

## Domain 1: Counselors: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<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>
<b>1e: Planning the counseling program, integrated with the regular school program</b>	<p>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. The counselor does not draw from diverse resources</p>	<p>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.</p> <p>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.</p>	<p>Counselor has developed a plan that includes the important aspects of counseling in the setting.</p> <p>Counseling activities reflect ethnic and racial diversity.</p> <p>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.</p>	<p>Counselor's plan is highly coherent and serves to support not only the students individually and the groups, but also the broader educational program.</p> <p>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.</p>

## 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>	<p>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.</p>	<p>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.</p>	<p>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></p>	<p>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.</p>
<b>2c: Managing routines and procedures</b>	<p>Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.</p>	<p>Counselor has rudimentary and partially successful routines for the counseling center or classroom.</p>	<p>Counselor's routines for the counseling center or classroom work effectively.</p>	<p>Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.</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>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.  <b>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.</b>	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 students</b> and <b>for</b> future planning.  <b>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.</b>	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with <b>others students</b> and <b>for</b> future planning.  <b>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.</b>	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 students</b> and <b>for</b> future planning.  <b>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.</b>
<b>3d: Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student needs.  <b>Counselor's assessment practices do not display responsiveness to students' diverse learning needs.</b>	Counselor's efforts to broker services with other programs in the school are partially successful.  <b>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.</b>	Counselor brokers with other programs within the school or district to meet student needs.  <b>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.</b>	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.  <b>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.</b>

## Domain 4: Counselors: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>4c: Communicating with families</b>	<p>Counselor provides no information to families, either about the counseling program as a whole or about individual students.</p> <p>Counselor makes no attempt to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>	<p>Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.</p> <p>Counselor makes modest and partially successful attempts to pursue proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>	<p>Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.</p> <p>Counselor pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>	<p>Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</p> <p>Counselor pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.</p>