

The Framework for School Counselors Domains and Related Components

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Oswego School District: Framework for School Counselors

Domain 1 for School Counselors: Planning and Preparation				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1a: Demonstrating Knowledge of District/School Programming & Counseling Techniques	School Counselor demonstrates little or no understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates limited understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates solid understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory.
Attributes	- School Counselor displays minimal understanding and application of the district/ school programming and counseling techniques. - Knowledge and use of techniques are unsuitable and ineffective for students.	- School Counselor displays adequate understanding and application of the district/school programming; techniques utilized may be inappropriate to the situation. - Knowledge and use of techniques are of moderate value or suitability in meeting the needs of some students.	- School Counselor demonstrates solid understanding and application of the district/ school programming and counseling techniques. - School Counselor is able to select and employ suitable and effective techniques to meet the needs of most students.	- School Counselor demonstrates extensive knowledge and application of the district/school programming and counseling techniques. - School Counselor shows evidence of a continuing search for improvement. - Techniques are multidimensional enough to be able to differentiate the style based on students' individualized needs. - School Counselor actively selects and employs techniques to meet the needs of individual students.

Component		Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1b: Demonstrating Knowledge of Students, Including Child and Adolescent Development		School Counselor displays little or no knowledge of students. School Counselor displays little or no knowledge of child and adolescent development.	School Counselor displays limited knowledge of child and adolescent development.	School Counselor demonstrates accurate knowledge of students. School Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	School Counselor demonstrates extensive knowledge of students. In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Attributes		- School Counselor makes little or no attempt to acquire knowledge of student backgrounds, skills, or interests and does not use such information in communicating with or about the student. - School Counselor is insensitive or unaware of the unique characteristics of the population.	- School Counselor's effort is inconsistent in acquiring knowledge about student backgrounds, skills, or interests. - School Counselor attempts to use this knowledge in communicating with or about the student. - School Counselor allows inappropriate assumptions or designations of students/families to occur in the school setting.	- School Counselor consistently uses student background and experiences in practice and decision-making. - School Counselor can identify discrepancies between typical developmental attributes and individual student development and needs. - School Counselor actively seeks knowledge of student background, including skills, culture, language, interests, and special needs.	- School Counselor demonstrates thorough knowledge of student background, skills, and interests, using this knowledge to proactively communicate with or about the student. - School Counselor applies understanding of developmental attributes to individualized practice and decision-making. - School Counselor uses identified discrepancies of individual student development to connect to district/community resources and services.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1c: Establishing a Counseling Plan With Goals Appropriate to the Setting and the Students Served	School Counselor plan lacks coherence and is developed without input from constituents or inclusion of individual, school, and district needs. School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students.	School Counselor plan contains guiding principles but is not consistent with individual, school, and district goals. School Counselor seeks minimal input from constituents. School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	School Counselor has developed a plan that includes the important aspects of counseling in the setting. School Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	School Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues.
Attributes	- Plan lacks connection to student needs. - Plan is designed without collaboration with constituents. - Plan has no coherent structure. - School Counselor 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.	- Plan displays limited connection to student needs. - Plan developed with inconsistent collaboration with constituents. - Limited structure to the counseling plan. - Goals represent low expectations - Goals reflect minimal consideration of needs of population. - Collaboration with others is minimal in the development of goals.	- Plan clearly connects to student needs. - School Counselor consistently engages in collaborative planning with all constituents. - Plan has adequate structure. - Goals represent appropriate expectations. - Goals reflect consistent consideration of needs of population. - Goals are developing through consistent communication and collaboration with others.	- School Counselor's plan is highly coherent, structured, reflects input from constituents and creatively addresses a wide spectrum of individual, school, and district needs. - School Counselor actively seeks input from multiple stakeholders within and beyond the district to maximize collaborative planning process. - Goals are carefully tailored to meet the needs of the student population. - Goals are developed through input from multiple stakeholders in the school/district to address needs of the population.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1d: Demonstrating Knowledge of and Access to Resources	School Counselor demonstrates little or no knowledge of resources for students available through the school, district or community.	School Counselor displays an awareness of resources for students available through the school or district, however displays no knowledge of community resources.	School Counselor displays awareness of resources for students available through the school or district, and some familiarity with resources external to the school.	School Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Attributes	• School Counselor lacks knowledge of resources available within or outside the district. • School Counselor is unable to suggest or identify appropriate interventions or resources that meet the needs of students.	• School Counselor has limited knowledge of resources available within or outside the district. • School Counselor has limited suggestions for appropriate interventions or resources to meet the needs of students.	• School Counselor has adequate knowledge of resources available within or outside the district. • School Counselor knows how to gain access to resources to effectively share them with student and parents.	• School Counselor has extensive knowledge of resources available within or outside the district. • School Counselor proactively and routinely seeks out resources and shares expertise with all community stakeholders.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1e: Developing a Plan to Evaluate Counseling Services	School Counselor has no plan to evaluate services or resists suggestions that such an evaluation is important.	School Counselor has a rudimentary plan to evaluate services; the plan is implemented inconsistently or not at all	School Counselor’s plan to evaluate services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School Counselor’s evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear plan for improving services on an ongoing basis.
Attributes	- Plan contains no provisions for feedback from constituents. - No plan to evaluate services exists. - School Counselor does not utilize data/assessments to plan future interventions.	- Plan contains minimal provision for feedback from constituents. - Evaluation plan has limited provision for data collection. - Plan doesn't reflect consideration of program goals. School Counselor minimally uses data/assessments to plan interventions for students.	- Plan is consistently updated based upon feedback from constituents. - Plan provides for collection of relevant data. - Plan is consistent with program goals. - School Counselor synthesizes data to plan effective interventions for students.	- Plan includes cycles for reviewing progress of the counseling program so that formative adjustments can be made as needed. - School Counselor communicates with all constituents and seeks out support and resources to their practice and performance in order to best serve student and needs of the community. - School Counselor uses a variety of methods to evaluate services. - Organization of plan provides for changes to assessment methods and details as dictated by feedback from constituents and/or data collected. - School Counselor continually synthesizes data to plan for effective interventions for students; monitors progress and makes adjustments as needed.

Domain 2 for School Counselors: The Environment				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2a: Creating an Environment of Safety, Respect and Rapport	School Counselor's interactions are negative or inappropriate, and the School Counselor does not promote positive interactions with students, parents, staff and colleagues. These constituents do not feel safe and/or respected.	School Counselor's interactions with students, parents, staff and colleagues are inconsistent. School Counselor's efforts at encouraging interactions where constituents feel safe and respected are limited.	School Counselor's interactions with students, parents, staff and colleagues are positive and respectful, and the School Counselor actively promotes school-wide positive interactions. School Counselor has established a safe, supportive counseling environment.	Students, parents, staff and colleagues seek out the School Counselor, reflecting a high degree of comfort and trust in the relationship. School Counselor teaches and models how to engage in positive interactions.
Attributes	- School Counselor speaks disrespectfully to students, parents, staff and colleagues. - School Counselor displays a lack of familiarity with or empathy for students, parents, staff and colleagues. - School Counselor fails to convey an atmosphere of support and encouragement.	- Quality of interactions between student and School Counselor is uneven, with occasional disrespect or insensitivity. - School Counselor attempts to make connections are limited and/or inconsistent. - School Counselor attempts to create an atmosphere of support with uneven results.	- Interactions are consistently respectful. - General connections are positive. - School Counselor consistently creates an atmosphere of support.	- School Counselor consistently demonstrates knowledge and empathy. - School Counselor treats constituents with dignity in all situations. - Students contribute to and maintain atmosphere of respect and support. - School Counselor facilitates an atmosphere for genuine caring and respect for all.

Component		Unsatisfactory	Needs Improvement <i>(Basic)</i>	Proficient	Excellent <i>(Distinguished)</i>
2b: Establishing a Culture For Productive Communication in the School Community		School Counselor makes no attempt to establish a culture for productive communication with and among stakeholders.	School Counselor's attempts to promote a culture throughout the school community for productive and respectful communication among stakeholders are limited.	School Counselor promotes a culture throughout the school community for productive and respectful communication among stakeholders.	School Counselor facilitates and helps to model and lead a culture in the school community for productive and respectful communication among stakeholders.
Attributes		- School Counselor fails to participate in or attend meetings or discussions. - School Counselor is unwilling to communicate with most stakeholders and is unapproachable for consultation. - School Counselor fails to convey purpose for sessions or meetings. - School Counselor conveys a negative attitude toward counseling work. - School Counselor conveys inconsistent expectations for engagement and participation.	- School Counselor participates in meetings and discussion regarding students. - School Counselor inconsistently communicates with stakeholders. - School Counselor displays an inconsistent attitude toward counseling work. - School Counselor sets limited expectations for engagement and participation.	- School Counselor actively participates in meetings. - If unable to participate, School Counselor provides appropriate resources or information regarding students. - School Counselor has active communication on a regular basis with stakeholders. - School Counselor clearly communicates importance of counseling work. - School Counselor invites high expectations for engagement and participation.	- School Counselor takes a leadership role in scheduling and planning meetings/programs. - School Counselor engages in extensive and appropriate means of communication. - School Counselor's plan is thorough and includes input from various stakeholders. - School Counselor's communication is consistently productive. - School Counselor communicates the importance of counseling work through a dynamic environment encouraging open communication, engagement and participation.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2c: Managing Routines, Procedures and Physical Space	School Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. The physical environment is in disarray or is inappropriate to the planned activities.	School Counselor's routines for the counseling center or classroom work are rudimentary. School Counselor's attempts to create an inviting and well-organized physical environment are inconsistent.	School Counselor's routines for the counseling center or classroom work effectively. Counseling center or classroom arrangements are inviting and conducive to the planned activities.	School Counselor's routines for the counseling sessions or classroom are seamless, and students assist in maintaining them. Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Attributes	- No established procedures or routines are established. - Procedures are confusing or chaotic. - Counseling office is disorganized and materials are inaccessible to support needs of program. - School Counselor is unable to prioritize time-sensitive tasks. - There is no evidence of productive preparation. - School Counselor's office is not a professional environment.	- Procedures have been established but operation is inconsistent. - Routines are developing or inconsistently organized. - Counseling office has minimal structure but lacks easy access to materials. - School Counselor is inconsistent in prioritizing tasks. - Minimal preparation is evident. - Physical environment is in disarray or is inappropriate to the planned activities.	- Office routines are followed consistently. - Established routines are clear and supportive for student involvement in the counseling sessions. - Counseling office is organized to facilitate various counseling sessions and materials are easily accessible. - School Counselor consistently prioritizes tasks. - Preparation is evident. - School Counselor attempts to create an inviting and well-organized physical environment.	- Office routines are seamless and ongoing. - Students assist in the development and maintenance of session routines. - School Counselor utilizes multiple spaces within the building to optimize implementation of counseling program. - Counseling routines and procedures maximize student opportunities through the School Counselor's attention to detail and depth of preparation. - The physical environment is inviting and conducive to the planned activities.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	School Counselor has established little or no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	School Counselor's efforts to establish standards of conduct for counseling sessions are inconsistent. School Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	School Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	School Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. School Counselor takes a leadership role in maintaining the environment of civility in the school.
Attributes	• School Counselor inconsistently addresses student conduct. • No standards for student conduct have been established. • School Counselor disregards students' violation of rules during the counseling session.	• Standards have been established. • Attempts have been made to maintain order, with limited success. • Response to student misbehavior is inconsistent during the counseling session.	• Standards of conduct have been established. • School Counselor maintains order with overall success. • Student behavior is consistently appropriate during the counseling session.	• Students actively monitor their own behavior. • Students are involved in the development of appropriate behavioral guidelines for the counseling session. • Students address peer behavior based upon established behavioral guidelines. • School Counselor models and promotes student ownership of behavior.

Domain 3 for School Counselors: Delivery of Services				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3a: Communicating Clearly and Accurately with Stakeholders	School Counselor does not communicate or collaborate with stakeholders. Spoken and written communication contains errors or is unclear and inappropriate.	School Counselor communicates and collaborates inconsistently with stakeholders regarding student needs. Spoken and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	School Counselor consistently collaborates with staff to develop a range of appropriate behavior or academic supports. School Counselor communicates clearly and accurately with stakeholders, both in speaking and writing.	School Counselor consistently collaborates with school, district and community members to develop a range of appropriate behavior or academic supports. Spoken and written communication is clear, expressive and empathetic. School Counselor anticipates and addresses the possible reactions of his or her audience.
Attributes	• School Counselor does not seek input from stakeholders. • School Counselor does not share findings with stakeholders. • The objective of the session is not communicated to stakeholders • Students indicate through body language or questions that they do not understand the purpose or content of the session.	• School Counselor seeks input from stakeholders, but is inconsistent or sporadic. • School Counselor shares limited or provides inaccurate information with stakeholders. • School Counselor provides little explanation about the purpose of the session.	• School Counselor has consistent and accurate collaborative communication with all stakeholders. • If asked, student or stakeholders are able to describe the purpose of the session. • Students contribute to defining the purpose of the session. • Students suggest other strategies they might use in approaching a challenge or to attain goals. • Students use academic language correctly.	• School Counselor has consistent and accurate collaborative communication with all stakeholders. • If asked, student or stakeholders are able to describe the purpose of the session. • Students contribute to defining the purpose of the session. • Students suggest other strategies they might use in approaching a challenge or to attain goals. • Students use academic language correctly.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3b: Implementing Individual and Group Counseling Techniques and Activities	School Counselor has few or no counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. School Counselor uses ineffective strategies to help students progress in attaining skills and knowledge. School Counselor implements few or no appropriate activities relevant to the setting.	School Counselor displays a limited range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and in preparation for success in college and career. Settings are limited. School Counselor uses a limited range of strategies to help students progress in attaining skills and knowledge. School Counselor implements some activities that are relevant to the setting.	School Counselor uses a variety of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and in preparation for success in college and career. School Counselor utilizes a variety of settings. School Counselor helps students formulate academic, personal/social, and career plans in collaboration with parents utilizing appropriate data to demonstrate student needs are met. School Counselor uses multiple strategies to help students progress in attaining skills and knowledge. Frequently implements activities that address relevant counseling functions.	School Counselor uses an extensive range of counseling techniques and settings to help students acquire skills in decision making and problem solving for both interactions with other students and for success in college and career. School Counselor actively and consistently utilizes student input to personalize strategies for individual student progress in attaining skills and knowledge. School Counselor demonstrates extensive knowledge of appropriate, relevant activities.
Attributes	- School Counselor's questions do not invite student response. - Questions are rapid-fire with a single correct response. - School Counselor does not attempt to assist students in goal setting or problem solving. - School Counselor makes poor use of questioning techniques, with low-level or inappropriate questions, limited student participation and little true discussion. - School Counselor provides inaccurate information or faulty guidance.	- School Counselor invites students to participate, but most do not. - School Counselor frames some questions designed to promote student thinking, but many have a single correct answer. - School Counselor's use of questioning and discussion techniques is adequate. - School Counselor provides accurate information.	- School Counselor uses open-ended questions, inviting students to think and/or offer multiple possible answers. - School Counselors calls on a variety of students, even those who do not initially volunteer. - School Counselor asks student(s) to explain their reasoning and most attempt to do so. - Questioning and discussion techniques are employed effectively, encouraging stakeholders to comfortably disclose information. - School Counselor provides accurate information and sound guidance, shows understanding of the impact of purposeful implementation of activities.	- School Counselor provides opportunities for students to use higher order thinking skills. - School Counselor builds on and uses student responses to deepen student understanding and skill building. - Students initiate and maintain discussion during the session; students extend the discussion, enriching it. - Students initiate higher order questions. - School Counselor elicits disclosure of information for collaborative problem solving. - School Counselor anticipates and acts on timeliness of effective implementation.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3c: Utilizing School, Staff, and Community Resources to Advocate for and Meet Student Needs	School Counselor's choice of materials, activities, and resources are poorly aligned with student's program goals or session objectives. School Counselor does not make connections with other programs in order to meet the students' needs.	School Counselor displays a limited range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and in preparation for success in college and career. Settings are limited. School Counselor's choice of materials, activities and resources has limited connection with student's program goals or session objectives. School Counselor's efforts to coordinate services with other programs in the school are limited.	School Counselor uses a variety of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and for success in college and career. School Counselor utilizes a variety of settings. School Counselor's choice of materials, activities, and resources are clearly aligned with students' program goals or session objectives. School Counselor connects with other programs within the school or district to meet students' needs.	School Counselor uses an extensive range of counseling techniques and settings to help students acquire skills in decision making and problem solving for both interactions with other students and for success in college and career. School Counselor's choice of materials, activities, and resources are extensive, varied, and clearly align with student's program goals or lesson objectives. School Counselor connects with other programs and agencies both within and beyond the school or district to meet individual student's needs.
Attributes	- School Counselor's activities/tasks require limited participation from students. - School Counselor demonstrates little to no advocacy and responsiveness to students' needs, interests and questions. - School Counselor ignores available data while practicing.	- Some students are intellectually engaged in the activities/tasks. - Demonstrates moderate advocacy and responsiveness to students' needs, interests and questions. - School Counselor inconsistently uses available data while practicing.	- The pacing of the session provides students the time needed to be intellectually engaged. - Materials and resources support intellectual engagement. - School Counselor seeks ways to support success for all students and responds to student needs and questions. - School Counselor uses available data to guide practice.	- Students contribute to identifying appropriate interventions and actively contribute to group dynamics - School Counselor advocates for student interest and supports success for all students by partnering with other programs and community agencies to meet student needs. - School Counselor regularly reflects on data and uses it to guide practice.

Component		Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3d: Assessing Student Needs to Provide Program Services		School Counselor does not evaluate student program progress or consult with team members to meet students' needs. School Counselor does not assess/monitor student needs or the use of assessments lead to inaccurate conclusions. School Counselor's program does not consider the needs of students.	School Counselor inconsistently evaluates student program progress or limits consultation with team members to meet students' needs. School Counselor's assessment/monitoring of student needs/progress is perfunctory, inconsistent, or sometimes leads to inaccurate conclusions. School Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are limited.	School Counselor consistently evaluates student program progress and consults with team members to meet students' needs. School Counselor consistently and accurately assesses/monitors student needs/progress and knows the student needs in the school. School Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	School Counselor consistently evaluates student progress using multiple measures and consults with team members to meet students' needs. Students demonstrate some self-assessment techniques and self-advocacy. School Counselor conducts detailed and individualized assessments to support students' needs/progress and refine program planning. School Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Attributes		- School Counselor makes no effort to determine that students understand the content of the session. - School Counselor has no plan for individual assessment. - School Counselor uses inappropriate assessment techniques for the setting. - Feedback is inaccurate, non-specific and lacks timeliness.	- School Counselor displays limited ability to interpret student data - There is little evidence that students understand the assessment results presented by the School Counselor. - School Counselor makes only minor attempts to engage students in self-assessment. - Feedback is timely, but is non-specific and inconsistent.	- School Counselor elicits evidence of student understanding. - Students are invited to assess their own needs/progress. - Feedback is specific, timely, and consistent to the counseling task.	- Students indicate that they clearly understand the assessment results and they have helped establish the assessment criteria. - High quality feedback is proactive and pertinent to the counseling task, comes from School Counselor and students, and is focused on improvement.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3e: Demonstrating Flexibility and Responsiveness	School Counselor rigidly adheres to an instructional plan or program in spite of evidence of its inadequacy.	School Counselor makes limited changes in the counseling program when confronted with evidence of the need for change. School Counselor attempts to adjust the instructional plan or program and respond to student needs, but with mixed results.	School Counselor makes revisions in the counseling program and makes changes as needed in response to student, parent, or teacher input. School Counselor smoothly and successfully adjusts instructional plan or program based on student needs.	School Counselor is continually seeking ways to improve the instructional plan or program, adjusting as dictated by changing needs, assessment data, and student, parent, or teacher input. School Counselor proposes changes and quickly incorporates new developments that will best serve needs of students.
Attributes	• School Counselor does not adjust to address student needs. • School Counselor does not prioritize tasks with student or school goals in mind. • School Counselor brushes aside student questions.	• School Counselor inconsistently recognizes student needs and makes adjustments accordingly. • School Counselor attempts to modify priorities to address student needs.	• School Counselor recognizes change in student needs and makes adjustments accordingly. • School Counselor will routinely modify priorities to meet the needs of students.	• School Counselor is exceedingly aware of student needs and makes adjustments. • School Counselor actively seeks information about educational trends and best practices applying this knowledge to daily practice. • School Counselor seizes a teachable moment to enhance a session.

Domain 4 for School Counselors: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
4a: Reflecting on Practice	School Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	School Counselor's reflection on practice is sometimes accurate and objective without citing specific examples and with few global suggestions as to how it might be improved.	School Counselor's reflection provides an accurate and objective description of practice, citing general positive and negative characteristics. School Counselor makes some specific suggestions as to how the counseling program might be improved.	School Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for a least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.

Component		Unsatisfactory		Needs Improvement (Basic)		Prominent	Excellent (Distinguished)
Attributes		- School Counselor considers practice but draws incorrect conclusions about its effectiveness. - School Counselor makes no suggestions for improvement.	- School Counselor has a general sense of whether or not practices were effective. - School Counselor offers general modifications for future instruction.	- School Counselor accurately assesses the effectiveness of practice. - School Counselor draws upon appropriate resources to suggest alternative strategies that refine own performance.	- School Counselor's assessment of practice is thoughtful and includes specific indicators of effectiveness. - School Counselor's suggestions for improvement draw on an extensive repertoire.		
4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice		School Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	School Counselor's reports, records, and documentation are inconsistent or occasionally late.	School Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	School Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.		
Attributes		- School Counselor has no system for record-keeping or systems are in disarray and provide incorrect or confusing information. - School Counselor does not maintain and submit records/reports in a timely manner. - School Counselor ignores available data while practicing.	- School Counselor has a process for recording information; however it may be out of date, incomplete or inaccurate. - School Counselor inconsistently maintains and submits records/reports. - School Counselor inconsistently uses data while practicing.	- School Counselor's process for record-keeping is efficient and effective. - School Counselor maintains and submits records/reports in a timely manner. - School Counselor consistently utilizes data.	- School Counselor collaborates with colleagues regarding best practice for record-keeping. - School Counselor maintains and submits effective and efficient reports in a timely manner. - School Counselor regularly reflects on data and uses it to guide practice.		
4c: Communicating With Families, Staff and Community		School Counselor provides little to no information to families, staff or community either about the counseling program as a whole or about individual students. School Counselor has no regard for confidentiality guidelines.	School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students. School Counselor inconsistently follows confidentiality guidelines.	School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students. School Counselor consistently follows confidentiality guidelines.	School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community.		

Component		Unsatisfactory		Needs Improvement (Basic)		Proficient		Excellent (Distinguished)	
Attributes		• Little or no information regarding the counseling program is available to families, staff or community. • School Counselor is not available to students and parents at reasonable times. • School Counselor's relationships with colleagues are negative or self-serving.		• Information about the counseling program is available. • Complies with school/district procedures for communicating with families and makes an effort to engage them. • School Counselor is available to students and parents at reasonable times. • School Counselor's relationships with colleagues are sometimes cordial.		• School Counselor regularly makes information about the program available. • School Counselor communicates frequently with families and successfully engages them. • School Counselor relationships are professional and productive.		• School Counselor provides information via various sources (website/newsletter/emails/etc.) • School Counselor is also sensitive and effective in handling parent/community concerns • School Counselor actively cultivates relationships that empower all to succeed.	
4d: Growing Individually and Collectively as a Professional		School Counselor does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of counseling skills. School counselor's relationships with colleagues are negative or self-serving, and School Counselor avoids being involved in school and district events and initiatives.		School Counselor's participation in individual and/or collaborative professional development activities is limited. School Counselor's relationships with colleagues are sometimes cordial, and counselor minimally participates in school and district events and initiatives. School Counselor rarely contributes to the collective knowledge of colleagues.		School Counselor seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need. School Counselor participates actively in school and district events and initiatives and maintains positive and productive relations with colleagues. School Counselor contributes to the collective knowledge of colleagues.		School Counselor actively pursues individual and/or collaborative professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues or providing leadership in school or district professional learning activities. School Counselor contributes to the collective knowledge of colleagues and the profession.	
Attributes		• School Counselor is not involved in any activity that might enhance knowledge or skills. • School Counselor purposefully resists discussing performance with supervisors or colleagues. • School Counselor avoids being involved in school activities, events and projects.		• School Counselor participates in professional activities in district when required or provided by district. • School Counselor reluctantly accepts feedback from supervisors and colleagues. • School Counselor will participate in school activities when specifically asked.		• School Counselor seeks regular opportunities for continued professional development. • School Counselor welcomes colleague and supervisor input for the purposes of gaining insight from their feedback. • School Counselor participates actively in a variety of required and optional professional development activities and utilizes the new skills appropriately.		• School Counselor researches and implements opportunities for continued professional development. • School Counselor actively seeks feedback from supervisors and colleagues. • School Counselor takes an active leadership role in professional development. • School Counselor fulfills responsibilities in a manner beyond primary assignments. • School Counselor assists others in implementing strategies to improve and enhance school/district programs.	

Component		Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
4e: Showing Professionalism		School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community; does not advocate for students' and families' behavioral or academic needs. School Counselor does not comply with school, district, and professional regulations even when directed.	School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community; does not consistently advocate for students' and families' behavioral or academic needs. School Counselor requires prompting to comply with school, district, and professional regulations.	School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community; advocates for students' and families' behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations.	School Counselor models leadership for team, having the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members; provides leadership with colleagues in advocating for students' and families' behavioral or academic needs. School Counselor complies fully with school, district, and professional regulations, taking a leadership role with colleagues.
Attributes		- School Counselor is dishonest; School Counselor does not notice the needs of students and families. - School Counselor engages in practices that are self-serving. - School Counselor does not demonstrate professional counseling ethics. - School Counselor violates principles of confidentiality. - School Counselor does not exhibit willingness or skill to work collaboratively with other professionals. - School Counselor willfully rejects district regulations.	- School Counselor is honest. - School Counselor notices needs of students and families but is inconsistent in addressing them. - School Counselor is inconsistent in providing opportunities for student success. - School Counselor demonstrates basic understanding and practice of professional ethics - School Counselor is inconsistent with maintaining confidentiality. - School Counselor inconsistently collaborates with other professionals. - School Counselor complies with district regulations only when prompted.	- School Counselor is honest and is known for having high standards of integrity. - School Counselor actively addresses student needs. - School Counselor actively works to provide opportunities for student success. - School Counselor demonstrates solid understanding and practice of professional ethics. - School Counselor is consistent with maintaining confidentiality. - School Counselor participates in ongoing collaboration with other professionals. - School Counselor complies with district regulations.	- School Counselor is considered a leader in terms of honesty, integrity and confidentiality. - School Counselor is highly proactive in serving students. - School Counselor makes a concerted effort to ensure opportunities are available for all students to be successful. - School Counselor shows leadership in understanding and practice of professional ethics. - School Counselor exhibits skill and leadership in professional collaboration. - School Counselor takes a leadership role regarding district regulations.