

## Domain 1: Counselors: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	<p>Counselor demonstrates little understanding of counseling theory and techniques.</p> <p>Counselor is unaware of the educational impact of race and culture and does not attempt to adapt theory and technique to reflect racial and cultural diversity.</p>	<p>Counselor demonstrates basic understanding of counseling theory and techniques.</p> <p>Counselor is aware of the educational impact of race and culture and attempts to adapt theory and technique to reflect racial and cultural diversity.</p>	<p>Counselor demonstrates understanding of counseling theory and techniques.</p> <p>Counselor recognizes the educational impact of race and culture and sufficiently adapts theory and technique to reflect racial and cultural diversity.</p>	<p>Counselor demonstrates deep and thorough understanding of counseling theory and techniques.</p> <p>Counselor recognizes the educational impact of race and culture and sufficiently adapts theory and technique to reflect racial and cultural diversity.</p>
<b>1b: Demonstrating knowledge of child and adolescent development</b>	<p>Counselor displays little or no knowledge of child and adolescent development.</p> <p>Counselor is unaware of typical developmental characteristics of the age group, including the impact of race and culture, as well as exceptions to the general patterns.</p> <p>Counselor does not attempt to apply this knowledge to individuals, small groups, and whole class settings.</p>	<p>Counselor displays partial knowledge of child and adolescent development.</p> <p>Counselor is aware of typical developmental characteristics of the age group, including the impact of race and culture, as well as exceptions to the general patterns.</p> <p>Counselor attempts to apply this knowledge to individuals, small groups, and whole class settings, while considering the diverse backgrounds and experiences of students.</p>	<p>Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</p> <p>Counselor displays accurate understanding of typical developmental characteristics of the age group, including the impact of race and culture, as well as exceptions to the general patterns.</p> <p>Counselor applies this knowledge to individuals, small groups, and whole class settings, while considering the diverse backgrounds and experiences of students.</p>	<p>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.</p> <p>Counselor displays accurate and extensive understanding of typical developmental characteristics of the age group, including the impact of race and culture, as well as exceptions to the general patterns.</p> <p>Counselor applies this knowledge to individuals, small groups, and whole class settings, while considering the diverse backgrounds and experiences of students.</p>

**Domain 1: Counselors: PLANNING AND PREPARATION** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals <del>for the counseling program</del> , or they are inappropriate to either the <del>needs situation</del> or the age of the students. <del>Goals do not appropriately reflect ethnic and racial identity of students.</del>	Counselor's goals <del>for the counseling program</del> are rudimentary and are partially suitable to the <del>needs situation</del> and the age of the students. <del>Goals may not appropriately reflect ethnic and racial identity of students.</del>	Counselor's goals <del>for the counseling program</del> are clear and appropriate to the <del>needs situation</del> in the school, the age of the students, <del>and represent rigorous learning for all students.</del> <del>Goals appropriately reflect ethnic and racial identity of students.</del>	Counselor's goals <del>for the counseling program</del> are highly appropriate to the <del>needs situation</del> in the school <del>and</del> to the age of the students, <del>represent rigorous learning for all students</del> , and have been developed following consultations with students, parents, and colleagues. <del>Goals appropriately reflect ethnic and racial identity of students.</del>
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students, <del>that appropriately reflect the ethnic and racial identity of students</del> , available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students, <del>that appropriately reflect the ethnic and racial identity of students</del> , available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students, <del>that appropriately reflect the ethnic and racial identity of students</del> , available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students, <del>that appropriately reflect the ethnic and racial identity of students</del> , is extensive, including those available through the school or district and in the community.
<b>1e: Planning the counseling program, integrated with the regular school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. <del>The counselor does not draw from diverse resources</del>	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.  <del>Some of the materials and resources are appropriate to students, support counseling outcomes, appropriately reflect ethnic and racial diversity, and are designed to engage students in meaningful learning. The counselor minimally draws from a variety of resources, from those within the school community as well as those representing the multiple perspectives of the community at large.</del>	Counselor has developed a plan that includes the important aspects of counseling in the setting. <del>Counseling activities reflect ethnic and racial diversity.</del>  <del>All of the materials and resources are appropriate to students, support counseling outcomes, appropriately reflect ethnic and racial diversity, and are designed to engage students in meaningful learning. The counselor draws from a variety of resources, from those within the school community as well as those representing the multiple perspectives of the community at large.</del>	Counselor's plan is highly coherent and serves to support not only the students individually and the groups, but also the broader educational program.  <del>All of the materials and resources are appropriate to students, support counseling outcomes, appropriately reflect ethnic and racial diversity, and are designed to engage students in meaningful learning. The counselor draws from a variety of resources, from those within the school community as well as those representing the multiple perspectives of the community at large.</del>

<b>1f: Developing a plan to evaluate the counseling program</b>	Counselor has no plan to evaluate the program <b>with no consideration of racial and ethnic diversity</b> or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program <b>with limited consideration of racial and ethnic diversity</b> .	Counselor's plan to evaluate the program is organized around clear goals, <b>the consideration of racial and ethnic diversity</b> , and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, <b>considering racial and ethnic diversity</b> , with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
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## Domain 2: Counselors: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating a caring an environment of respect and rapport</b>	Counselor <del>s</del> does not intentionally and respectfully engages some students <del>interactions with students are negative or inappropriate</del> , and the counselor does not promote positive interactions among students.	Counselor <del>s</del> intentionally and respectfully engages some students <del>interactions are a mix of positive and negative</del> ; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor <del>s</del> intentionally and respectfully engages all students. <del>interactions with students are positive and respectful, and the</del> Counselor fosters positive social interactions within the school setting that are age appropriate and culturally responsive. <del>actively promotes positive student-student interactions.</del>	Counselor intentionally and respectfully engages all students. 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.
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among 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 <b>inclusive</b> , productive and respectful communication <del>between and</del> among students and <del>teachers staff</del> , <b>reflective of the ethnic and racial diversity of the community</b> .	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 <del>staff teachers</del> and students, <b>reflective of the ethnic and racial diversity of the community</b> .
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

**Domain 2: Counselors: THE ENVIRONMENT** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b></p>	<p>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.</p> <p>Counselor does not identify or incorporate communication styles of students from various racial or ethnic groups.</p> <p>Counselor over identifies misbehavior of students from a particular racial or ethnic group.</p>	<p>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.</p> <p>Counselor makes minimal effort to identify and incorporate various communication styles of students from various racial or ethnic groups.</p> <p>Counselor may over identify student misbehavior from a particular racial or ethnic group.</p>	<p>Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</p> <p>Counselor identifies and incorporates various communication styles of students from various racial or ethnic groups.</p> <p>Counselor's response to misbehavior is appropriate and successful; counselor respects the dignity and racial and cultural diversity of students.</p>	<p>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.</p> <p>Counselor identifies and incorporates various communication styles of students from various racial or ethnic groups.</p> <p>Counselor's response to misbehavior is appropriate and successful; counselor respects the dignity and racial and cultural diversity of students.</p>
<p><b>2e: Organizing physical space</b></p>	<p>The physical environment is in disarray or in inappropriate to the planned activities.</p>	<p>Counselor's attempts to create an inviting and well organized physical environment are partially successful.</p>	<p>Counseling center or classroom arrangements are inviting, equitably accessible to all, and conducive to the planned activities.</p>	<p>Counseling center or classroom arrangements are inviting, equitably accessible to all, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.</p>

### Domain 3: Counselors: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Assessing student needs</b>	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, <b>taking into consideration the influence of race and culture on child and adolescent development.</b>	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning, <b>taking into consideration the influence of race and culture on child and adolescent development.</b>
<b>3b: Assisting students and teacher in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>	Counselor's program is independent of identified student needs	Counselor's attempts to help students and teacher 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.
<b>3c: Using counseling techniques in individual and classroom programs</b>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.  Counselor's activities and assignments do not display responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with <b>others</b> <del>students</del> and <b>for</b> future planning.  Counselor's activities and assignments display limited responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with <b>others</b> <del>students</del> and <b>for</b> future planning.  Counselor's activities and assignments display responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with <b>others</b> <del>students</del> and <b>for</b> future planning.  Counselor's activities and assignments display responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.

**Domain 3: Counselors: DELIVERY OF SERVICE** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>3d: Brokering resources to meet needs</b>	<p>Counselor does not make connections with other programs in order to meet student needs.</p> <p>Counselor's assessment practices do not display responsiveness to students' diverse learning needs.</p>	<p>Counselor's efforts to broker services with other programs in the school are partially successful.</p> <p>Counselor's assessment practices display minimal responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.</p>	<p>Counselor brokers with other programs within the school or district to meet student needs.</p> <p>Counselor's assessment practices display responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.</p>	<p>Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.</p> <p>Counselor's assessment practices display responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.</p>
<b>3e: Demonstrating flexibility and responsiveness</b>	<p>Counselor adheres to the plan program, in spite of evidence of its inadequacy. Adaptations are not appropriate, consistent, successful, and respect students' racial and cultural diversity.</p> <p>Counselor displays no flexibility and responsiveness to students' diverse learning needs.</p>	<p>Counselor makes modest adaptations <del>changes</del> in the counseling program when confronted with evidence of the need for change. Adaptations may not be appropriate, consistent, successful, and respect students' racial and cultural diversity.</p> <p>Counselor displays limited flexibility and responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.</p>	<p>Counselor <del>adapts</del> <del>makes revisions</del> <del>in</del> the counseling program when <del>they are</del> needed. Adaptations are appropriate, consistent, successful, and respect students' racial and cultural diversity.</p> <p>Counselor displays flexibility and responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.</p>	<p>Counselor is continually seeking ways to improve the counseling program and makes adaptations <del>changes</del> as needed in response to student, parent, or teacher input.</p> <p>Counselor displays flexibility and responsiveness to students' diverse learning needs, including but not limited to medical, linguistic, and the impact of race and culture.</p>

## Domain 4: Counselors: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	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 <b>or culturally responsive practices</b> and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics, <b>including culturally responsive practices</b> . Counselor makes <del>some</del> specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, <b>including culturally responsive practices</b> , citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining records and submitting them in a timely fashion</b>	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.
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.  <b>Counselor makes no attempt to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</b>	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.  <b>Counselor makes modest and partially successful attempts to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</b>	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.  <b>Counselor pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</b>	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.  <b>Counselor pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</b>

**Domain 4: Counselors: PROFESSIONAL RESPONSIBILITIES** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4d: Participating in a professional community</b></p>	<p>Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.</p> <p>Counselor does not participate in a culture of professional inquiry. Counselor makes no attempts to analyze student group performance in order to eliminate disparities.</p>	<p>Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.</p> <p>Counselor participates in a culture of professional inquiry when invited to do so. Counselor makes modest and partially effective attempts to analyze student group performance in order to eliminate disparities.</p>	<p>Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p> <p>Counselor actively participates in a culture of professional inquiry. Counselor regularly analyzes student group performance in order to eliminate disparities.</p>	<p>Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p> <p>Counselor actively participates in a culture of professional inquiry. Counselor regularly analyzes student group performance in order to eliminate disparities.</p>
<p><b>4e: Engaging in professional development</b></p>	<p>Counselor does not participate in professional development activities that include culturally responsive trainings to improve counseling practice even when such activities are clearly needed for the development of counseling skills.</p>	<p>Counselor's participation in professional development activities that include culturally responsive trainings to improve counseling practice is limited to those that are convenient or are required.</p>	<p>Counselor seeks out opportunities for professional development that include culturally responsive trainings to improve counseling practice based on an individual assessment of need.</p>	<p>Counselor actively pursues professional development that include culturally responsive trainings to improve counseling practice opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p><b>4f: Demonstrating Showing professionalism</b></p>	<p>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p>	<p>Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.</p>	<p>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p> <p>Counselor advocates to ensure that all students receive equitable access to the educational program.</p> <p>Counselor participates in team or departmental decision-making. Counselor uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.</p>	<p>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.</p> <p>Counselor advocates to ensure that all students receive equitable access to the educational program.</p> <p>Counselor participates in team or departmental decision-making. Counselor uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.</p>