

Domain 1: Planning and Preparation (Domain weight 20%)

Counselor Evaluation Instrument

Counselor, School Social Worker, Behavior Specialist

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process</i>	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to make independent, sound, informed academic, personal, and social choices.
Evaluator Rating (Component Weight 4%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1b: Demonstrating knowledge of child and adolescent development</i>	Counselor displays little or no knowledge of child and adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Evaluator Rating (Component Weight 4%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</i>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working with others to effect wider change throughout the school.
Evaluator Rating (Component Weight 2%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Counselor, School Social Worker, Behavior Specialist

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,</i>	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
Evaluator Rating <i>(Component Weight 2%)</i>	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1e: Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response.</i>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but also the broader educational program.
Evaluator Rating <i>(Component Weight 4%)</i>	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>1f: Developing a plan to evaluate the counseling program</i>	Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
Evaluator Rating <i>(Component Weight 4%)</i>	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Domain 2: The Learning Environment (*Domain weight 20%*)

<u>Counselor Evaluation Instrument</u>				
Counselor, School Social Worker, Behavior Specialist				
Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.
Evaluator Rating <i>(Component weight 5%)</i>	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2b: Establishing a culture for productive communication</i>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Evaluator Rating <i>(Component weight 5%)</i>	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2c: Managing routines and procedures</i>	Counselor's routines for the counseling office or in classrooms are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling office or classrooms.	Counselor's routines for the counseling office or classrooms work effectively	Counselor's routines for the counseling office or classrooms are seamless, and students assist in maintaining them.
Evaluator Rating <i>(Component weight 2.5%)</i>	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2d: Establishing standards of conduct, and contributing to the culture for student behavior throughout the school</i>	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions, and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Evaluator Rating	Performance Rating			

Counselor Evaluation Instrument

Counselor, School Social Worker, Behavior Specialist				
Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>(Component weight 5%)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>2e: Organizing physical space</i>	The physical environment is in disarray, or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling office or classroom arrangements are inviting, and conducive to the planned activities.	Counseling office or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Evaluator Rating <i>(Component weight 2.5%)</i>	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Domain 3: Delivery of Service *(Domain weight 40%)*

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Assessing student needs.</i>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
Evaluator Rating <i>(Component Weight 9%)</i>	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.</i>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Evaluator Rating <i>(Component Weight 11%)</i>	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3c: Using counseling techniques, in individual and classroom programs</i>	Counselor has few counseling techniques to help students acquire skills in decision-making	Counselor displays a narrow range of counseling techniques to help students acquire skills in	Counselor uses a range of counseling techniques to help students acquire skills in	Counselor uses an extensive range of counseling techniques to help students acquire skills in

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	and problem-solving for both interactions with other students and future planning.	decision-making and problem-solving for both interactions with other students and future planning.	decision-making and problem-solving for both interactions with other students and future planning.	decision-making and problem-solving for both interactions with other students and future planning.
Evaluator Rating (Component Weight 10%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3d: Connecting resources to meet needs</i>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to connect services with other programs in the school are partially successful.	Counselor connects with other programs within the school or district to meet student needs.	Counselor connects with other programs and agencies both within and beyond the school or district to meet individual student needs.
Evaluator Rating (Component weight 6%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>3e: Demonstrating flexibility and responsiveness</i>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes changes in the counseling program after identifying evidence of the need for change.	Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
		improved	some specific suggestions as to how the counseling program might be improved.	extensive repertoire to suggest alternative strategies.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4b: Maintaining records, and submitting them in a timely fashion</i>	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate, but are occasionally late.	Counselor's reports, records and documentation are accurate, and are submitted in a timely manner.	Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues in other schools.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4c: Communicating with families</i>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Evaluator Rating (Component Weight 4%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4d: Participating in a professional community</i>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
Evaluator Rating (Component Weight 3%)	Performance Rating			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4e: Engaging in professional development</i>	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through activities such as offering workshops to colleagues.
Evaluator Rating (Component Weight 3%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues
Evaluator Rating (Component Weight 4%)	<i>Performance Rating</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)