

Guidance Counselor Performance Rubric

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understating of the typical developmental characteristics of the age group, as well as exceptions to the general developmental patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor demonstrates knowledge of when additional services and/or resources are needed.
1c. Establishing goals specific to department responsibilities and appropriate to the setting and the students served	Counselor has no clear goals for his/her specific responsibilities within the department or they are inappropriate to either the situation or the age of the student.	Counselor goals for his/her specific responsibilities within the department are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for his/her specific responsibilities within the department and the overall counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for his/her specific responsibilities within the department and the overall counseling program are highly appropriate to the situation and the school and to the age of the students. The goals have been developed and communicated with parents, students, and/or colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students 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 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 is extensive, including those available through the school or district and in the community. Counselor takes a leadership role in maintaining and acquiring additional resources.
1e. Planning and integrating the counseling program aligned with school, departmental, and individual goals.	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 communicates and meets deadlines with individuals and departments impacted by program(s).	Counselor's plan is clearly aligned with school goals, and serves to support not only the students, but also the broader educational program. Counselor demonstrates leadership in communicating his/her plan and meeting deadlines.
1f. Developing a plan to evaluate the counseling program and individual counselor responsibilities	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	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.	Counselor's evaluation plan is highly sophisticated, with clear goals toward improving the counseling program on an ongoing basis, and also provides multiple sources of evidence to support those goals.

Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor’s attempts to promote productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes productive and respectful communication between and among students and teachers.	Counselor takes a leadership role in establishing clear expectations and boundaries for productive and respectful communication between and among students and teachers.
2c: Managing routines and procedures	Counselor’s routines for the counseling center (office) or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center (office) or classroom.	Counselor’s routines for the counseling center (office) or classroom work effectively.	Counselor’s daily office routines meet that of the department’s goals, and students are familiar with office practices, policies, and procedures.
2d: Establishing standards of conduct in the counseling office and contributing to a positive school culture	Counselor has established no standards of conduct for students in the counseling office and during counseling sessions. They make no contribution to a positive school culture.	Counselor’s efforts to establish standards of conduct for students in the counseling office and during counseling sessions are minimally successful. Counselor attempts, with limited success, to contribute to a positive school culture.	Counselor has established clear standards of conduct in the counseling office and during counseling sessions, and successfully contributes to a positive school culture.	Counselor has established clear standards of conduct in the counseling office and during counseling sessions. Counselor makes a significant contribution in maintaining a positive school culture.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center and office (office) arrangements are inviting and conducive to the planned activities.	Counseling office is inviting and conducive to the planned activities. Counselor has made arrangements to meet the needs of students.

Domain 3: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Assessing student needs	Counselor does not assess student needs or the assessments result in inaccurate conclusions.	Counselor’s assessments of student needs results in uneven conclusions and needs improvement	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor’s program is independent of identified student needs.	Counselor’s attempts to help students, formulate academic, personal/social, and career plans are partially successful.	Counselor successfully helps students formulate academic, personal/social, and career plans while using minimal data.	Counselor successfully helps individual students formulate academic, personal/social, and career plans while using data regarding student needs.
3c: Using counseling techniques in individual and classroom programs.	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for interactions and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for interactions and future planning.	Counselor uses a range of counseling services to help students acquire skills in decision making and problem solving for interactions and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for interactions and future planning.
3d: Connecting school and community resources to meet student needs	Counselor does not make connections with other programs in the community or school in order to meet student needs.	Counselor’s efforts to connect services for students in the community and other programs in the school are partially successful.	Counselor connects services for students within the community and school are successful.	Counselor connects with other programs and resources both within and beyond the school district/community to meet individual student needs on numerous occasions.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	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 positive and negative characteristics. Specialist makes some specific suggestions as to how the intervention program might be improved.	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Counselor is not available to staff for questions and planning and declines to provide background material when requested.	Counselor is available to staff for questions and planning and provides background material when requested.	Counselor initiates contact with teachers and administrators to confer regarding individual cases.	Counselor seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Counselor’s data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Counselor has developed a rudimentary data-management system for monitoring student progress and occasionally used it to adjust intervention when needed.	Counselor has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Counselor has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Counselor’s relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Counselor’s relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	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 and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Counselor 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 through such activities as offering workshops to colleagues.
4f: Showing Professionalism, including integrity, advocacy, and maintaining confidentiality	Counselor displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and 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.
4g: Support for the total school program	Teacher avoids becoming involved in school events or school and district projects.	Teacher participates in school events and school and district projects only when specifically asked.	Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

