid knowledge of counseling discipline.
- Effective - Multiple techniques for all populations served.
- Effective - Solid foundation of counseling techniques and their application to individual situations.
- Highly Effective - Demonstrates extensive knowledge of concepts.
- Highly Effective - Familiar with a wide range of methods and how to use them flexibly.
- Highly Effective - Links the concepts to other areas of counseling or other disciplines.
- Highly Effective - Extensive knowledge of the most appropriate techniques for each situation.

NJ School Counselors - HEPI - Component 1b

Component	Ineffective	Partially Effective	Effective	Highly Effective

1b. 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 recognition of exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. Counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.
	Critical attributes: <ul style="list-style-type: none"> • Cannot identify cognitive and/or social-emotional developmental attributes. • Does not value or use specific cultural or societal factors to guide counseling decisions. • Unaware of student background or experience. 	Critical attributes: <ul style="list-style-type: none"> • Has basic understanding of cognitive and/or social-emotional developmental theory. • Has limited knowledge of specific cultural or societal factors to guide counseling decisions. • Aware of student background and experiences but does not apply information to practice. 	Critical attributes: <ul style="list-style-type: none"> • Well informed about cognitive and/or social-emotional developmental theory. • Can identify specific cultural or societal factors to guide counseling decisions. • Actively seeks knowledge of students background, including skills, culture, language, interests, and special needs. 	Critical attributes: <ul style="list-style-type: none"> • Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served. • Applies understanding of specific cultural or societal factors to individualized practice. • Applies awareness of typical cognitive and developmental functioning to individual cases of practice. • Actively seeks and applies knowledge of student's background, including skills, culture, language, interests, and special needs, from a variety of sources.
<u>Enter Notes & Evidence</u>				
Rubric Score: 0/0				

N/A Rubric - Component 1b	
Component	Insufficient Evidence
N/A	Insufficient Evidence
<u>Enter Notes & Evidence</u>	

Critical Attributes for School Counselors- HEPI - Component 1b

- Ineffective - Cannot identify cognitive and/or social-emotional developmental attributes.
- Ineffective - Does not value or use specific cultural or societal factors to guide counseling decisions.
- Ineffective - Unaware of student background or experience.
- Partially Effective - Has basic understanding of cognitive and/or social-emotional developmental theory.
- Partially Effective - Has limited knowledge of specific cultural or societal factors to guide counseling decisions.
- Partially Effective - Aware of student background and experiences but does not apply information to practice.
- Effective - Well informed about cognitive and/or social-emotional developmental theory.
- Effective - Can identify specific cultural or societal factors to guide counseling decisions.
- Effective - Actively seeks knowledge of students background, including skills, culture, language, interests, and special needs.
- Highly Effective - Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served.
- Highly Effective - Applies understanding of specific cultural or societal factors to individualized practice.
- Highly Effective - Applies awareness of typical cognitive and developmental functioning to individual cases of practice.
- Highly Effective - Actively seeks and applies knowledge of student`s background, including skills, culture, language, interests, and special needs, from a variety of sources.

NJ School Counselors - HEPI - Component 1c

Component	Ineffective	Partially Effective	Effective	Highly Effective
1c. Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program or appropriate goals for either the situation or the age of the students. Critical attributes: <ul style="list-style-type: none"> • Cannot identify goals. • Goals do not represent response to the needs of the population. • No communication or collaboration with others in the development of goals. 	Counselor's goals for the counseling program are undeveloped and/or are partially suitable for the situation and the age of the students. Critical attributes: <ul style="list-style-type: none"> • Goals represent low expectations and rigor. • Goals reflect minimal consideration of the needs of the population. • Collaboration with constituents is minimal. 	Counselor's goals for the counseling program are clear and appropriate for the school, the situation, and the age of the students. Critical attributes: <ul style="list-style-type: none"> • Goals represent appropriate expectations and rigor. • Goals reflect consistent consideration of the needs of the population. • Collaboration with constituents in the school setting is consistent. 	Counselor's goals for the counseling program are highly appropriate for the situation, the school, and the age of the students. The goals have been developed following collaboration with students, colleagues, and staff. Critical attributes: <ul style="list-style-type: none"> • Goals represent high expectations and rigor. • Goals are carefully tailored to meet the individual or group needs of the population. • Goals are developed through consistent communication and collaboration with multiple constituents, including those outside of the regular school setting.
	Enter Notes & Evidence			
Rubric Score: 0/0				

N/A Rubric - Component 1c

Component	Insufficient Evidence
N/A	Enter Notes & Evidence

Critical Attributes for School Counselors- HEPI - Component 1c

- Ineffective - Cannot identify goals.
- Ineffective - Goals do not represent response to the needs of the population.
- Ineffective - No communication or collaboration with others in the development of goals.
- Partially Effective - Goals represent low expectations and rigor.
- Partially Effective - Goals reflect minimal consideration of the needs of the population.
- Partially Effective - Collaboration with constituents is minimal.
- Effective - Goals represent appropriate expectations and rigor.
- Effective - Goals reflect consistent consideration of the needs of the population.
- Effective - Collaboration with constituents in the school setting is consistent.
- Highly Effective - Goals represent high expectations and rigor.
- Highly Effective - Goals are carefully tailored to meet the individual or group needs of the population.
- Highly Effective - Goals are developed through consistent communication and collaboration with multiple constituents, including those outside of the regular school setting.

NJ School Counselors - HEPI - Component 1d

Component	Ineffective	Partially Effective	Effective	Highly Effective

1d. Planning the counseling program with appropriate resources	Counselor's plan lacks coherence and is developed without input from constituents or inclusion of individual, school, and district needs.	Counselor's plan contains guiding principles but is not consistent with individual, school, and district goals. Counselor seeks minimal input from constituents.	Counselor's plan provides services and seeks resources that are consistent with individual, school, and district goals and individual student needs. Counselor actively collaborates with colleagues and staff in regard to designing plans.	Counselor's plan provides extensive knowledge of resources, including those available through the school or district and in the community. Counselor has a deep understanding of student needs and the best practices and resources as to meeting those needs. Counselor identifies all constituents, ensuring collaboration with them when designing the program of services.
	Critical attributes: <ul style="list-style-type: none"> • No knowledge of resources that are appropriate for student population. • No collaboration with constituents. • No coherent structure to counseling plan/process. 	Critical attributes: <ul style="list-style-type: none"> • Basic awareness of resources that are appropriate for the needs of individuals, the school, and the district. • Inconsistent collaboration with constituents. • Limited structure to the counseling plan/process. 	Critical attributes: <ul style="list-style-type: none"> • Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program. • Ensures ongoing input from constituents in developing and updating the counseling program. • Provides a clear, detailed structure for implementing the counseling plan/process. 	Critical attributes: <ul style="list-style-type: none"> • Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program. • Demonstrates consistent application of this counseling knowledge to develop individualized counseling services. • Collaboration with district and community constituents is evident in design of plan. • Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.
Enter Notes & Evidence				
Rubric Score: 0/0				

N/A Rubric - Component 1d	
Component	Insufficient Evidence
N/A	Enter Notes & Evidence

Critical Attributes for School Counselors- HEPI - Component 1d

- Ineffective - No knowledge of resources that are appropriate for student population.
- Ineffective - No collaboration with constituents.
- Ineffective - No coherent structure to counseling plan/process.
- Partially Effective - Basic awareness of resources that are appropriate for the needs of individuals, the school, and the district.
- Partially Effective - Inconsistent collaboration with constituents.
- Partially Effective - Limited structure to the counseling plan/process.
- Effective - Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program.
- Effective - Ensures ongoing input from constituents in developing and updating the counseling program.
- Effective - Provides a clear, detailed structure for implementing the counseling plan/process.
- Highly Effective - Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program.
- Highly Effective - Demonstrates consistent application of this counseling knowledge to develop individualized counseling services.
- Highly Effective - Collaboration with district and community constituents is evident in design of plan.
- Highly Effective - Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.

NJ School Counselors - HEPI - Component 1e				
Component	Ineffective	Partially Effective	Effective	Highly Effective

1e. Developing measures to evaluate the counseling program	Counselor has not created a plan to evaluate the program. Critical attributes: • No plan for evaluation of the counseling program exists.	Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met. Critical attributes: • Evaluation plan has a limited provision for data collection. • Plan contains limited provision for feedback from constituents. • Plan doesn't reflect consideration of program goals.	Counselors plan to evaluate the program involves all constituents. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Critical attributes: • Plan provides for collection of relevant data. • Plan provides for input from constituents. • Plan is consistently updated based upon feedback from constituents. • Plan is consistent with program goals.	Counselors plan to evaluate the program is highly sophisticated, with a wide variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of constituents and careful collection of data on program goals. Critical attributes: • Plan includes processes for reviewing progress of the counseling program so that formative adjustments can be made several times throughout the evaluation process. • Counselor communicates with all constituents and seeks out support and resources for his/her practice and performance in order to best serve students and the needs of the community. • Counselor uses a variety of methods in program evaluation. • Organization of plan provides for changes to assessment methods and details as dictated by feedback from constituents and/or data collected. • Counselor consistently evaluates his/her performance on an ongoing basis
	Enter Notes & Evidence			

Rubric Score: 0/0

N/A Rubric - Component 1e		
Component	Insufficient Evidence	
N/A	Enter Notes & Evidence	

Critical Attributes for School Counselors- HEPI - Component 1e

- Ineffective - No plan for evaluation of the counseling program exists.
- Partially Effective - Evaluation plan has a limited provision for data collection.
- Partially Effective - Plan contains limited provision for feedback from constituents.
- Partially Effective - Plan doesn't reflect consideration of program goals.
- Effective - Plan provides for collection of relevant data.
- Effective - Plan provides for input from constituents.
- Effective - Plan is consistently updated based upon feedback from constituents.
- Effective - Plan is consistent with program goals.
- Highly Effective - Plan includes processes for reviewing progress of the counseling program so that formative adjustments can be made several times throughout the evaluation process.
- Highly Effective - Counselor communicates with all constituents and seeks out support and resources for his/her practice and performance in order to best serve students and the needs of the community.
- Highly Effective - Counselor uses a variety of methods in program evaluation.
- Highly Effective - Organization of plan provides for changes to assessment methods and details as dictated by feedback from constituents and/or data collected.

Highly Effective - Counselor consistently evaluates his/her performance on an ongoing basis

Domain 2: The Environment

NJ School Counselors - HEPI - Component 2a

Component	Ineffective	Partially Effective	Effective	Highly Effective
2a. Creating an environment of respect and rapport	<p>Counselor does not create a safe and inviting environment. Interactions between Counselor and students are negative, inappropriate, or insensitive to students' cultural backgrounds.</p> <p>Critical attributes: Speaks disrespectfully to students.</p> <ul style="list-style-type: none"> • Displays a lack of familiarity with or caring about individual students. • Unaware of cultural and developmental characteristics. 	<p>Counselor creates an environment that is safe and accessible, with interactions between Counselor and students being generally appropriate and free from conflict. Interactions may be characterized by occasional displays of insensitivity or lack of response to cultural or developmental differences.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Occasionally disrespectful. • Attempts to make connections, but reactions indicate that the efforts are not successful or are unusual. • Limited awareness of cultural and developmental characteristics. 	<p>Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and Counselor are respectful. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Interactions are uniformly respectful. • General connections with students are positive. • Aware of cultural and developmental characteristics. 	<p>Counselor creates an environment that is always inviting and appealing, reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the Counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Consistently demonstrates knowledge and caring about individual students. • Treats individual students with dignity in all situations. • Demonstrates and applies appropriate cultural and developmental awareness in interactions with students.
Enter Notes & Evidence				
Rubric Score: 0/0				

N/A Rubric - Component 2a

Component	Insufficient Evidence
N/A	
Enter Notes & Evidence	

Critical Attributes for School Counselors- HEPI - Component 2a

- Ineffective - Speaks disrespectfully to students.
- Ineffective - Displays a lack of familiarity with or caring about individual students.
- Ineffective - Unaware of cultural and developmental characteristics.
- Partially Effective - Occasionally disrespectful.
- Partially Effective - Attempts to make connections, but reactions indicate that the efforts are not successful or are unusual.
- Partially Effective - Limited awareness of cultural and developmental characteristics.
- Effective - Interactions are uniformly respectful.
- Effective - General connections with students are positive.
- Effective - Aware of cultural and developmental characteristics.
- Highly Effective - Consistently demonstrates knowledge and caring about individual students.
- Highly Effective - Treats individual students with dignity in all situations.
- Highly Effective - Demonstrates and applies appropriate cultural and developmental awareness in interactions with students.

NJ School Counselors - HEPI - Component 2b

Component	Ineffective	Partially Effective	Effective	Highly Effective
2b. Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and Counselor. Critical attributes: • Does not participate in or attend meetings or discussions. • Unwilling to communicate with different stakeholders.	Counselor attempts to promote a culture in the counseling setting for productive and respectful communication between student and Counselor. Critical attributes: • Attends some meetings and discussions regarding students. • Inconsistently communicates with different stakeholders.	Counselor promotes a culture in the counseling setting for productive and respectful communication between student and Counselor. Critical attributes: • Attends all meetings regarding students. • Communicates regularly with different stakeholders.	Counselor promotes a culture in the counseling setting for productive and respectful communication, with the expectation of more in-depth responses and commitment to the counseling process from the student. Critical attributes: • Initiates and or is involved in setting up and planning meetings regarding individual students. • Consistently initiates communication with all stakeholders.
	Enter Notes & Evidence			
Rubric Score: 0/0				

N/A Rubric - Component 2b

Component	Insufficient Evidence
N/A	 Enter Notes & Evidence

Critical Attributes for School Counselors- HEPI - Component 2b

- Ineffective - Does not participate in or attend meetings or discussions.
- Ineffective - Unwilling to communicate with different stakeholders.
- Partially Effective - Attends some meetings and discussions regarding students.
- Partially Effective - Inconsistently communicates with different stakeholders.
- Effective - Attends all meetings regarding students.
- Effective - Communicates regularly with different stakeholders.
- Highly Effective - Initiates and or is involved in setting up and planning meetings regarding individual students.
- Highly Effective - Consistently initiates communication with all stakeholders.

NJ School Counselors - HEPI - Component 2c

Component	Ineffective	Partially Effective	Effective	Highly Effective

<p>2c. Managing routines and procedures in the counseling setting</p>	<p>Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive tasks. Counselor does not have an organized plan to address emergencies.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> No established procedures or routines. Procedures for other activities are confused or chaotic for the counseling sessions. Counselor is unaware of roles and responsibilities in response to an emergency. 	<p>Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> Procedures have been established, but operation is inconsistent. Routines are developing or inconsistently organized for student involvement in the counseling sessions. Counselor has limited awareness of roles and responsibilities in response to an emergency. 	<p>Counselor's routines for the counseling center or classroom work effectively. Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> Office routines are followed consistently. Routine is even and supportive of student involvement in the counseling sessions. Counselor is aware of roles and responsibilities in response to an emergency. 	<p>Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan in collaboration with all constituents.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> Office routines are seamless and adapted as needed. Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions. Counselor consistently collaborates and initiates communication with all constituents regarding different stakeholder roles and responsibilities in an emergency response plan.
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[Enter Notes & Evidence](#)

Rubric Score: 0/0

N/A Rubric - Component 2c

Component	Insufficient Evidence
N/A	<p align="center">Enter Notes & Evidence</p>

Critical Attributes for School Counselors- HEPI - Component 2c

- Ineffective - No established procedures or routines.
- Ineffective - Procedures for other activities are confused or chaotic for the counseling sessions.
- Ineffective - Counselor is unaware of roles and responsibilities in response to an emergency.
- Partially Effective - Procedures have been established, but operation is inconsistent.
- Partially Effective - Routines are developing or inconsistently organized for student involvement in the counseling sessions.
- Partially Effective - Counselor has limited awareness of roles and responsibilities in response to an emergency.
- Effective - Office routines are followed consistently.
- Effective - Routine is even and supportive of student involvement in the counseling sessions.
- Effective - Counselor is aware of roles and responsibilities in response to an emergency.
- Highly Effective - Office routines are seamless and adapted as needed.
- Highly Effective - Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions.
- Highly Effective - Counselor consistently collaborates and initiates communication with all constituents regarding different stakeholder roles and responsibilities in an emergency response plan.

NJ School Counselors - HEPI - Component 2d

Component	Ineffective	Partially Effective	Effective	Highly Effective

2d. Establishing expectations/norms for student behavior in the counseling setting

Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain an environment of civility in the school.

Critical attributes:

- Standards for student conduct have not been established or have not been consistently addressed.
- Disregards violation of rules of the counseling session.
- Does not collaborate with colleagues to support school-wide civility as a model for students.

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.

Critical attributes:

- Standards have been established and Counselor attempts to maintain order, with uneven success.
- Response to student misbehavior is inconsistent during the counseling session
- Works with colleagues to support school-wide civility as a model for students.

Counselor has established clear standards of conduct for counseling sessions and makes a contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.

Critical attributes:

- Standards of conduct have been established and Counselor maintains order with overall success.
- Student behavior is consistently appropriate during the counseling session.
- Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout school.

Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all constituents and is responsive to intervention needs related to student behaviors as they arise.

Critical attributes:

- Students monitor their own behavior, or student behavior is entirely appropriate.
- Students address misbehavior of their peers in compliance with standards of conduct.
- Counselor always models and provides interventions for appropriate behavior expectations and provides leadership in supporting a culture of civility throughout the school.

[Enter Notes & Evidence](#)

Rubric Score: 0/0

N/A Rubric - Component 2d

Component	Insufficient Evidence
N/A	Enter Notes & Evidence

Critical Attributes for School Counselors- HEPI - Component 2d

- Ineffective - Standards for student conduct have not been established or have not been consistently addressed.
- Ineffective - Disregards violation of rules of the counseling session.
- Ineffective - Does not collaborate with colleagues to support school-wide civility as a model for students.
- Partially Effective - Standards have been established and Counselor attempts to maintain order, with uneven success.
- Partially Effective - Response to student misbehavior is inconsistent during the counseling session
- Partially Effective - Works with colleagues to support school-wide civility as a model for students.
- Effective - Standards of conduct have been established and Counselor maintains order with overall success.
- Effective - Student behavior is consistently appropriate during the counseling session.
- Effective - Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout school.
- Highly Effective - Students monitor their own behavior, or student behavior is entirely appropriate.
- Highly Effective - Students address misbehavior of their peers in compliance with standards of conduct.
- Highly Effective - Counselor always models and provides interventions for appropriate behavior expectations and provides leadership in supporting a culture of civility throughout the school.

Domain 3: Delivery of Service

NJ School Counselors - HEPI - Component 3a

Component	Ineffective	Partially Effective	Effective	Highly Effective

<p>3a. Communicating with students to determine their needs</p>	<p>Counselor does not assess student behavior or academic needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor has no system for assessing student needs. • Counselor inaccurately interprets student data. • Counselor does not communicate or collaborate with colleagues regarding student needs. 	<p>Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor utilizes a rudimentary assessment system. • Counselor displays limited ability to interpret student data. • Counselor sporadically communicates and collaborates with colleagues regarding student needs. 	<p>Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program through individual, group, and/or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor has comprehensive system for assessing needs. • Counselor is proficient in interpreting assessment data and using data to identify needs. • Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs. 	<p>Counselor conducts detailed and individualized behavior and/or academic assessments of student needs to develop program plan. Counselor provides all students with opportunities to be involved in the counseling program through individual, group, and/or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.</p> <p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor has comprehensive system for assessing needs. • Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs. • Counselor maintains collaborative communication with all constituents, including colleagues, parents, and community agencies throughout the assessment process. • Assessment is ongoing and flexible, based upon student needs.
<u>Enter Notes & Evidence</u>				
Rubric Score: 0/0				

N/A Rubric - Component 3a	
Component	Insufficient Evidence
N/A	<u>Enter Notes & Evidence</u>

Critical Attributes for School Counselors- HEPI - Component 3a

- Ineffective - Counselor has no system for assessing student needs.
- Ineffective - Counselor inaccurately interprets student data.
- Ineffective - Counselor does not communicate or collaborate with colleagues regarding student needs.
- Partially Effective - Counselor utilizes a rudimentary assessment system.
- Partially Effective - Counselor displays limited ability to interpret student data.
- Partially Effective - Counselor sporadically communicates and collaborates with colleagues regarding student needs.
- Effective - Counselor has comprehensive system for assessing needs.
- Effective - Counselor is proficient in interpreting assessment data and using data to identify needs.
- Effective - Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs.
- Highly Effective - Counselor has comprehensive system for assessing needs.
- Highly Effective - Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs.
- Highly Effective - Counselor maintains collaborative communication with all constituents, including colleagues, parents, and community agencies throughout the assessment process.
- Highly Effective - Assessment is ongoing and flexible, based upon student needs.

Component	Ineffective	Partially Effective	Effective	Highly Effective
3b. Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs	Counselor does not attempt to help students formulate academic, personal/social, and career plans. Critical attributes: <ul style="list-style-type: none"> • Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population. • Counselor does not utilize appropriate techniques when assisting students. • Counselor does not attempt to assist students in goal setting and problem solving. 	Counselor attempts to help students formulate academic, personal/social, and career plans. Critical attributes: <ul style="list-style-type: none"> • Counselor develops basic guidance curriculum for the needs of the school population. • Counselor utilizes few techniques when assisting students. • Counselor is inconsistent in assisting students in goal setting or problem solving. 	Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs. Critical attributes: <ul style="list-style-type: none"> • Counselor develops a comprehensive guidance curriculum for the needs of the school population. • Counselor utilizes a variety of techniques when assisting students. • Counselor consistently assists students in goal setting and problem solving. 	Counselor helps individual students and formulates academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to actively take part in the creation of their academic, personal/social, and career plans. Critical attributes: <ul style="list-style-type: none"> • Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population. • Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs. • Students are actively involved in goal setting and problem solving, and Counselor is able to facilitate the needs of individual students.
	Enter Notes & Evidence			
Rubric Score: 0/0				

N/A Rubric - Component 3b	
Component	Insufficient Evidence
N/A	
Enter Notes & Evidence	

Critical Attributes for School Counselors- HEPI - Component 3b

- Ineffective - Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population.
- Ineffective - Counselor does not utilize appropriate techniques when assisting students.
- Ineffective - Counselor does not attempt to assist students in goal setting and problem solving.
- Partially Effective - Counselor develops basic guidance curriculum for the needs of the school population.
- Partially Effective - Counselor utilizes few techniques when assisting students.
- Partially Effective - Counselor is inconsistent in assisting students in goal setting or problem solving.
- Effective - Counselor develops a comprehensive guidance curriculum for the needs of the school population.
- Effective - Counselor utilizes a variety of techniques when assisting students.
- Effective - Counselor consistently assists students in goal setting and problem solving.
- Highly Effective - Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population.
- Highly Effective - Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs.
- Highly Effective - Students are actively involved in goal setting and problem solving, and Counselor is able to facilitate the needs of individual students.

NJ School Counselors - HEPI - Component 3c				
Component	Ineffective	Partially Effective	Effective	Highly Effective

3c. Delivering counseling services and resources to support students	Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.	Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has a basic understanding of services to be delivered but makes use of minimal resources and makes appropriate referrals inconsistently.	Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using resources available and consistently makes appropriate referrals.	Counselor collaborates with other colleagues, programs, and agencies both within and beyond the school or district to meet individual student needs. Counselor fully utilizes resources available to provide appropriate services and consistently makes the most appropriate referrals in collaboration with school service personnel, based upon individual student needs.
	<p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor lacks knowledge of community or school resources. • Counselor does not provide appropriate services to assist in meeting student needs. • Counselor does not advocate for individual students. 	<p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor is aware of and utilizes a limited set of community and school resources. • Counselor makes a limited number of referrals. • Counselor is inconsistent in advocating for individual students. 	<p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor is well versed in all school, district, and community resources for students. • Counselor collaborates with constituents in the school setting to maximize services and resources for students. • Counselor makes appropriate referrals in addressing student needs. • Counselor advocates for each student as necessary. 	<p>Critical attributes:</p> <ul style="list-style-type: none"> • Counselor uses a wide variety of resources available to provide the most appropriate services. • Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet student needs. • Counselor seeks out and makes appropriate referrals based upon student needs. • Counselor is proactive and highly engaged in student advocacy.

Enter Notes & Evidence

Rubric Score: 0/0

N/A Rubric - Component 3c	
Component	Insufficient Evidence
N/A	
<u>Enter Notes & Evidence</u>	

Critical Attributes for School Counselors- HEPI - Component 3c

- Ineffective - Counselor lacks knowledge of community or school resources.
- Ineffective - Counselor does not provide appropriate services to assist in meeting student needs.
- Ineffective - Counselor does not advocate for individual students.
- Partially Effective - Counselor is aware of and utilizes a limited set of community and school resources.
- Partially Effective - Counselor makes a limited number of referrals.
- Partially Effective - Counselor is inconsistent in advocating for individual students.
- Effective - Counselor is well versed in all school, district, and community resources for students.
- Effective - Counselor collaborates with constituents in the school setting to maximize services and resources for students.
- Effective - Counselor makes appropriate referrals in addressing student needs.
- Effective - Counselor advocates for each student as necessary.
- Highly Effective - Counselor uses a wide variety of resources available to provide the most appropriate services.
- Highly Effective - Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet student needs.
- Highly Effective - Counselor seeks out and makes appropriate referrals based upon student needs.
- Highly Effective - Counselor is proactive and highly engaged in student advocacy.

NJ School Counselors - HEPI - Component 3d				
Component	Ineffective	Partially Effective	Effective	Highly Effective

3d. Using assessment to guide counseling services	Counselor does not evaluate student progress or consult with team members to meet students' needs. Critical attributes: <ul style="list-style-type: none"> • Counselor does not monitor student progress or communicate with student. • No data collection to determine student progress. • No communication or collaboration with school personnel involved in the plan to monitor progress across settings. 	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs. Critical attributes: <ul style="list-style-type: none"> • Counselor inconsistently monitors and communicates student progress. • Limited data collection to determine student progress. • Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings. 	Counselor consistently evaluates student progress and consults with team members to meet students' needs. Critical attributes: <ul style="list-style-type: none"> • Counselor consistently monitors student progress and communicates with student. • Data collection is used to guide and determine student progress. • Communicating and collaborating with school personnel involved in the plan to monitor progress across settings. 	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy. Critical attributes: <ul style="list-style-type: none"> • Students are able to self-monitor their individual progress. • Ongoing data collection from multiple sources to determine student progress. • Communicating and collaborating with all constituents involved in the plan to monitor progress across settings.
	Enter Notes & Evidence			
Rubric Score: 0/0				

N/A Rubric - Component 3d		
Component	Insufficient Evidence	
N/A		
Enter Notes & Evidence		

Critical Attributes for School Counselors- HEPI - Component 3d

- Ineffective - Counselor does not monitor student progress or communicate with student.
- Ineffective - No data collection to determine student progress.
- Ineffective - No communication or collaboration with school personnel involved in the plan to monitor progress across settings.
- Partially Effective - Counselor inconsistently monitors and communicates student progress.
- Partially Effective - Limited data collection to determine student progress.
- Partially Effective - Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings.
- Effective - Counselor consistently monitors student progress and communicates with student.
- Effective - Data collection is used to guide and determine student progress.
- Effective - Communicating and collaborating with school personnel involved in the plan to monitor progress across settings.
- Highly Effective - Students are able to self-monitor their individual progress.
- Highly Effective - Ongoing data collection from multiple sources to determine student progress.
- Highly Effective - Communicating and collaborating with all constituents involved in the plan to monitor progress across settings.

NJ School Counselors - HEPI - Component 3e					
Component	Ineffective	Partially Effective	Effective	Highly Effective	

3e. Demonstrating flexibility and responsiveness	Counselor does not adjust and prioritize routines to meet student needs. Critical attributes: <ul style="list-style-type: none"> • Counselor does not adjust to address student needs. • Counselor does not prioritize tasks with student or school goals in mind. • Counselor's plan is not informed by assessment. • Counselor is unaware of advances to technology and new practices in the field. 	Counselor makes minor revisions and adjustments in his/her daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice. Critical attributes: <ul style="list-style-type: none"> • Counselor inconsistently recognizes change in student needs and makes adjustments accordingly. • Counselor attempts to modify priorities to address student needs. • Counselor has limited awareness of advances in technology and new practices and is inconsistent in his/her application. 	Counselor is aware of student needs and makes revisions and adjustments in his/her daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice. Critical attributes: <ul style="list-style-type: none"> • Counselor recognizes change in student needs and makes adjustments accordingly. • Counselor will routinely modify priorities to meet the needs of students. • Counselor is aware of advances in technology and applies new practices in the field. 	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs. Critical attributes: <ul style="list-style-type: none"> • Counselor consistently monitors and uses ongoing changes in student needs to make adjustments accordingly. • Counselor seeks a thorough understanding of student needs and modifies program accordingly. • Counselor actively seeks information about advances in technology, and new educational trends, and applies this knowledge to daily best practices.
	Enter Notes & Evidence			

Rubric Score: 0/0

N/A Rubric - Component 3e	
Component	Insufficient Evidence
N/A	Enter Notes & Evidence

Critical Attributes for School Counselors- HEPI - Component 3e

- Ineffective - Counselor does not adjust to address student needs.
- Ineffective - Counselor does not prioritize tasks with student or school goals in mind.
- Ineffective - Counselor`s plan is not informed by assessment.
- Ineffective - Counselor is unaware of advances to technology and new practices in the field.
- Partially Effective - Counselor inconsistently recognizes change in student needs and makes adjustments accordingly.
- Partially Effective - Counselor attempts to modify priorities to address student needs.
- Partially Effective - Counselor has limited awareness of advances in technology and new practices and is inconsistent in his/her application.
- Effective - Counselor recognizes change in student needs and makes adjustments accordingly.
- Effective - Counselor will routinely modify priorities to meet the needs of students.
- Effective - Counselor is aware of advances in technology and applies new practices in the field.
- Highly Effective - Counselor consistently monitors and uses ongoing changes in student needs to make adjustments accordingly.
- Highly Effective - Counselor seeks a thorough understanding of student needs and modifies program accordingly.
- Highly Effective - Counselor actively seeks information about advances in technology, and new educational trends, and applies this knowledge to daily best practices.

Domain 4: Professional Responsibilities

NJ School Counselors - HEPI - Component 4a				
Component	Ineffective	Partially Effective	Effective	Highly Effective

4a. Reflecting on counseling practice	Counselor does not reflect on, adjust, or evaluate practice. Critical attributes: <ul style="list-style-type: none"> • Counselor does not participate in the process of evaluation. 	Counselor's reflection on, adjustment to, and evaluation of practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources. Critical attributes: <ul style="list-style-type: none"> • Counselor participates in the process of evaluation. • Counselor's reflections on and evaluations of practice are moderately accurate. • Counselor makes general suggestions for how to improve the program. • Counselor utilizes minimal data in order to improve the program. 	Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources. Critical attributes: <ul style="list-style-type: none"> • Counselor actively participates in the process of evaluation. • Counselor's reflections on and evaluations of practice are accurate. • Counselor makes specific suggestions for how to improve the program. • Counselor utilizes a variety of data in order to improve the program. 	Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources. Critical attributes: <ul style="list-style-type: none"> • Counselor initiates and leads participation in the process of evaluation. • Counselor independently reflects on and revises his/her current practice. • Counselor's reflections on and evaluations of practice are highly accurate. • Counselor makes detailed suggestions for how to improve the program and initiates these suggestions when appropriate. • Counselor utilizes several data sources in order to improve the program.
	Enter Notes & Evidence			
Rubric Score: 0/0				

N/A Rubric - Component 4a	
Component	Insufficient Evidence
N/A	Enter Notes & Evidence

Critical Attributes for School Counselors- HEPI - Component 4a

- Ineffective - Counselor does not participate in the process of evaluation.
- Partially Effective - Counselor participates in the process of evaluation.
- Partially Effective - Counselor`s reflections on and evaluations of practice are moderately accurate.
- Partially Effective - Counselor makes general suggestions for how to improve the program.
- Partially Effective - Counselor utilizes minimal data in order to improve the program.
- Effective - Counselor actively participates in the process of evaluation.
- Effective - Counselor`s reflections on and evaluations of practice are accurate.
- Effective - Counselor makes specific suggestions for how to improve the program.
- Effective - Counselor utilizes a variety of data in order to improve the program.
- Highly Effective - Counselor initiates and leads participation in the process of evaluation.
- Highly Effective - Counselor independently reflects on and revises his/her current practice.
- Highly Effective - Counselor's reflections on and evaluations of practice are highly accurate.
- Highly Effective - Counselor makes detailed suggestions for how to improve the program and initiates these suggestions when appropriate.
- Highly Effective - Counselor utilizes several data sources in order to improve the program.

Areas of Strength:

Areas of Growth:

Recommendations:

Additional Comments:
