

ELEMENTARY COUNSELOR EVALUATION RUBRIC 2012-13

Domain I: Planning and Preparation

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Accomplished</i>
<i>1a: 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 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.
<i>1b: 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 simplistic 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 counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with school administrator, school team, and colleagues.
<i>1c: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</i>	Counselor demonstrates little or no knowledge of government regulations and of resources for students available through the school or district.	Counselor displays awareness of government regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of government regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor knowledge of government regulations and of resources for students is extensive, including those available through the school or district, and in the community.
<i>1d: Planning the counseling program, integrated with the regular school program</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.
<i>1e: 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 basic plan to evaluate the program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of data to indicate the degree to	Counselor's evaluation plan is well organized around clear goals, with a various sources of data and well-defined path toward

which the goals have been met. improving the program on an ongoing basis.

Comments:

Domain 2: The Environment

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Accomplished</i>
<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 interactions among 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.
<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 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.	Counselor intentionally promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	A positive school culture supporting productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<i>2c: Managing routines and procedures.</i>	Counselor's procedures for the counseling office or classroom work are nonexistent or in disarray.	Counselor has basic and partially successful procedure for the counseling office or classroom.	Counselor's procedures for counseling office or classroom work effectively.	Counselor's procedures for the counseling office or classroom are consistent, and students assist in maintaining them.
<i>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</i>	Counselor has established no behavioral expectations for students during classroom guidance sessions and makes no contribution to maintaining an environment of respect in the school.	Counselor's efforts to establish clear behavioral expectations for classroom guidance sessions are partially successful. Counselor attempts to contribute to the level of respect in the school as a whole.	Counselor has established clear behavioral expectations for classroom guidance session and makes a significant contribution to the environment of respect in the school.	Counselor has established clear behavioral expectations for classroom guidance sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of respect in the school.

Comments:

Domain 3: Delivery Service

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Accomplished</i>
<i>3a: Assessing student needs</i>				

<i>3b: Responding to student academic and personal/social needs</i>
<i>3c: Using counseling techniques in classroom guidance programs</i>
<i>3d: Using counseling techniques in individual and small group programs</i>
<i>3e: Collaborating resources to meet needs</i>
<i>3f: Demonstrating flexibility and responsiveness</i>
<i>3g: Distribution of time</i>

Comments:

Domain 4: Professional Responsibilities

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Accomplished</i>
<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 improved.	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 provides is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor suggests alternative strategies to improve counseling program.
<i>4b: Preparing reports and submitting them in a timely fashion</i>	Counselor's reports, for the school team are missing, late, or inaccurate, resulting in confusion.	Counselor's reports for the school team are generally accurate but are occasionally late.	Counselor's reports for the school team are accurate and are submitted in a timely manner.	Counselor's approach to reporting to the school team is systematic and efficient and serves as a model for colleagues in other schools.
<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 information to families about the counseling program as a whole and about individual student progress.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual student progress.	Counselor is proactive in providing information to families about the counseling program and about individual students progress through a variety of means.

<i>4d: Participating in a professional community</i>	Counselor's relationship with colleagues is 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 district events and projects and assumes leadership with colleagues.
<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'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.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession.
<i>4f: Showing professionalism</i>	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; 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.

Comments:

Summary

1. Areas of Growth:

2. Areas of continued focus:

3. Comments: