

Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
1a: Demonstrating knowledge of field and practice	The counselor is unable to demonstrate a basic understanding of developmentally appropriate counseling techniques. The counselor has little or no knowledge of counseling practices. The counselor has no understanding or knowledge of the current school curriculum and overall district programming. The counselor displays little or no understanding of career and college programming, social/emotional, and academic needs.	The counselor demonstrates a familiar understanding of developmentally appropriate counseling techniques. The counselor displays a limited knowledge of counseling practices. The counselor understands some aspects of the current school curriculum and overall district programming, however, there are apparent gaps in this understanding. The counselor has limited understanding of aspects of career and college programming, social/emotional, and academic needs.	The counselor demonstrates a solid understanding of developmentally appropriate counseling techniques and counseling practices. The counselor understands most of the current school curriculum and overall district programming. The counselor understands effective career and college programming, social/emotional and academic needs.	The counselor demonstrates an extensive understanding of developmentally appropriate counseling techniques. The counselor displays a broad and exhaustive knowledge of counseling practices, including the most current research based approaches. The counselor understands the entirety of the current school curriculum and overall district programming. The counselor understands effective career and college programming, social/emotional and academic needs for a wide range of students in the school.
Critical Attributes	<ul style="list-style-type: none"> - The counselor's plans use inappropriate strategies for the counseling program.. - The counselor is unable to name or explain current classes at the school. 	<ul style="list-style-type: none"> - The counselor's understanding of the counseling practice is rudimentary. - The counselor's knowledge of prerequisite relationships is inaccurate or incomplete. - The counselor can name many optional courses for students but has large amounts of information he/she is unable to recall. 	<ul style="list-style-type: none"> - The counselor can identify important concepts of the counseling practice and their relationships to one another. -The counselor provides clear explanations of the school curriculum. - The counselor answers students' questions accurately and provides feedback that furthers their understanding. 	<ul style="list-style-type: none"> - The counselor has excellent knowledge of the school community and his/her caseload.
<i>Possible Examples</i>	<ul style="list-style-type: none"> - <i>Counselor makes incorrect statements about human development and student learning.</i> -<i>And others...</i> 	<ul style="list-style-type: none"> -<i>Counselor conducts a small group with adolescent girls with no use of pre or post test data.</i> - <i>Counselor gives students incorrect information about college and their AP course eligibility.</i> -<i>And others...</i> 	<ul style="list-style-type: none"> - <i>Counselor pulls students that have Ds and Fs from their caseload to check up on them.</i> - <i>Counselor considers executive functioning challenges when planning presentation for new accelerated students.</i> -<i>And others...</i> 	<ul style="list-style-type: none"> - <i>Counselor attends the latest state conference on LGBTQI topics and writes up a summary and proposes new protocols for the department.</i> -<i>And others...</i>

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1b: Demonstrating Knowledge of Students	Counselor is unable to display an accurate understanding of the typical developmental characteristics of the age group or distinguish any exceptions to the general patterns. The counselor demonstrates no knowledge of his/her caseload. The counselor does not seek any knowledge to further his/her understanding of students resulting in a complete inability to describe specific needs.	Counselor displays limited and sometimes inaccurate understanding of the typical developmental characteristics of the age group. The counselor demonstrates some knowledge of his/her caseload but lacks important information such as interest and their family background. The counselor rarely seeks knowledge to further his/her understanding of students resulting in gaps in awareness of student needs.	Counselor displays adequate and accurate understanding of the typical developmental characteristics of the age group. The counselor demonstrates knowledge of his/her caseload including information such as student interests, and cultural background. The counselor purposely seeks knowledge to further his/her understanding of students.	Counselor displays an expansive understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns. The counselor knows the majority of his/her caseload extensively including information such as student interests, their family background, school involvement. The counselor purposely seeks knowledge to further his/her understanding of students' cultural, educational, and family background.
Critical Attributes	<p><i>f</i> -The counselor does not understand child development characteristics and has unrealistic expectations for students. <i>f</i></p> <p>-The counselor is not aware of students' interests or cultural heritages. <i>f</i></p> <p>-The counselor takes no responsibility to learn about students' medical or learning disabilities. <i>f</i></p> <p>-The counselor is not aware of and does not adhere to IEP or 504 plans.</p>	<p><i>f</i> -The counselor does not integrate developmental theory when working with students.</p> <p>-The counselor recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>-The counselor is aware of medical issues and learning disabilities with some students but does not seek to understand their implications..</p>	<p>- The counselor has solid knowledge of the range of interests of students on their caseload.</p> <p>- <i>f</i> The counselor is aware of the different needs of their students within his/her caseload as far as academic, social-emotional, or familial issues or concerns.</p> <p>- <i>f</i> The counselor is knowledgeable of students' backgrounds and possesses cultural sensitivity <i>f</i></p> <p>-The counselor is aware of the special needs represented by students on his/her caseload.</p>	<p><i>f</i> -The counselor uses ongoing methods to assess students' skills, abilities, and interests. <i>f</i></p> <p>- The counselor maintains a system of updated student records and continues to seek more information regarding the student's physical health if necessary and family information.</p>
Possible Examples	<p>-Counselor doesn't recognize sophomore student who comes to see him/her to register for classes.</p> <p>-Counselor is totally unaware that his/her student has an IEP.</p> <p>-Counselor does not know the student population served at the school.</p> <p>-And others...</p>	<p>-Counselor knows student has an IEP but doesn't use this information when working with the student on registering for classes.</p> <p>-A junior student is brought up at the Problem Solving Teams and the counselor only knows a small amount of information about the student despite the student having struggled throughout the past 3 years.</p>	<p>-During registration counselor is able to make appropriate class placement based on awareness of IEP and past academic success.</p> <p>-Counselor is able to help student get connected to clubs after learning about students interests and cultural background.</p> <p>-And others...</p>	<p>-Counselor knows that student qualifies for fee waiver and therefore will need additional financial support for college. Based on this knowledge the counselor finds scholarships that the student qualifies for to help offset college costs.</p> <p>-During registration counselor is not only aware of the academic needs of the student but acknowledges the</p>

		<i>-And others...</i>		<i>student taking Italian due to the students parents both being from Italy and also asks the student about their participation on their athletic team. -And others...</i>
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1c: Setting goals and outcomes	The counselor is unable to establish student post high-school plans for any individual students. The counselor does not set goals and outcomes based on the ASCA model which includes social emotional, academic, and career goals and does not use data for any goal setting.	The counselor establishes some student post high-school plans but the plans are not all based on student interest and skills. The counselor inconsistently sets goals and outcomes based on the ASCA model which includes social emotional, academic, and career goals with the limited use of data at the group level.	The counselor establishes individual student post high-school plans based on student interest and skills. The counselor sets goals and outcomes consistently based on the ASCA model which includes social emotional, academic, and career goals and use data and information from groups of students and some individual students.	The counselor establishes protocols for individual students to set post high-school plans based on their interests and skills. The counselor sets goals and outcomes, always based on the ASCA model, which include social emotional, academic, and career goals and uses data and information at the individual student level.
Critical Attributes	<ul style="list-style-type: none"> -There are no activities utilized in the planning of a post-high school plan. <i>f</i> -The objectives and learning targets do not address the ASCA model. <i>f</i> 	<ul style="list-style-type: none"> <i>f</i>-The post-high school plans have limited use of data and activities in the preparation. -Elements of the ASCA model are partially used but there are critical components the counselor is not addressing. 	<ul style="list-style-type: none"> -The counselor utilizes data and various information in the development of the post-high school plan based on activities and surveys that the counselor implements with their students. -The ASCA model is the basis for the development for the post-high school plan. <i>f</i> -The information utilized for planning is differentiated for students based on their individual needs, interests, skills and abilities. 	<ul style="list-style-type: none"> -The counselor seeks additional information beyond the data provided from the district and accesses sources of information such as family or teachers or other resources for additional assistance in developing the post-high school plan. -The ASCA model is the driving force behind the development of the post-high school plan and is addressed in its entirety. -Protocols have been established and are consistently followed for the successful integration and use of individual student data from a variety of sources.
Possible Examples	<ul style="list-style-type: none"> -Counselor is meeting with a senior student and has not set up any post-high school plan with that student despite having worked with them for 4 years. -The counselor sets a meeting to discuss goals and a post-high school plan but instead they just talk about the student's first semester grades and the upcoming Super Bowl. -And others... 	<ul style="list-style-type: none"> -Counselor works on a post-school plan with a junior student during registration and talks about career choices but doesn't use any data to help the student make choices. -Counselor meets with a freshman student and sets goals with student but only discusses their academics does not address any post-high school plan. -And others... 	<ul style="list-style-type: none"> -During registration counselor refers to 16 Career Cluster areas and the elective courses that apply to those clusters in helping student make course selection. -Counselor establishes short and long-term goals through Career Cruising with all freshman students. -And others... 	<ul style="list-style-type: none"> -During senior meeting counselor already knows students college major of choice from previous discussion last school year and in addition has taken the time to visit colleges over the summer and has some college suggestions for students. -Counselor attends an ASCA Model Data Conference and then brings back information to the department to implement within post-high school programming. -And others...

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1d: Demonstrating knowledge of resources	Counselor is unaware of school, district or community resources available to students and parents and constantly makes poor recommendations for resources. The counselor lacks knowledge to gain access to any appropriate resources and makes no effort to expand his/her knowledge of available resources.	Counselor has limited awareness of school, district, and/or community resources available to students and parents and at times, recommends inappropriate and ineffective resources. The counselor has limited knowledge of appropriate resources.	Counselor has adequate awareness of appropriate school, district and community resources available to students and parents. The counselor continues to expand his/her knowledge of appropriate resources for groups and individual students.	Counselor has an extensive knowledge of school, district and community resources available to students and parents and proactively seeks out new resources. Counselor actively researches, utilizes, and collaborates with students and families to access appropriate resources.
Critical Attributes	<ul style="list-style-type: none"> - The counselor does not provide resources to students and their families or recommends inappropriate resources. - The counselor is not aware of some student needs and does not inquire about possible resources. - The counselor does not seek out resources available to expand his/her own knowledge. 	<ul style="list-style-type: none"> - The counselor inconsistently provides resources to students and their families - The counselor locates and recommends resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> -The counselor consistently provides resources to students and their families. -The counselor locates and recommends not only district-provided resources but also those available in the community. -The counselor expands his/her knowledge through professional learning groups and organizations outside of the district. 	<ul style="list-style-type: none"> -The counselor not only consistently provides resources to students and their families but also assists them in making contact with resources and follows up to ensure resources were taken advantage of by family/student -The counselor seeks out effective resources that may not already be known. -The counselor has ongoing relationships with colleges, universities and professional organizations that enhance his/her professional knowledge.
Possible Examples	<ul style="list-style-type: none"> -Counselor tells student/family to work out issues at home. -Counselor has no knowledge of local community mental health resources and as a result, does not refer students and families for needed services. -Counselor does not have knowledge of websites that address evidence-based practices. -Counselor refers a high school student to a Christian counseling center because the counselor has a friend who works there. -And others... 	<ul style="list-style-type: none"> -Counselor refers students/families to only the school psychologist or social worker. -Counselor does not leave the building to partake in any professional development. -Counselor refers female students & their families for outside counseling but not male students. -And others... 	<ul style="list-style-type: none"> -Counselor gathers and shares nationally acclaimed stories and activities related to bullying prevention with SPS department to consider for use across the school. -Counselor pursues opportunity for training in Cognitive Behavior Therapy (CBT) technique. -Counselor shares knowledge of both Maine Stay and Maine East's School Based Health Center and provides contact names to a family in crisis. -Counselor has a working relationship with personnel from community agencies and is able to connect students and families to their 	<ul style="list-style-type: none"> -Counselor tracks student progress after referral and follows up with student/family to gage if further intervention is necessary. -Counselor seeks out professional development opportunities on School-wide Positive Behavior Support (SWPBS) and brings ideas about implementation back to district, offering to provide inservice training for teachers and other stakeholders. -Counselor invites representatives from three partial hospitalization programs to discuss their services and a way to partner more effectively with the school.

			services. -And others...	-And others...
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1e: Designing Delivery of Services	Counselor plans delivery of services that do not include proactive and preventative activities. The counselor does not utilize data to design services.	Counselor plans delivery of services that include limited proactive and preventative activities. The counselor infrequently utilizes data to design services.	Counselor plans delivery of services that include an adequate number of activities to intervene and provide positive outcomes for a majority of students. The counselor frequently utilizes available data to design services.	Counselor plans delivery of services that include an extensive array of proactive and preventative activities to maximize positive outcomes for all students. The counselor always utilizes available data to design services.
Critical Attributes	<ul style="list-style-type: none"> - Materials and presentations are not aligned with goals. - Classroom presentations and counseling groups do not support learning, nor are they proactive or preventative - Counselor establishes programs/groups without considering data or need. 	<ul style="list-style-type: none"> - Materials and presentations are engaging for a minority of students or are somewhat aligned with the instructional goals. - Classroom presentations and counseling groups minimally support learning and are somewhat proactive or preventative. - Counselor establishes programs/groups with minimal consideration of data & need or may misinterpret data. 	<ul style="list-style-type: none"> - Materials and presentations are engaging for most students and are substantially aligned with the instructional goals - Classroom presentations and counseling groups strongly support learning and are frequently proactive or preventative. - Counselor establishes programs/groups frequently based on data and established need. 	<ul style="list-style-type: none"> -Materials and presentations are highly engaging for a large majority of students and are precisely and clearly aligned with the instructional goals -Classroom presentations and counseling groups substantially and positively affect learning and are extensively proactive or preventative -Counselor not only establishes programs/groups based principally on data and clear need but develops collection methods for such data
Possible Examples	<ul style="list-style-type: none"> -Counselor runs a group with no curriculum and it always turns into a gripe session. -Counselor runs a "Successful Men's" group for high achieving boys because they are the counselor's favorite kind of student. -Counselor's goal of presentation is that students will understand FAFSA's purpose and how to get started but counselor talks about the importance of GPA and test scores for the majority of the presentation and has no visual aids or handouts. -And others... 	<ul style="list-style-type: none"> -Counselor knows the ASCA standards but says he/she does not have time to implement them. -Counselor presents in the home maintenance class about post-secondary planning and fails to mention anything about apprenticeships-- focuses only on four year colleges. -And others... 	<ul style="list-style-type: none"> -Counselor develops and implements lessons based predominantly on the ASCA standards. -Counselor reviews data from school-wide survey and referrals from PST's before deciding to run the next session of Healthy Relationships. -Counselor provides group members with ideas and strategies for dealing with anger. -And others... 	<ul style="list-style-type: none"> -Counselor identifies significant career developmental needs and works with colleagues to develop a career guidance curriculum and/or program. -Counselor develops survey to be administered school-wide to determine areas of need and coordinates with administration on how/when to administer the survey. -And others...

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1f: Designing assessment plans	Counselor has no plans to assess the program, does not have any goals, does not collect evidence, plans are not reliable or valid	Counselor's plan to assess the program is inconsistent around the goals and the collection of evidence thus, there is no way to determine if goals have been met. Assessment results do not consistently measure student needs.	Counselor's plans to assess the program are consistently organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Data is gathered from multiple sources from existing tools and instruments and measure needs for most students.	Counselor's plan to assess the program is highly organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met on an ongoing basis. Data is gathered from multiple sources from both existing and new tools and instruments and measure needs for all students. Designs include student voice and input.
Critical Attributes	<ul style="list-style-type: none"> <i>f</i>- Assessment plans do not match objectives and goals. <i>f</i> <i>f</i>- Assessment plan results do not affect future planning. - There are no plans for assessing counseling program. 	<ul style="list-style-type: none"> - Only some of the objectives and goals are addressed in the planned assessments. - Limited aspects of the program use assessment results. 	<ul style="list-style-type: none"> -All the objectives and goals have a method for assessment. <i>f</i> -Plans include modified assessments when they are necessary for some students. <i>f</i> 	<ul style="list-style-type: none"> - Assessments provide opportunities for student choice. <i>f</i> - Students might participate in designing assessments for their own work. <i>f f</i> - Students are actively involved in collecting information to monitor their own goals.
Possible Examples	<ul style="list-style-type: none"> <i>-Counselor does not assist with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties.</i> <i>-And others...</i> 	<ul style="list-style-type: none"> <i>-Counselor offers some assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties.</i> <i>- Counselor administers career interest inventories to students, provides them with the results, but does not follow through with explanations to students and/or parents.</i> <i>-Students do not understand the purpose of the assessments.</i> <i>-And others...</i> 	<ul style="list-style-type: none"> <i>-Counselor offers adequate assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties.</i> <i>-And others...</i> 	<ul style="list-style-type: none"> <i>-Counselor gives feedback to PLT regarding the group you ran. The counselor changes his/her group based on feedback from survey.</i> <i>-Counselor reaches out to an individual student's counselor regarding an individual group member.</i> <i>And others...</i>

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2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative and disrespectful. The interactions are inappropriate to the ages, cultures, and developmental level of the students. The counselor ignores disrespectful behavior among students. Students are not comfortable sharing personal and private information with the counselor.	Counselor's interactions with students are somewhat positive and respectful. The interactions are somewhat appropriate to the ages, cultures, and developmental level of the students. The counselor responds inconsistently to disrespectful behavior among students. Students are somewhat comfortable sharing personal and private information with the counselor.	Counselor's interactions with students are positive and respectful through professional and polite student interactions. The interactions are generally appropriate to the ages, cultures, and developmental level of the students. The counselor responds to disrespectful behavior among students. Students are comfortable sharing personal and private information with the counselor.	Counselor's interactions with students are consistently positive and highly respectful, and the counselor actively builds rapport through empathy, genuine concern and through warm and caring student interactions; the counselor adjusts the counseling style based on knowledge of students. The interactions are consistently appropriate to the ages, cultures, and developmental level of the students. The counselor responds successfully to disrespectful behavior among students.
Critical Attributes	<ul style="list-style-type: none"> -The counselor is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. -Student body language indicates feelings of hurt, discomfort, or insecurity. -The counselor displays no familiarity with, or caring about, individual students. - The counselor disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> -The quality of interactions between counselor and students, or among students, is uneven, with occasional disrespect or insensitivity. <i>f</i> - The counselor attempts to respond to disrespectful behavior among students, with uneven results. <i>f</i> -The counselor attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> -Talk between counselor and students and among students is uniformly respectful. <i>f</i> - The counselor successfully responds to disrespectful behavior among students. -The counselor makes general connections with individual students. <i>f</i> Students exhibit respect for the counselor 	<ul style="list-style-type: none"> -<i>f</i>The counselor demonstrates knowledge and caring about individual students' lives beyond the class and school. - Students participate without fear of putdowns or ridicule from either the counselor or other students. <i>f</i> -The counselor respects and encourages students' efforts. -Students seek out the counselor reflecting a high degree of comfort and trust in sharing personal and private information with the counselor.
Possible Examples	<ul style="list-style-type: none"> -<i>Counselor does not know or call students by name.</i> - <i>Counselor not appear to use or model active listening skills with students.</i> -<i>Counselor not establish a collaborative environment that promotes exploration of individual differences.</i> -<i>And others...</i> 	<ul style="list-style-type: none"> -<i>Counselor knows some students by name.</i> -<i>Counselor attempts to model active listening skills with students and has inconsistent results and student response.</i> -<i>Counselor attempts to create a collaborative and positive environment but does not fully understand developmental levels.</i> -<i>Counselor says, "Don't talk that way to your classmates," but the student shrugs her shoulders. The counselor</i> 	<ul style="list-style-type: none"> -<i>Counselor reaches out to a family of a student with selective mutism to learn more about the student.</i> -<i>Counselor makes an effort to mentor a student who is practicing self control skills.</i> -<i>Counselor interacts with students and knows significant interests of students.</i> -<i>Counselor provides culturally responsive activities.</i> -<i>And others...</i> 	<ul style="list-style-type: none"> -<i>Counselor ensures parents and teachers to feel comfortable coming to him/her for assistance with their children/students.</i> -<i>Counselor inquires about a student's soccer game last weekend (or extra-curricular activities or hobbies).</i> -<i>And others...</i>

		has no strategies for following up with the student. -And others...		
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2b: Establishing a culture and climate for learning	The counselor does not have high standards and expectations for students academically and behaviorally. The counselor fails to reinforce student progress and success.	The counselor inconsistently implements expectations for students academically and behaviorally. The counselor inconsistently reinforces student progress and success.	The counselor maintains high academic and behavioral standards and expectations for students. The counselor reinforces and monitors student progress and success while being mindful and respectful of student time.	Counselor promotes high standards and expectations for students academically and behaviorally. The counselor positively reinforces and monitors student progress and success, is mindful and respectful of student time, and elicits student input.
Critical Attributes	<ul style="list-style-type: none"> - The counselor conveys that hard work and effort are not necessary in the school setting. - The counselor conveys no interest in students. - The counselor does not encourage students to exhibit pride in their work. 	<ul style="list-style-type: none"> - The counselor's energy for work is neutral and shows very little commitment and interest to student learning. - The counselor conveys very little interest in students. - The counselor shows limited interest in encouraging the student learning process. 	<ul style="list-style-type: none"> - The counselor communicates the importance of the student learning process and encourages students. - The counselor conveys and demonstrates interest in helping and assisting students. - The counselor conveys an expectation of high levels of student effort. 	<ul style="list-style-type: none"> -The counselor communicates passion for the success of student learning and with hard work and effort, students are encouraged to take ownership of the learning process. -The counselor shows a dedicated interest and encourages a wide range of students. -The counselor conveys the satisfaction that accompanies a deep understanding of the learning process and environment needed for student success.
Possible Examples	<ul style="list-style-type: none"> -Counselor conveys a negative attitude toward a bullying-prevention program. -Counselor does not set annual school counseling goals. Counselor exhibits negative attitude towards communicating goals or data with stakeholders. -And others... 	<ul style="list-style-type: none"> -Counselor occasionally provides activities or strategies to help students prepare for, participate in, and succeed in rigorous academic programs. -Counselor conveys that bullying prevention is important but with little conviction and student buy-in is limited. -Counselor implements random counseling activities with student with no connection to program goals. -And others... 	<ul style="list-style-type: none"> -Counselor provides classroom activities, group counseling, and individual sessions that promote equity and access to rigorous academic programs. - Counselor conveys genuine enthusiasm for the school- wide bullying-prevention program and students convey commitment to the program. - Counselor proactively helps students learn from goal setting process. -And others... 	<ul style="list-style-type: none"> -Counselor ensures that students value the importance of the bullying prevention program, evidenced by active participation, curiosity, and taking initiative. -Counselor gathers pre and post data on the attendance, grades, discipline referrals, and suspensions of program participants to determine program impact. -And others...

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2c: Managing routines and procedures and physical space	The counselor does not have procedures and routines that support productive counseling services which consistently results in loss of time and productivity. Counselor's working space is chaotic and disorganized in a manner that is disruptive and distracting to the counseling environment.	The counselor inconsistently maintains procedures and routines that support productive counseling services. Counselor's working space is disorganized and not consistently supportive of the counseling environment.	The counselor efficiently maintains procedures and routines that support productive counseling service and preparation is evident. Counselor's working space is organized for the counseling environment.	The counselor efficiently maintains procedures and routines that align with all counseling services; attention to detail and depth of preparation is evident. Counselor's working space is strategically organized for the optimum counseling environment.
Critical Attributes	<ul style="list-style-type: none"> -During classroom presentations and/or group lessons, transitions are disorganized, with loss of valuable time. -The counselor fails to have any procedures for distributing and collecting materials. -The counselor does not have any established routines. 	<ul style="list-style-type: none"> - Procedures for transitions during presentations seem to have been established, but their operation is not smooth. - The counselor's procedures for the distribution and collection of materials is very unorganized and is rarely completed in a timely fashion. -The school counselor's routines function unevenly. 	<ul style="list-style-type: none"> -Transitions between large and small group activities are smooth. -The school counselor's routines for distribution and collection of materials and supplies work efficiently. -School counselor's routines function smoothly. 	<ul style="list-style-type: none"> -Transitions between large and small group activities are smooth and student driven. -The school counselor's routines for distribution and collection of materials and supplies work efficiently and are always completed in a timely fashion. -The counselor's routines function smoothly and are very time efficient.
<i>Possible Examples</i>	<ul style="list-style-type: none"> -Counselor fails to develop and/or circulate clear operational schedules. - Counselor does not engage students in classroom guidance lessons. - Counselor does not follow district protocols for dealing with crises. 	<ul style="list-style-type: none"> - Counselor is familiar with the district policy for dealing with crises but is inconsistent in following the guidelines. -Counselor arranges furniture to support activities, but while the physical environment is not an impediment, it does not enhance the activity 	<ul style="list-style-type: none"> -Counselor is cognizant and respectful of staff time, by sharing schedules and changes in a timely manner. - Counselor ensures classroom guidance is well organized and most students are productively engaged while SC works with other students. - Counselor is able to access materials and resources when called upon. -Counselor follows district protocols and policies related to suicide threats 	<ul style="list-style-type: none"> - Counselor ensures classroom guidance is well organized, students assume responsibility for productivity, and students are actively engaged at all times. - Counselor develops and conducts monthly "coffee with the counselor" discussions to relay information and receive feedback from parents and community members.

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2d: Managing Student Behavior	The counselor does not have a foundation in management techniques and is unable to manage behaviors in various situations. The counselor does not respond to student misbehavior at all or responds in a manner that is inconsistent and disproportionate as well as ineffective. The counselor does not set consistent and appropriate boundaries for students.	The counselor demonstrates a somewhat familiar understanding of management techniques and employs these techniques ineffectively or in a limited manner. The counselor responds to student misbehavior in a manner that is often inconsistent for the situation. The counselor sets inconsistent boundaries for students.	The counselor demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations. The counselor responds to student misbehavior in a manner that is consistent, proportionate, respectful, and effective. The counselor consistently sets boundaries for students.	The counselor demonstrates a high level of understanding of management techniques while promoting student participation in self-monitoring behaviors in various situations. The counselor proactively responds to student misbehavior in a manner that is consistent, proportionate, respectful and effective. The counselor consistently sets appropriate boundaries for a wide range of students.
Critical Attributes	<ul style="list-style-type: none"> -The environment is chaotic, with no standards of conduct evident. -Counselor does not monitor student behavior. -Some students are continually disruptive, without counselor awareness or with an ineffective response. 	<ul style="list-style-type: none"> -Counselor attempts to maintain order, referring to rules, but with uneven success. -Counselor attempts to monitor behavior. -The counselor's response to student misbehavior is inconsistent; sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> -Standards of conduct appear to have been established and implemented successfully. -Overall, student behavior is generally appropriate. -The counselor's response to student misbehavior is effective. 	<ul style="list-style-type: none"> -Standards of conduct have been clearly established. -Counselor response to student behavior is entirely appropriate; any student misbehavior is swiftly handled.
Possible Examples	<ul style="list-style-type: none"> -Counselor during a classroom presentation, fails to stop misbehavior, instead sitting down at the desk and reading the news on the computer. Students are running around the room, resulting in chaos. -Counselor is unresponsive when a student continually blurts comments. -Counselor repeatedly ignores students who are off task, ie sleeping. -And others... 	<ul style="list-style-type: none"> - Counselor focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others. - Classroom rules are posted, but neither counselor nor students refer to them. -Counselor redirects students who are off task or disruptive once or twice and then gives up or talks over them. -And others... 	<ul style="list-style-type: none"> -Counselor asks for student participation during classroom presentations, and students respond positively. - Counselor recommends use of positive behavior support strategy with student who exhibits motivational difficulties and monitors the student's response. --Counselor is able to effectively de-escalate a student who is acting out physically by using calming words and an even tone of voice. -Counselor knows how to elicit the help of other adults in the room so he/she can continue. -And others... 	<ul style="list-style-type: none"> - Counselor advocates for school-wide positive behavior support (SWPBS) and universal rules and expectations with students and staff. Acts as lead for SWPBS team, in conjunction with Building Principal and other stakeholders. -Counselor involves students in the development of a behavior improvement plan. -Counselor effectively utilizes a non-verbal communication system to elicit communication and/or appropriate quiet, during a presentation. -And others...

Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
3a: Communicating with Students	The counselor communicates unclearly, unprofessionally and inaccurately to students both orally and in writing. The counselor does not use appropriate language for the students' developmental age. The counselor's interactions with students are haphazard, infrequent and/or without purpose.	The counselor does not consistently communicate clearly and accurately to students both orally and in writing. The counselor's communication is often confusing. The counselor inconsistently uses inappropriate language for the students' developmental age. The counselor's interactions with students are general, unpredictable and often not aligned to the counseling task at hand.	The counselor communicates clearly and accurately to students both orally and in writing. The counselor language is appropriate for the students' developmental age. The counselor's interactions with students are specific, timely, and consistent to the counseling task at hand.	The counselor always communicates clearly and accurately providing specific information, with follow-up when necessary. The counselor uses clear and detailed language that is appropriate for the students' developmental age and background. The counselor's interactions with students are focused on a developed, progressive goal and the follow up to meet the progressive goals is established.
Critical Attributes	<ul style="list-style-type: none"> -At no time during the lesson or conversation does the counselor state the purpose of the meeting. -The counselor makes a serious content error that will affect the proper handling of a situation. -The counselor's communications include errors of vocabulary or imprecise usage of vocabulary for the task at hand. -The counselor's vocabulary is too advanced or too juvenile for students or is not culturally sensitive 	<ul style="list-style-type: none"> -The counselor provides little elaboration or explanation about the counseling task at hand. -The counselor's explanation of the meeting consists of monologue, with minimal participation or intellectual engagement by students. -The counselor's vocabulary is correct but not appropriate for the situation. 	<ul style="list-style-type: none"> -The communication should include resources when applicable. -The counselor clearly communicates the purpose of the meeting. -The counselor's explanation of content is clear and invites student participation and thinking. -The counselor makes no content errors. -The counselor's vocabulary and usage are correct and entirely suited to the task. -The counselor's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> -The student is able to articulate the purpose of the meeting. -Counselor has clear goals for the meetings.
Examples	<ul style="list-style-type: none"> -Counselor displays poor use of individual counseling skills and there is inadequate student response. - Counselor reviews a 9th-grade student's available achievement and ability data and informs the student that he or she should not plan to go to college. -Counselor verbalizes immediate negative judgements about the student, parents, other students, or other school personnel. 	<ul style="list-style-type: none"> -Counselor demonstrates that individual counseling skills are evolving but result in inconsistent student response. -Counselor administers a Holland Code inventory with 10th-grade students, but does not review outcome or explain results to students. -Counselor fails to engage students in a dialogue regarding the classroom lesson at hand. 	<ul style="list-style-type: none"> -Counselor utilizes social skills training, communicates session goals and skills to students at the beginning of six weekly sessions, and assesses student response to intervention with communication with students. - Counselor uses bibliotherapy to assist a student with anxiety issues. -Counselor gives explicit verbal directions during phone calls, registrations, etc. -Counselor has command of effective 	<ul style="list-style-type: none"> -Counselor utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self assessment and increased -student attendance and academic achievement. -Counselor collaborates with staff and utilizes technology to allow students to explore and research a career of their choosing, and

	-And others...	-Counselor continually interrupts a student with personal opinions rather than listening to gather information to formulate questions or prompts. -And others...	nonverbal cues to invoke student participation in a conversation. -And others...	facilitates student career research presentations with students, teachers, and parents in attendance. -And others...
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
3b: Using Interviewing and Discussion Techniques	Does not use evidence-based and best practice counseling techniques for individual and group counseling or classroom activities. Does not use techniques that are high quality and characterized by accuracy, clarity, and substantive content. Does not provide adequate time for students to think before responding. The counselor's skills do not encourage student participation and disclosure of information.	Inconsistently uses evidence based and best practice counseling techniques for individual and group counseling as well as classroom activities. The counselor sometimes uses techniques that are high quality and characterized by accuracy, clarity, and substantive content. Inconsistently provides adequate student response time. The counselor's skills are somewhat effective and limited in encouraging student participation and disclosure of information.	Uses evidence-based and best practice counseling techniques for individual and group counseling as well as classroom activities characterized by accuracy, clarity, and substantive content. Provides adequate time for students to think before responding to the counselor. The counselor's skills are effective in encouraging student participation and disclosure of information, including student background, skills, and interests.	Uses evidence-based best practice counseling techniques for individual and group counseling as well as classroom activities that build student agency. The counselor and student engage in a counseling process that is of high quality, innovative, and characterized by accuracy, clarity and substantive content. Provides adequate time for students to think before responding to counselor questions and helping generate student questions. The students disclose information including background skills and interests to further discuss and participate in counseling sessions.
Critical Attributes	-Questions do not invite student thinking. -The counselor does not ask students to explain their answers/thinking. -Techniques are non-existent or inappropriate.	-Counselor relies on one or two techniques and rarely invites students to think and contribute.	-Counselor uses various techniques and invites students to think and/or offer multiple responses. -Counselor asks students to explain and/or justify their answers/reasoning and most attempt to do so.	-Counselor builds on and uses student responses to questions in order to deepen student understanding. -Students extend the discussion, enriching it. -Counselors guides his/her students to feel empowered to take action and advocate for themselves.
Possible Examples	-During a classroom guidance lesson, counselor remains in a 1:1 discussion with only one student. -During a small group counseling session, counselor addresses a question to one student, but quickly moves onto another student when the first fails to respond immediately. -And others...	-During a school counseling curriculum lesson on test-taking skills, counselor calls on one student during majority of the lesson, without eliciting responses from other students. -Counselor conducts individual counseling with a student who recently had a parent die, and uses closed questions (e.g., When did it happen, Are you sad?), instead of asking open-ended questions (e.g., How are you feeling today?). -And others...	-Counselor utilizes think/pair/share strategy to engage students to participate in discussion about career interest inventories during curriculum lessons. -Counselor uses open ended questions and offers statements that encourages student dialog such as;(tell me about your career plans) or (How did you become interested in that career?) -And others...	-Counselor ensures that every student is engaged by creating teams/subgroups within the class, each with a student leader who is charged with gaining feedback from each member of the team/group. -Counselor collaborates with the classroom teacher in order to understand student dynamics and needs prior to classroom presentations in order to create a positive atmosphere that best meets the student needs including cooperative learning groups as well as opportunities for individual student

				responses. -And others...
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
3c: Engages students in implementing their academic, personal/social or career plans	Does not engage students in the development of their academic, career, or social emotional plans. Develops and implements plans that do not match student needs. Does not provide equal or equitable services to students.	Engages a limited number of students in the development of their academic, career, or social /emotional plans on an inconsistent basis. Develops and implements plans that inconsistently match student needs. Provides somewhat equal yet not equitable services to students.	Engages most students on caseload in the development of their academic, career, or social/emotional plans. Effectively develops and implements plans that match student needs the majority of the time with student input. Provides equal and somewhat equitable services to students.	Engages nearly all students in the development of their academic, career, or social/emotional plans. Effectively develops and implements plans that consistently match student needs the majority of the time and are student-driven. Provides extensive equal and equitable services to students, and “triages” effectively.
Critical Attributes	-Counselor does not participate in activities to assist students in the creation of plans	-Counselor has limited activities to assist students in the development of their plans.	-Counselor develops and conducts activities that assist students in developing their educational and/or socio-emotional or/career plans.	-Counselor develops and conducts activities that require student thinking and explanation of their thinking as they develop their educational and career goals. -The counselor is able to have individual, career or social/emotional plans with all the students in their caseload.
Possible Examples	-Counselor regularly misplaces students in courses. -Counselor does not engage the students in conversations about setting future goals. Counselor promotes career goals for students that do not align with their skills or interests. -Counselor refuses to meet with a student after behavior incident. -And others...	-Counselor registers students for courses that do not consistently offer either a challenge or the opportunity for academic success. -Counselor delivers material and or services that are not necessarily pertinent to the students or their concerns. -Counselor sometimes engages students in conversations on future goals but does not take measures to help them reach those goals. -Counselor recognizes that a student may be confused about an issue but does not take the time to further explain. -And others...	-Counselor registers students for courses that are both challenging and offer the opportunity for student success. These courses also support student academic and career goals. -Counselor advocates for adequate time for direct and indirect counseling services at the school. -Counselor engages all students in systematic, developmentally appropriate goal-setting activities to determine future plans using computer-based career exploration programs. -Counselor regularly meets with a student who is identified as a student requiring tier two behavior interventions for anger management and monitors progress. -And others...	-Student feedback supports that they understand and are aware that the courses they are recommended for support their academic and career goals. -Counselor directs and enlists students to programming that provide personalized opportunities for students to set future goals specific to his/her strengths and areas of interest. Students design their own job shadowing experiences and voluntarily share the planning and results with the School Counselor.. -And others...

Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
3d: Assessing Student Needs and Monitoring Student Progress	Student needs and progress are not monitored; the counselor doesn't use data to evaluate needs and progress. The evaluation is not systematic and thus is not accurate, providing no opportunities for adjustments to counseling plans or services.	The use of qualitative and quantitative data is inconsistently used to monitor student needs and progress. Evaluation is not systematic and accuracy is inconsistent providing only occasional adjustments to counseling plans or services.	Student needs and progress are consistently monitored through the use of qualitative and quantitative data. Evaluation is systematic and consistently accurate and provides for adjustments to counseling plans and services at the individual, group, and building level.	Students needs are proactively monitored through the use of qualitative and quantitative data. Evaluation is systematic and always accurate providing adjustments to the counseling plans by involving students and stakeholders into managing their performance at the individual, group, and building level.
Critical Attributes	<ul style="list-style-type: none"> - Counselor has not communicated graduation requirements with students. -Counselor has no system for tracking and counting graduation requirements. -Counselor uses one source of information to assist students in plans. The plans do not match their interests and abilities. 	<ul style="list-style-type: none"> -Provides general feedback to students. Academic monitoring is sporadic or inconsistent and limited. -Disregards academic and career goals in student course planning.. 	<ul style="list-style-type: none"> -Checks student progress throughout student's high school career -Uses student data to advocate for appropriate placement and/or enhanced rigor in course selection -Uses data to adjust counseling plans. - Uses multiple sources of information such as inventories, grades, and others to assist students in making connections between their personal interests and abilities and post-high school planning. 	<ul style="list-style-type: none"> -Counselor has a system to keep credit count accurate and available throughout the student's career. -Counselor shares that system with students so they can also keep track of their own credits. -Counselor checks the "academic Progress" throughout the semester and when sees that grades are going down checks in with students to make plans for interventions before failures happened.
Possible Examples	<ul style="list-style-type: none"> -Counselors says: " I'm sorry, I haven't counted all of my seniors' credits and now I discovered several students need courses to graduate" -Counselor provides no feedback or feedback of poor quality. -And others... 	<ul style="list-style-type: none"> -Counselor says " I haven't had the opportunity to get to know all of my students' needs so I sent them all an email letting them know of the minimum graduation requirements" -Counselor meets with students and reads the recommendations, accepts them and thanks student for coming. -And others... 	<ul style="list-style-type: none"> -Counselor doesn't wait until senior year to check credits . When the counselor gets the failure notices, the counselor makes immediate recommendations for remediation and follow through with student to make sure the plan for credit recovery was followed. -Counselor meets with student and talks about recommendations, making connections to students interests and abilities before setting student up for courses, particularly electives. Makes sure that previous course performance is taking into 	<ul style="list-style-type: none"> -Counselor implements and/or assists the school staff in connecting academics to personal interests and abilities . -Counselor meets with a student and talks about recommendations making connections to students interests and abilities before setting student up for courses, particularly electives. Counselor lets parents know about the meeting. -And others...

			<i>consideration before placing students into new courses.</i> <i>-And others...</i>	
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
3e: Demonstrating flexibility and responsiveness	Counselor does not make revisions in the counseling services by using data. The counselor fails to make adjustments to the direct and indirect service plans even when conformed by evidence or data pointing to the need to make adjustments. Counselor does not persist with students who struggle academically and gives up easily in providing help.	Counselor makes some revisions in the counseling services by using data. The counselor makes adjustments to direct and indirect service delivery plans but the adjustments are inconsistent. The counselor's repertoire of counseling techniques to persist with students who struggle academically is limited thus results are not always consistent.	Counselor makes revisions in the counseling services by using information from multiple sources. The counselor responds to messages sent by students and makes adjustments as needed to direct and indirect service delivery plans. The counselor draws on a broad repertoire of counseling techniques to persist with students who struggle academically and behaviorally.	Counselor makes revisions, sometime proactively to the counseling services by using information from multiple sources. The counselor responds to the messages he or she receives from students and is able to make adjustments to direct and indirect service delivery plans & is able to explore further. The counselor is willing to adjust his/her schedule and to use a broad repertoire of techniques, parent input, and other sources to persist with students who struggle academically and or students who need supports to make it in challenging course work.
Critical Attributes	<ul style="list-style-type: none"> -Counselor is not knowledgeable about factors for at-risk students -Counselor doesn't recognize when a particular technique is not working and thus, doesn't make any adjustments. -Does not believe that the school counseling program needs to address the academic, career, and social/emotional needs of all students and, to that end, delivers primarily responsive services in only the academic domain. -Does not adjust own schedule even when requested. 	<ul style="list-style-type: none"> -Counselor is somewhat aware of factors for at-risk students. Yet does not take those factors into account when working with his/her caseload. -Counselor sometimes recognizes when a particular technique is not working however, doesn't replace or try to improve his/her techniques. -Counselor understands that the school counseling program needs to address the academic, career, and social/emotional needs of all students, however has limited number of strategies and suggestions to incorporate into program. -Adjusts own schedule to meet with parents and students only when requested by supervisor. 	<ul style="list-style-type: none"> -Counselor understands factors for at-risk and/or struggling students. Gathers and analyzes data to identify students at risk for dropping out of school and follows up with evidence-based strategies to address the risks. -Counselor recognizes when a particular technique may not be working and replaces it in a timely fashion with more effective techniques. -Adjusts schedule to meet with parents and students. 	<ul style="list-style-type: none"> -Counselor identifies school-wide/system wide policies that have potential for helping at risk students, and works to address/change those policies. -Counselor recognizes when a particular technique may not be working and replaces it in a timely fashion with more effective techniques. The replacement is seemingly smooth. -Counselor understands that the school counseling program needs to address the academic, career, and social/emotional needs of all students and builds on student needs, skills, and interests to incorporate 21st Century skills and content into the school counseling program.
Possible Examples	<ul style="list-style-type: none"> -Counselor communicates to a student that the reason they are failing is because they are lazy. -Counselor only talks to students 	<ul style="list-style-type: none"> -Counselor communicates to a student that the reason they are failing is because they are lazy, but works to develop a home-school plan 	<ul style="list-style-type: none"> - Counselor communicates to a student that the reason they are failing using the information from multiple sources and providing ways to 	<ul style="list-style-type: none"> -Counselor convenes a meeting with the student and all relevant parties to talk about student failures and provides a specific plan for

	<p>about academics and when student is upset immediately calls social workers or psychologists for help. Or counselor ignores student and closes door.</p> <p>-Counselor tells students to email them their concerns because he/she is too busy to make individual appointments with students when all they need is "just talk".</p> <p>-And others...</p>	<p>with the student's family.</p> <p>-Counselor talks to students about academic/career/ and socio-emotional concerns but becomes frazzled and provides inadequate responses to students' socio-emotional or career concerns.</p> <p>-And others...</p>	<p>remediate issues.</p> <p>-Counselor talks to students about academic/career/ and socio-emotional concerns with ease and makes himself/herself available for appointment when finds out that the parents work until late everyday.</p> <p>-And others...</p>	<p>improvement that takes into account the feedback from several sources, including teachers.</p> <p>-And others...</p>
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
4a: Reflecting on Practice	<p>The counselor seldom, if ever, reflects on aspects of the profession and these reflections lack accuracy, objectivity, and/or specificity. The counselor does not know whether services were effective or achieved their intended objectives, or the counselor profoundly misjudges the success of services. The counselor has little or no suggestions for how counseling techniques could be improved. The counselor does not seek and/or does not utilize the assistance and support from mentors, coaches, and/or supervisors.</p>	<p>The counselor occasionally reflects on some aspects of the profession and these reflections may lack objectivity. The counselor has a somewhat incomplete or inaccurate impression of the effectiveness of the services and the extent to which intended objectives were met. The counselor makes general suggestions about how services could be improved. The counselor's reflections on professional practice are somewhat incomplete or inaccurate. The counselor makes inconsistent use of assistance and support from mentors, coaches, and supervisors.</p>	<p>The counselor is an objective and reflective practitioner regarding most aspects of the profession. The counselor makes an accurate assessment of the effectiveness of the services and the extent to which intended objectives are achieved. The counselor can cite general references and best practices to support judgments. The counselor makes specific suggestions of what could be tried another time when services are provided. The counselor uses feedback from mentors, coaches, and supervisors to reflect and make improvements in addressing student learning and emotional needs.</p>	<p>The counselor is an objective and reflective practitioner regarding virtually all aspects of the profession, including the impact on student learning and overall well-being. The counselor has a detailed plan to accurately assess the effectiveness of services and if objectives are achieved. Drawing on an extensive repertoire of skills, the counselor offers specific alternative actions, complete with the probable success of different courses of action. To become more accurate and specific in his or her reflections, the counselor regularly seeks out assistance and support through working with supportive mentors, coaches, and supervisors.</p>
Critical Attributes	<ul style="list-style-type: none"> -The counselor makes no suggestions for improvement. -The counselor resists or has inappropriate interactions and conversations with other staff about changes that need to occur. -The counselor resists or inappropriately reflects and shares ideas with members of the professional learning team. -The counselor rarely evaluates his or her counseling decisions in light of professional best practices. 	<ul style="list-style-type: none"> -The counselor offers general modifications for future delivery. -When prompted, the counselor reflects on interactions and conversations with other staff about changes that need to occur. -When prompted, the counselor reflects and shares counseling practices with members of the professional learning team. -The counselor seldom evaluates his or her counseling decisions in light of professional best practices. 	<ul style="list-style-type: none"> - The counselor identifies specific ways in which future services might be improved. - The counselor reflects on interactions and conversations with other staff about changes that need to occur to best serve the needs of groups of students. - The counselor reflects and shares important counseling practices with members of the professional learning team. - The counselor evaluates his or her counseling decisions in light of professional best practices and frequently makes appropriate changes. 	<ul style="list-style-type: none"> - The counselor's suggestions for improvement draw on an extensive repertoire. - The counselor reflects on interactions and conversations with other staff about changes that need to occur to best serve individual student needs. - The counselor consistently and appropriately reflects and shares important counseling practices with members of the professional learning team. - The counselor evaluates his or her counseling decisions in light of professional best practices and makes appropriate changes.
Possible Examples	<p>-The counselor says, "We tried that program with students twenty years</p>	<p>-The counselor only completes part of a coaching plan and/or does not</p>	<p>-The counselor uses the evaluation self-reflections to</p>	<p>-The counselor uses the evaluation self-reflection process to accurately</p>

	<p><i>ago, It didn't work then, and it won't work now."</i></p> <p><i>-The counselor refuses to complete a Coaching Plan and/or attend meetings with Instructional Coach saying, "I have no need for any coaching or improvement."</i></p> <p><i>-In post-observation or summative reflections, counselor only critiques the evaluation forms or process, not his own teaching or practice.</i></p> <p><i>And others...</i></p>	<p><i>fulfill all meeting requirements with the Instructional Coach.</i></p> <p><i>-The counselor is partially successful in using the evaluation self-reflection to accurately rate his/her services and professional practice with little specific evidence.</i></p> <p><i>-The counselor says, "I present that way because I have been doing it that way for a long time. Students seem to enjoy it."</i></p> <p><i>And others...</i></p>	<p><i>accurately assess their counseling with specific evidence and suggested ways to improve areas that could be improved.</i></p> <p><i>- The counselor says, "I tried that strategy after learning of it from my work with my colleagues and receiving her feedback from an observation."</i></p> <p><i>And others...</i></p>	<p><i>assess their counseling and practice, saying "Since not all students participated in the group activity, I plan on attending a workshop to develop more techniques to increase participation."</i></p> <p><i>-After a one-on-one parent meeting, a counselor says "Some of my resources were not readily available or up to date. I plan on reevaluating what resources I provide to parents and students, and I organize them in a way that can be accessible immediately to all parties."</i></p> <p><i>And others...</i></p>
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
4b: Maintaining Accurate Records to Support Communication with Families	The counselor's system for maintaining information such as student progress towards graduation, academic and socio-emotional interventions, career exploration and others including those in SIS is nonexistent or in disarray. As a result, records are filled with errors and confusion. The counselor makes no attempts to communicate with families about the student progress and does not attempt to engage families. The counselor does not respond, or responds insensitively, to parental concerns.	The counselor's system for maintaining information such as student progress towards graduation, academic and socio-emotional interventions, career exploration and others including those in SIS are rudimentary, not timely, and only partially effective. unless given frequent oversight by the supervisor records are prone to errors. The counselor makes sporadic attempts to communicate with families about the student progress and makes a minimal attempt to engage families. The counselor responds to student and family concerns, however, the communication may not be professionally sensitive to those families.	The counselor's system for maintaining information such as student progress towards graduation, academic and socio-emotional interventions, career exploration and others including those in SIS, is timely and accurate. Using this information, the counselor frequently communicates information on student progress. The counselor responds to student and family concerns with professional sensitivity in a timely fashion.	The counselor's system for maintaining information such as student progress towards graduation, academic and socio-emotional interventions, career exploration and others including those in SIS, is timely, accurate, and fully effective. Using this information, the counselor proactively communicates information on student progress, and/ or concerns using a variety of formats. When appropriate, students contribute to the information and assist in communication. The counselor persists in responding to student and family concerns with professional sensitivity at all times.
Critical Attributes	<p>-There is no system for maintaining either academic or nonacademic records.</p> <p>-Record-keeping systems are in disarray and provide incorrect or confusing information.</p> <p>-Families have not been notified of their child's lack of progress.</p> <p>-Counselor does not create or participate in any activities designed to engage families.</p> <p>-There is culturally inappropriate communication.</p>	<p>-The counselor has a system and process in place for maintaining academic and non-academic records. However, it may be out of date and inconsistently accurate.</p> <p>- The counselor's process for tracking student progress is too cumbersome to use.</p> <p>-The counselor sends home infrequent or incomplete information about students, their progress and or concerns.</p> <p>-Some of the counselor's communications are inappropriate to families' cultural or individual backgrounds.</p>	<p>--The counselor's system and process for maintaining academic and non-academic records is efficient and effective; students have access to information and are able to see how they're progressing.</p> <p>- The counselor regularly makes information about student lack of progress available to all stakeholders</p> <p>- The counselor develops activities designed to engage families successfully and appropriately in their children's education</p> <p>- Most of the counselor's communications are appropriate to families' cultural norms or individual backgrounds.</p>	<p>-The counselor's system and process for maintaining academic and non-academic records is efficient and effective; students have access to information and are able to see how they're progressing. The process is not just effective but also efficient.</p> <p>-The counselor consistently makes information about student progress or lack of available to all stakeholders</p> <p>- All of the counselor's communications are highly sensitive to families' cultural norms or individual backgrounds.</p> <p>- The counselor persists in communicating through a variety of formats to ensure that families understand and are fully informed.</p>

<p>Possible Examples</p> <p>4b</p>	<p>-A parent says, "I'd like to know what my kid is working on at school." The counselor does not respond to this request.</p> <p>-A parent says, "I wish I could know something about my child's progress before the report card comes out."</p> <p>-The counselor says, "I misplaced a transcript and credit count for this kid, but it doesn't matter it is only one student"</p> <p>And others...</p>	<p>-A parent calls to say that the counselors send a summary of credits but it was very hard to understand. Credits were not listed in any organized manner.</p> <p>-The counselor says, "I counted all these credits and have transcripts ready for my seniors. I need to meet with them but I just don't have the time"</p> <p>-The counselor attempts to contact the family when his supervisor reminds him of his requirement to do so.</p> <p>And others...</p>	<p>- After meeting with seniors, counselor send information home to parents of seniors who are in danger of not graduating with information about credits and classes student must pass to graduate.</p> <p>- When a counselor is unable to reach a family by phone, he tries several ways to make contact with the family.</p> <p>- The counselor uses the language line to communicate with families who do not speak English.</p> <p>And others...</p>	<p>-The counselor has identified and communicated resources for a student in danger of not graduating and met with the family to describe and choose options.</p> <p>- The counselor is unable to reach a family by phone, he tries several other ways to make contact and continues until the message has been delivered and is understood by the family.</p> <p>And others...</p>
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
4c: Participating in the Professional Community	The counselor's relationships with colleagues are negative or self-serving. The counselor avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The counselor avoids becoming involved in school events or school and district projects.	The counselor maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The counselor participates in the school's culture of professional inquiry when invited to do so. The counselor participates in school events and school and district projects when specifically asked.	The counselor's relationships with colleagues are characterized by mutual support and cooperation; the counselor actively participates in a culture of professional inquiry. The counselor volunteers to participate in school events and in school and district projects, making a substantial contribution.	The counselor's relationships with colleagues are characterized by mutual support and cooperation, with the counselor taking initiative in assuming leadership among the faculty. The counselor takes a leadership role in promoting a culture of professional inquiry. The counselor volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<p>-The counselor's relationships with colleagues are characterized by negativity or combativeness.</p> <p>-The counselor purposefully avoids contributing to activities promoting professional inquiry.</p> <p>-The counselor avoids involvement in school activities and district and community projects.</p>	<p>-The counselor has cordial relationships with colleagues.</p> <p>-When invited, the counselor participates in activities related to professional inquiry.</p> <p>- When asked, the counselor rarely participates or helps promote school activities, as well as district and community projects.</p>	<p>-The counselor has supportive and collaborative relationships with colleagues.</p> <p>- The counselor inquiries about problems and issues proactively in the school</p> <p>- The counselor volunteers to participate in school events and school district and community projects.</p>	<p>-The counselor takes a leadership role in promoting activities related to professional inquiry and proactively brings forth ideas and issues to colleagues and supervisors.</p> <p>-The counselor regularly contributes to and leads events that positively impact school life.</p> <p>-The counselor regularly contributes to and leads significant school, district and community projects.</p>
Possible Examples	<p>-The counselor does not share resources or materials with colleagues. The counselor figures that if his/her students do well, he/she will look good.</p> <p>-The counselor does not participate in PLT meetings or only attends when reminded by a supervisor.</p> <p>And others...</p>	<p>-The counselor is polite but seldom shares group material or resources with department partners.</p> <p>-The counselor is frequently late or frequently absent from PLT meetings.</p> <p>-The supervisor says, "I wish I didn't have to ask the counselor to 'volunteer' every time we need someone for a school activity.</p>	<p>-The counselor has decided to take online courses and to share his learning with colleagues.</p> <p>- The counselor has decided to participate with colleagues who are working together to raise awareness about the needs of the school based health center.</p> <p>-The counselor participates on the school committee working to develop and update a crisis manual.</p>	<p>- The counselor offers to organize a team of other counselors who will work with the building administration to develop a program addressing a particular counseling issue.</p> <p>-The counselor is a leader in school-wide initiatives that impact the majority of the student body</p> <p>-The counselor regularly assumes a leadership role in educating faculty and staff regarding initiatives within the SPS department, while</p>

		-The counselor contributes to the district SEL committee only when requested to do so by his/her supervisor. And others...	-The counselor volunteers to talk at a faculty meeting about initiatives in the SPS department. And others...	identifying and planning opportunities to meet with faculty and staff. -The counselor initiates and works with building level and/or district office staff to develop a program to identify and recruit students for AP courses. And others...
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
4d: Growing and Developing Professionally	The counselor engages in few or no professional development activities to enhance knowledge or skill. The counselor resists feedback on counseling performance from either supervisors or more experienced colleagues. The counselor makes little or no effort to share knowledge with others and does not contribute to the profession.	The counselor participates to a limited extent in professional activities when they are convenient. The counselor engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on counseling performance. The counselor finds limited ways to share knowledge and assist other counselors to contribute to the profession.	The counselor seeks out opportunities for professional development to enhance knowledge and counseling skills. The counselor actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The counselor participates actively in assisting other educators and looks for ways to contribute to the profession.	The counselor actively pursues professional development opportunities to enhance counseling skills, including emerging technological skills and research-based strategies, and initiates activities to contribute to the profession. In addition, the counselor seeks out feedback on counseling from both supervisors and colleagues.
Critical Attributes	-The counselor is not involved in any activity that might enhance knowledge or skill. -The counselor purposefully resists discussing performance with supervisors or colleagues. -The counselor ignores invitations to join professional organizations or attend conferences.	The counselor participates in professional activities when they are required or provided by the district. -The counselor reluctantly accepts feedback from supervisors or colleagues. -The counselor contributes in a limited fashion to professional organizations.	-The counselor seeks regular opportunities for continued professional development, including action research. - The counselor incorporates feedback from supervisors and colleagues in their development and practice. - The counselor takes an active leadership role in professional organizations in order to contribute to the profession.	-The counselor seeks regular opportunities for continued professional development, including initiating action research. -The counselor actively seeks feedback from supervisors and colleagues into all aspects of their development and practice. - The counselor takes an active leadership role in professional organizations in order to contribute to the profession.
Possible Examples	-The counselor never takes continuing education courses. -The counselor endures annual observations, knowing that if she waits long enough, the supervisor will eventually leave and she will be able to simply disregard the feedback. -The counselor rejects or blatantly ignores feedback and guidance	-The counselor politely attends district workshops and professional development days but does not make much use of the materials received. -The counselor listens to his supervisor's feedback after an observation but is not sure that the recommendations really apply in his situation. And others...	-The counselor seeks regular opportunities for continued professional development, including action research. - The counselor takes an active role in participating in a professional organization in order to contribute to the profession. - The counselor joins an educational partnership or organization because it provides him with access to	-The counselor's has initiated an action research project in order to improve her own counseling. - The counselor is working on a particular counseling strategy and asks his colleagues to observe his session in order to provide objective feedback on his progress.

	<i>from his/her supervisor to improve professional practice. And others...</i>		<i>resources that will truly benefit his students. And others...</i>	<i>- The counselor presents at the ASCA national conference on an effective school-wide initiative And others...</i>
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Component	Unsatisfactory	Needs Improvement	Accomplished	Distinguished
4e: Showing Professionalism	The counselor displays dishonesty in interactions with colleagues, students, and the public. The counselor is not alert to students needs and contributes to school practices that result in some students being ill served by the school. The counselor makes decisions and recommendations that are based on self-serving interests. The counselor does not comply with school and district regulations.	The counselor is honest in interactions with colleagues, students, and the public. The counselor's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The counselor's decisions and recommendations are based on limited though genuinely professional considerations. The counselor must be reminded by supervisors about complying with school and district regulations.	The counselor demonstrates high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The counselor is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The counselor maintains an open mind in team or departmental decision making. -The counselor complies fully with school and district regulations.	The counselor demonstrates the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The counselor makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The counselor takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The counselor complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	-The counselor is dishonest. -The counselor does not notice the needs of students. -The counselor engages in practices that are self-serving. -The counselor willfully rejects district regulations.	-The counselor is honest. -The counselor notices the needs of students but is inconsistent in addressing them. -The counselor does not notice that some school practices result in poor conditions for students. -The counselor makes decisions professionally but on a limited basis. -The counselor complies with district regulations.	-The counselor is honest and known for having high standards of integrity. -The counselor actively addresses student needs. -The counselor actively works to provide opportunities for student success. - The counselor willingly participates in team and departmental decision making. - The counselor complies completely with district regulations.	-The counselor is considered a leader in terms of honesty, integrity, and confidentiality. -The counselor is highly proactive in serving students. -The counselor makes a concerted effort to ensure opportunities are available for all students to be successful. - The counselor takes a leadership role in team and departmental decision making. - The counselor takes a leadership role regarding district regulations.
Possible Examples	<i>-The counselor makes some errors when calculating a student's total</i>	<i>-The counselor e-mails a teacher regarding new issues impacting a</i>	<i>- The counselor is trusted by his peers; they share information with</i>	<i>- The counselor enlists the help of her supervisor when she realizes</i>

	<p><i>credits but does not inform his supervisor</i></p> <p><i>-The counselor fails to take action when he notices that one of his students is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i></p> <p><i>-When one of her colleagues goes home suddenly because of illness, the counselor pretends to have a meeting so that she will not have to share in the coverage responsibilities.</i></p> <p><i>-The counselor does not complete departmental responsibilities.</i></p> <p><i>And others...</i></p>	<p><i>student. When he does not receive a response , he assumes no follow-up is required.</i></p> <p><i>-When the counselor's peer goes out on leave, the counselor does not offer the substitute counselor any assistance.</i></p> <p><i>- The counselor must be reminded to check to be sure all seniors have sufficient credits to graduate.</i></p> <p><i>And others...</i></p>	<p><i>him, confident it will not be repeated inappropriately.</i></p> <p><i>- Despite her lack of knowledge about dance, the counselor forms a club at her high school to meet the high interest level of her students.</i></p> <p><i>-The counselor notices some speech delays in a few of her students; she alerts the speech therapist</i></p> <p><i>-The counselor attends a professional workshop and implements a best practice strategy.</i></p> <p><i>And others...</i></p>	<p><i>that a colleague has been making disparaging comments about some disadvantaged students.</i></p> <p><i>-When the district adopts a new Web- based SIS, the counselor learns it inside and out so that she will be able to assist her colleagues with its implementation.</i></p> <p><i>And others...</i></p>
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