

**DOMAIN 1: SCHOOL COUNSELORS: Planning and Preparation/Foundations (Teacher's Rubric: Planning and Preparation)**

Component	Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished	Look-Fors
1a: Incorporates the school counseling program's mission, beliefs, and philosophy to align with school goals.	Counselor has no clear goals for the counseling program, or they are inappropriate to the developmental stage of the student.	Counselor's goals for the counseling program are limited and are partially suitable to the situation or the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation or the developmental stage of the student.	Counselor's goals for the counseling program are highly appropriate to the situation or the age of the students and have been created following consultations with students, parents, and colleagues.	
1b: Plans a school counseling program in the four Oregon Comprehensive Guidance Counseling Framework (OCGCF) (academic, career, personal/social, community) to promote student development.	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 four Oregon counseling domains appropriate to the OCGCF.	Counselor's plan is highly coherent and supports the students and the broader educational program.	
1c: Utilizes the ASCA national standards, and the Oregon Comprehensive Guidance Counseling Framework (OCGCF) to develop content of school counseling curriculum.	Counselor does not demonstrate use of the ASCA standards to develop lesson plans and other components of the school counseling program.	Counselor recognizes and sometimes incorporates the ASCA standards and competencies in lesson plans and activities.	Counselor implements a school counseling program to comprehensively address both ASCA and OCGCF.	Counselor annually evaluates, revises and implements the school counseling program aligned with both ASCA and OCGCF.	

<p>1d: Demonstrates knowledge of legal and ethical rights and responsibilities.</p>	<p>Counselor demonstrates no knowledge of federal, state, and district regulations and policies.</p>	<p>Counselor demonstrates limited understanding of federal, state, and district regulations and policies.</p>	<p>Counselor demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Conducts self in a professional and ethical manner.</p>	<p>Counselor demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards. Models the highest legal and ethical standards, ensuring that professional practices support the success of all students and supports their individual rights.</p>	<p>-Literature, -Professional development or activities.</p>
<p>1e: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.</p>	<p>Counselor demonstrates no knowledge of governmental regulations and of resources for students available through the school or district.</p>	<p>Counselor display awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</p>	<p>Counselor displays awareness of governmental regulations and of resources for students available through the school, district, and familiar with community resources.</p>	<p>Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school, district and the community.</p>	
<p>1f: Demonstrating Knowledge of Child and Adolescent Development</p>	<p>Counselor displays no knowledge of child and adolescent development</p>	<p>Counselor displays limited knowledge of child and adolescent development</p>	<p>Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as expectations to the general patterns.</p>	<p>In addition to the accurate understanding of the typical developmental characteristics of the age group the counselor applies strategies and interventions.</p>	

<p>1g: Developing a plan to evaluate the counseling program</p>	<p>Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p>	<p>Counselor has a limited plan to evaluate the counseling program.</p>	<p>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.</p>	<p>Counselor's evaluation plan is will constructed with a clear path toward improving the program on an ongoing basis.</p>	
---	---	---	---	--	--

<p>1f: Participates in the design and implementation of school guidance curriculum and "closing the gap action plans" aligning with both school and school counseling program goals.</p>	<p>Counselor displays minimal evidence of participation in the design and implementation of guidance curriculum and closing the gap action plans.</p>	<p>Counselor is not always effective, attempts to implement guidance curriculum and closing the gap action plans.</p>	<p>Counselor creates and/or implements guidance curriculum and closing the gap action plans. Clear alignment with school and program goals.</p>	<p>Counselor continually refines and implements guidance curriculum and closing the gap action plans. Shares results with school community and seeks input for improvement.</p>	
--	---	---	---	---	--

## DOMAIN 2: SCHOOL COUNSELORS: Delivery of Service (Teacher's Rubric: The Classroom Environment)

Component	Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished	Reflective Comments
2a: Creating an environment of respect and rapport	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.	
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, among students, staff, and parents.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students, staff and parents are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students, staff and parents.	Counselor promotes and guides positive school culture by respectful and positive communication between and among students, staff, and parents.	
2c: Organizes and manages time to implement an effective school counseling program for all students.	Counselor makes no effort to organize time in support of effective school counseling objectives.	Counselor understands the value of organizing and allocating time, but provides limited effective school counseling program for all students.	Counselor effectively organizes and allocates time to ensure effective implementation of OCGCF for all students. Pursues opportunities to connect with students individually on a regular basis.	Counselor maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of OCGCF designed to maximize student success.	
2d: Assisting students and teachers in the formulation of academic, personal/social, career plans, and community based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, career and community plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, career, and community plans.	Counselor conducts detailed and individualized assessments of student needs to contribute to academic, personal/social, career, and community plans.	

<p>2e: Facilitates delivery of a prevention-based, data-driven guidance curriculum aimed at the four OCGCF (Oregon Comprehensive Guidance and Counseling Framework) Domains.</p>	<p>Counselor presents no evidence that a standards-based curriculum is delivered on a consistent basis to ensure student mastery of competencies.</p>	<p>Counselor provides guidance units, but there is some evidence that it is prevention based, data-driven aligned with standards or aimed at addressing student mastery of competencies.</p>	<p>Counselor organizes comprehensive, proactive, developmentally appropriate guidance units. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that ensure student engagement for mastery of competencies.</p>	<p>Counselor is highly skilled in organizing comprehensive, proactive, developmentally appropriate guidance units. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to ensure student engagement for mastery of competencies.</p>	
<p>2f: Using counseling techniques in individual meetings, small groups, and classroom programs.</p>	<p>Counselor has no counseling techniques to help students acquire skills in decision making and problem solving.</p>	<p>Counselor displays a limited range of counseling techniques to help students acquire skills in decision making and problem solving.</p>	<p>Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving.</p>	<p>Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving.</p>	
<p>2g: Addresses the immediate needs or concerns of students by providing specific ongoing responsive services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.</p>	<p>Counselor does not address the immediate needs and or concerns of students.</p>	<p>Counselor has limited effectiveness in attempts to establish processes or systems designed to address immediate needs and or concerns of students.</p>	<p>Counselor actively implements and revises immediate and ongoing responsive service planning to address student needs and or concerns of students.</p>	<p>Counselor proactively plans and provides leadership, initiating responsive services which address student needs and or concerns.</p>	<p>-School response team.</p>

<b>2h:</b> Maintains and enhances the total school counseling program by providing system support.	Counselor does not provide support related to the school counseling program.	Counselor provides limited evidence of system support.	Counselor maintains and enhances the total school counseling program through system support.	Counselor initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level.	
---	--	--	--	---	--

**DOMAIN 3: SCHOOL COUNSELORS: Professional Responsibilities/Management (Teacher’s Rubric: Instruction)**

Component	Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished	Reflective Comments
<b>3a: Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet students needs.	Counselor’s efforts to broker services with other programs in the school are limited.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	
<b>3b: Demonstrating flexibility and responsiveness</b>	Counselor is not flexible or responsive	Counselor makes a limited attempt to be flexible and responsive.	Counselor flexible and responsive when needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, teacher or administrator input.	
<b>3c: Communicating with Families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited information as a whole to families about the counseling program 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.	
<b>3d: Engaging in professional development</b>	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor’s 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.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Engages in professional networking activities.	

**DOMAIN 4 for SCHOOL COUNSELORS: Leadership, Advocacy and Accountability (Teacher's Rubric: Professional Responsibilities)**

Component	Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished	Reflective Comments
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self serving.	Counselor's reflections on practice are limited.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.	
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate.	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.	
4c: Showing professionalism	Counselor is not honest and violates confidentiality in interactions with colleagues, students, and parents.	Counselor is honest in interactions with colleagues, students, and the parents and honors confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and parents; as well as advocates for students.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role.	
4d: Uses data to improve the guidance curriculum and closing-the-gap activities.	Counselor provides no evidence that data reports are used to guide program improvement and to assist with closing-the-gap activities.	Counselor provides evidence that either guidance curriculum or closing-the-gap data is used for school counseling program design and improvement.	Counselor uses both guidance curriculum and closing-the gap results reports to evaluate program effectiveness and to determine future school counseling activities and interventions.	Counselor efficiently uses data to proactively design curriculum and closing-the-gap activities, in collaboration with colleagues.	-Collaborative monitoring system -Uses data for interventions.