I. Counseling and Consultation

School Adjustment Counselor:	4	3	2	1
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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Listening	Keenly aware of student's	Appropriately aware	Variable awareness of	Limited awareness of
Skills/Awareness of	thoughts, feelings and	of student's	student's thoughts,	student's thoughts and
Counselee	nonverbal behaviors. Provides	thoughts, feelings	feelings and nonverbal	feelings. Limited
	space in counseling	and nonverbal	behaviors. Only variably	awareness of student's
	relationship for student to	behaviors. Providers	provides space in	non-verbal behaviors.
	communicate. Communicates	space in counseling	counseling relationship	Does not provide space
	an understanding of the	relationship for	for student to	in counseling
	student's perspective with	student to	communicate. May not	relationship for student
	fluency within the counseling	communicate.	demonstrate	to communicate. Over
	relationship. Able to ask open	Communicates an	understanding of	reliance on close-ended
	and closed ended questions.	understanding of the	student's perspective.	questions.
		student's	Sometimes relies on	
		perspective at key	closed ended questions.	
		junctures. Able to		
		ask open and closed		
		questions.		
b. Feedback	Highly effective in assisting	Effective in assisting	Inconsistently attempts	Ignores behavior and
	students in developing an	students in	to address behavior and	does not provide
	awareness and processing the	developing an	provide feedback.	feedback.
	impact of their behaviors on	awareness and		
	others.	processing the		
		impact of their		
		behavior on others.		
c. Interventions	Develops comprehensive	Creates plans for	Makes plans for	Fails to plan
	plans/lessons for students,	student that are	students that are	interventions suitable
	finding ways to creatively	suitable for them	partially suitable or are	to students, or
	meet student needs and	and are aligned with	sporadically aligned with	interventions are
	incorporate many related	identified needs.	identified needs.	mismatched with the
	elements.			findings of the
				assessments.

I. Counseling and Consultation

School Adjustment Counselor:	4	3	2
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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
d. Goals	Sets goals for the treatment	Sets goals for the	Sets goals for the	Has no clear goals for
	program that are highly	treatment program	treatment program	the counseling
	appropriate to the situation	that are clear and	that are rudimentary	program, or they are
	in the school and to the age	appropriate to the	and partially suitable to	inappropriate to
	of the students. Goals have	situation in the school	the situation and the	either the situation
	been developed following	and to the age of the	age of the students.	or the age of the
	consultation with students,	students. Progress	Progress towards the	students. Does not
	parents and colleagues.	towards the goals are	goals may not be	gather information to
	Progress towards the goals	actively and	accurately measured.	monitor progress.
	are actively and accurately	accurately measured.		
	measured.			
e. Application/	Successfully has students	Consistently has	Asks students to think	Does not have
Generalization	summarize and internalize	students sum up what	about real-life	students reflect on or
	what they learn and apply it	they have learned	applications for what	apply strategies.
	to multiple real-life	and apply it to a	they are studying but	
	situations.	different context.	does not have student	
			reflect or apply	
			information.	
f. Responding to	Consults frequently and/or	Consults frequently	Consults on sporadic	Fails to consult with
referrals	in a timely manner with	and/or in a timely	basis with colleagues.	colleagues or to tailor
	colleagues to assess student		Sometimes makes	intervention to the
	needs. Contributes own	colleagues to assess	successful attempts to	presenting issues.
	insights and tailors	student needs	tailor interventions to	
	intervention to the	immediately without	the presenting issues.	
	presenting issues.	prompting. Tailors	May not respond in a	
	Anticipates problems and	interventions to	timely manner.	
	consults before problem	presenting issues.		
	arises.			
g. Prevention			Sometimes develops or	•
	prevention program when	or participates in a	participates in a	participates in a
	needed and is able to model	prevention program	prevention program	prevention program
	this element for staff.	when needed.	when needed.	when needed.

II. Supporting All Students

School Adjustment Counselor: 4

3

1

	Exemplary	Proficient	Needs	Unsatisfactory
			Improvement	
a. Student	Successfully uses	Consistently uses	Inconsistently uses	Rarely uses
Engagement	instructional and clinical	instructional and clinical	instructional and	instructional and
	practices that are likely to	practices that are likely	clinical practices	clinical practices that
	motivate and engage most	to motivate and engage	that are likely to	are likely to motivate
	students during the lesson,	most students during the	motivate and	and engage most
	activity, or session and is	lesson, activity, or	engage most	students during the
	able to model this practice	session.	students during the	lesson, activity, or
	for staff.		lesson, activity, or	session.
			session.	
b. Meeting	Uses appropriate practices,	Consistently uses	Inconsistently uses	Rarely uses appropriate
Diverse Needs	including tiered instruction,	appropriate practices,	appropriate	practices, including
	scaffolds, and other	including tiered	practices, including	tiered instruction,
	supports, to accommodate	instruction, scaffolds,	tiered instruction,	scaffolds, and other
	differences in learning	and other supports, to	scaffolds, and other	supports, to
	styles, needs, interests, and	accommodate	supports, to	accommodate
	levels of readiness, including	differences in learning	accommodate	differences in learning
	those of students with	styles, needs, interests,	differences in	styles, needs, interests,
	disabilities and English	and levels of readiness,	learning styles,	and levels of readiness,
	language learners and is	including those of	needs, interests,	including those of
	able to model this practice	students with disabilities	and levels of	students with
	for staff.	and English language	readiness, including	disabilities and English
		learners.	those of students	language learners.
			with disabilities and	
			English language	
			learners.	
c. Collaborative	Develops students'	Consistently develops	Inconsistently	Rarely develops
Learning	interpersonal, group, and	students' interpersonal,	develops students'	students' interpersonal,
Environment	communication skills and	group, and	interpersonal,	group, and
	provides opportunities for	communication skills and	group, and	communication skills
	students to learn in group	provides opportunities	communication	and provides
	with diverse peers and is	for students to learn in	skills and provides	opportunities for
	able to model this practice	group with diverse	opportunities for	students to learn in
	for staff.	peers.	students to learn in	group with diverse
			group with diverse	peers.
			peers.	

II. Supporting All Students

School Adjustment Counselor: 4

3

1

	Exemplary	Proficient	Needs	Unsatisfactory
			Improvement	
d. Student	Creates learning experiences	Consistently creates	Inconsistently	Rarely creates learning
Motivation	that guide students to identify	learning experiences	creates learning	experiences that guide
	their strengths, interests and	that guide students to	experiences that	students to identify
	needs; asks for support when	identify their	guide students to	their strengths,
	appropriate; take risks; and	strengths, interests	identify their	interests and needs;
	challenge themselves to	and needs; asks for	strengths, interests	asks for support when
	succeed and is able to model	support when	and needs; asks for	appropriate; take risks;
	this practice for staff.	appropriate; take	support when	and challenge
		risks; and challenge	appropriate; take	themselves to succeed.
		themselves to	risks; and challenge	
		succeed.	themselves to	
			succeed.	
e. Respects	Uses strategies and practices	Consistently uses	Inconsistently uses	Rarely uses strategies
Differences	that are likely to enable	strategies and	strategies and	and practices that are
	students to demonstrate	practices that are	practices that are	likely to enable
	respect for and affirm their	likely to enable	likely to enable	students to
	own and others' differences	students to	students to	demonstrate respect
	related to background, identity,	demonstrate respect	demonstrate	for and affirm their
	language, strengths, and	for and affirm their	respect for and	own and others'
	challenges and is able to model	own and others'	affirm their own and	differences related to
	for staff.	differences related to	others' differences	background, identity,
		background, identity,	related to	language, strengths,
		language, strengths,	background,	and challenges.
		and challenges.	identity, language,	
			strengths, and	
			challenges.	
f. Expectations	Clearly communicates and	Communicates and	Inconsistently	Does not clearly
	consistently enforces specific	enforces specific	communicates and	communicate or rarely
	standards for student work,	standards for student	enforces specific	enforces specific
	effort and behavior.	work, effort and	standards for	standards for student
	Continuously models and	behavior. Effectively	student work, effort	work, effort and
	reinforces how student can set	models and reinforces	and behavior.	behavior. Does not
	and accomplish challenging	ways that students	Infrequently	promote or reinforce
	goals through effective effort	can set and	challenges students	ways students can set
	and is able to model this	accomplish	to set and	and accomplish goals.
	practice for staff.	challenging goals	accomplish goals.	
		through effective		
		effort.		

III. Family and Community Outreach

School Adjustment Counselor: 4

3

1

		Exemplary	Proficient	Needs Improvement	Unsatisfactory
	a. Respect	Shows great sensitivity	Interacts respectfully	Tries to be sensitive to	Is often insensitive to
		and respect for family	with parents and is	the culture and beliefs	the culture and beliefs
		and community culture,	sensitive to different	of students' families but	of students' families.
		values and beliefs.	families' culture and	does not listen well.	Rarely promotes
		Always promotes	values. Consistently	Sometimes promotes	positive interactions
		positive interactions	promotes positive	positive interactions	with families.
		with families.	interactions with	with families.	
			families.		
	b. Belief	Shows each parent an	Shows parents a	Tells parents that he or	Does not communicate
		in-depth knowledge of	genuine interest and	she cares about their	to parents knowledge
		their child interests,	belief in each child's	children and wants the	or individual children or
		special needs, cultural	ability to reach	best for them.	concern for their
		heritage) as well as a	individual standards.		future.
		strong belief he or she			
		will meet or exceed			
		individual standards.			
с.	Communicating		Communicates with	Is partially successful in	Fails to communicate
	with families	permissions and	families and secures	communicating with	with families and
				families; permissions are	-
		families in a manner	and does so in a	obtained but there are	permissions for
		highly sensitive to	manner sensitive to	occasional insensitivities	evaluations or
		cultural and linguistic	cultural and linguistic	to cultural and linguistic	communicates in an
		traditions. Reaches out	traditions. Promptly	traditions. Lets parents	insensitive manner.
		to families of students	informs parents of	know about problem	
		to enhance trust,	behavior and learning		
		including those who are	problems and also	having but rarely	
		hard to reach. Make	updates parents on	mentions positive news.	
		sure parents hear	good news.		
		positive news about			
		their children first and			
		immediately flags any			
		problems			

III. Family and Community Outreach

School Adjustment Counselor: 4

3

1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
d. Parent Responsiveness		Responds promptly to parents concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome.
e. Community mental health		documented permission, maintains ongoing contact with community mental health service providers.		Declines to maintain contact with community mental health service providers. Does not ensure documented permission before reaching out to contact.

IV. Professional Culture

School Adjustment Counselor: 4	3	2	1
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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Reliability	Has perfect or near-	Has very good	Occasionally skips	Frequently skips
	perfect attendance,	attendance, is punctual	assignments, has	assignments, has many
	carries out assignments	with paperwork, duties	moderate absences,	absences (state
	conscientiously and	and assignments; keeps	(state extenuating	extenuating
	punctually, keeps	accurate records.	circumstances), is late,	circumstances), is late,
	meticulous records, and		makes errors in	make errors in records,
	is never late.		records, and misses	and misses paperwork
			paperwork deadlines.	deadlines.
b. Judgment	Is invariably ethical,	Demonstrates	Sometimes uses	Is frequently unethical,
	honest, and forthright,	professional demeanor,	questionable judgment,	dishonest, uses poor
	uses impeccable	is ethical, honest and	is less than completely	judgment, and/or
	judgment, and respects	forthright, maintains	honest, and/or	discloses student
	confidentiality.	professional	discloses student	information.
		boundaries and keeps	information.	
		student information		
		confidential.		
c. Decision-	In planning and decision	Consistently	May participate in	Participates in planning
making	making at the district,	contributes relevant	planning and decision	and decision making at
	school, and/or grade	ideas and expertise to	making at the district,	the district, school,
	level, consistently	planning and decision-	school, and/or grade	and/or grade level only
	contributes ideas and	making at the district,	level but rarely	when asked and rarely
	expertise that are	school, and/or grade	contributes relevant	contributes relevant
	critical to school	level.	ideas or expertise.	ideas or expertise.
	improvement efforts.			
d. Openness	As Team Chair, actively	As Team Chair, listens	As Team Chair, is	As Team Chair, is very
	seeks out feedback and	thoughtfully to other	somewhat defensive	defensive about
	suggestions from	viewpoints and	but does listen to	criticism and resistant
		responds constructively		to changing classroom
	and uses them to	to suggestions and	suggestions.	practice.
	improve performance.	criticism.		
	As Team Chair, supports		As Team Chair, does	As Team Chair, rarely
collaboration	and encourages	consistently and	not consistently	and/or ineffectively
	colleagues to	effectively collaborates		collaborates with
	collaborate in areas	_	colleagues in ways that	colleagues;
	such as examining	work as examining	support productive	conversations often
	student work, analyzing		team effort.	lack focus on improving
	student performance,	student performance,		student learning.
	and planning	and planning		
	appropriate	appropriate		
	intervention.	interventions.		

IV. Professional Culture

School Adjustment Counselor: 4

3

2

		Exemplary	Proficient	Needs	Unsatisfactory
				Improvement	
f. P	Professional	Seeks out professional	Consistently seeks out	Participates only in	Participates in few, if
Le	earning and	development and learning	and applies ideas for	required	any, professional
	Growth	opportunities that improve	improving practice from	professional	development and
		practice and build expertise	supervisors, colleagues,	development	learning opportunities
		of self and other educators	professional	activities and/or	to improve practice
		in instruction and	development activities,	inconsistently or	and/or does not apply
		leadership. Is able to model	and other resources to	inappropriately	new learning to
		this element.	gain expertise and/or	applies new learning	practice.
			assume different	to improve practice.	
			instruction and		
			leadership		
			responsibilities.		