**Hawaii Adapted Framework for Teaching**

***Adapted from the Charlotte Danielson A Framework for***

***Teaching, 2nd Edition***

**Framework: School Counselor**

***Rubric for: School Counselors***

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| **School Counselor – 1a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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. |
| ***Critical******Attributes*** | • *Does not work with students.*• *Does not have activities with students.* | • *Does only one approach for everyone.*• *Able to service only certain students.* | • *Counselor uses theory in most activities and lessons.* | • *Counseling theory is embedded into all lesson plans and activities and references within plans.* |
| ***Possible Examples of Evidence*** | • *Lesson plans would tie to theory.*• *Counseling plans would tie to theory.*• *Counseling goals would tie to theory.*• *BSP/FBA’s*• *Pre/Post tests.* |

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| **School Counselor – 1b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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 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. |
| ***Critical******Attributes*** | • *Counselor avoids or runs away from problems.* | • *Counselor recognizes there is a problem.* | • *Counselor can help solve current issue.* | • *Solves current issue and generalize so student can solve independently in future.* |
| ***Possible Examples of Evidence*** | • *Meeting notes.*• *Counseling logs.* |

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| **School Counselor – 1c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1c: Establishing goals for the counseling program appropriate to the setting and the students served.** | 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 rudimentary 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 students, parents, and colleagues. |
| ***Critical******Attributes*** | • *No communication with stakeholders.*• *No plans for counseling program.* | • *Plans are broad and may not tailor for students’ age.* | • *Plans are written out and based on need/age of students.* | • *Consistent and open communication with stakeholders.*• *Plan are individualized and evaluated and meet needs of students on an ongoing basis.*• *Constant evaluation/assess school population.* |
| ***Possible Examples of Evidence*** | • *AC/FIN plan*• *Meeting logs*• *Counseling logs*• *Communication logs*• *BSP/IEP/504 plans* |

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| **School Counselor – 1d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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. |
| ***Critical******Attributes*** | • *Counselor does not follow referral process or over-refers for help.* | • *Know when help is needed, but doesn’t know to whom.* | • *Follows school and district referral process to obtain assistance from students.* | • *Proficient and follows thru to ensure services are provided.*• *Works and monitors with school, district, etc.* |
| ***Possible Examples of Evidence*** | • *Provides services not qualified to do so.*• *Peer review notes and assessments.*• *Evaluation assessments.*• *Intervention* |

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| **School Counselor – 1e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:****Planning the counseling program, integrated with the regular school program.** | Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Counselor’s plan has a guiding principles 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. |
| ***Critical******Attributes*** | • *No communication with stakeholders.*• *No plans for counseling program.* | • *Plans are broad and may not tailor for student ages.* | • *Plans are written out and based on need/age of students.* | • *Consistent and open communication with stakeholders.*• *Plans are individualized and evaluated and meet needs of students on an ongoing basis.*• *ASCA model components fully implemented.* |
| ***Possible Examples of Evidence*** | • *AC/FIN plan*• *Meeting logs*• *Counseling logs*• *Communication logs*• *Student data* |

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| **School Counselor – 1f** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the counseling program.** | 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 imaginative sources of evidence and a clear pathtoward improving the program on an ongoing basis. |
| ***Critical******Attributes*** | • *Does not follow up on programs.*• *Have no means of collecting feedback.* | • *Feedback taken out but not reviewed and doesn’t reflect goals.* | • *Feedback taken and reflects goals.* | • *Evaluation reflect goals and adjustments/changes are made.* |
| ***Possible Examples of Evidence*** | • *Evaluation tools.*• *Counseling program.*• *Meeting notes.*• *Student reflections.* |

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| **School Counselor – 2a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2a:****Creating an environment of respect and rapport.** | Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interaction 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. |
| ***Critical******Attributes*** | • *Speaks disrespectfully to students.*• *Displays a lack of familiarity with or caring about individual student and others.* | • *Occasional disrespect.*• *Attempts to make connections, but reactions indicate the efforts are not successful or usual.* | • *Interactions uniformly respectful.*• *General connections with students are positive.* | • *Consistently demonstrates knowledge and caring about individual students.*• *Treats individual students with dignity in all situations.* |
| ***Possible Examples of Evidence*** | • *Conducted classroom guidance and group counseling sessions on topics such as bullying, drugs, family dynamics, transitioning to school, peer-pressure, etc., with results indicating positive change to knowledge and/or behaviors.*• *Completed letters of recommendations for students seeking studies post-graduation, abroad, in a summer school program, or at a private school.*• *Implemented strategies to gain understanding and knowledge of students or others resulting in meeting individual needs.*• *Provided various opportunities to gather stakeholder feedback on the counseling services resulting in changes.*• *Provided peer mediation, as needed; referrals are received via "self-referral", teacher, parent, administrator, another student.* |

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| **School Counselor – 2b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b: Establishing a culture for productive communication.** | 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 productive and respectful communication between and among students and teachers. | 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 teachers and students. |
| ***Critical******Attributes*** | • *Does not participate or attend meetings or discussions.*• *Unwilling to communicate with different**stakeholders.* | • *Participates in meetings or discussions regarding students and others when specifically asked to do so.*• *Inconsistently communicates with different stakeholders.* | • *Participates in meetings or discussions regarding students and others without being specifically asked to do so.*• *Communicates regularly with different stakeholders.* | • *Initiates or is involved in setting up and planning meetings regarding individual students and others.*• *Consistently initiates communication with all**stakeholders.* |
| ***Possible Examples of Evidence*** | • *Utilized counselor log with itemized topic for student session.*• *Collaborated with stakeholders on the design of the school counseling program.*• *Utilized electronic database to document student services (such as eCSSS "Event Log List").*• *Participates actively in regular grade level, data team, IEP, peer review, SST, and staff meetings.*• *Initiates and facilitates parent/teacher conferences based on need, for example when a student's grade falls below a "C", and follows up afterwards with everyone to continually monitor student's progress.* |

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| **School Counselor – 2c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2c: Managing routines and procedures.** | Counselor’s routines for the counselor’s office or classroom are nonexistent or in disarray. | Counselor has rudimentary and partially successful routines for the counselor’s office or classroom. | Counselor’s routines for the counselor’s office or classroom work effectively. | Counselor’s routines for the counselor’s office or classroom are seamless, and the school staff assists in maintaining them. |
| ***Critical******Attributes*** | • *No established procedures or routines.* | • *Procedures have been established but operation is inconsistent.* | • *Procedures or routines are followed consistently.* | • *Procedures and routines are seamless and adapted as needed.* |
| ***Possible Examples of Evidence*** | • *Utilized counselor’s yearly/monthly/weekly calendars of planned activities/meetings.*• *Provided time and task analysis reports on routines and procedures.*• *Created handouts/memos/manuals for school staff with necessary information, such as submission of grades, important due dates, etc.*• *Developed strategies to mitigate anticipated challenges to routines and procedures.*• *Implemented improvements to existing routines and procedures resulting in increased efficiency.* |

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| **School Counselor – 2d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.** | 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. | 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. | Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. | 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. |
| ***Critical******Attributes*** | • *No school wide program for PBIS.* | • *Program exists but not followed consistently.* | • *Program followed by most students.* | • *Students self-monitor and counselor seen as a leader for behavior expectations.* |
| ***Possible Examples of Evidence*** | • *School rules (PBIS Program).*• *Group rules.*• *Materials around school.*• *Character Ed program.* |

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| **School Counselor – 2e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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 or classroom arrangements are inviting and conducive to the planned activities. | Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement. |
| ***Critical******Attributes*** | • *No office or classroom.*• *Not inviting to stakeholders.* | • *Space available, needs cleaning or organization.*• *Too many distraction.* | • *Place to meet and enough area to work with privacy.* | • *Office clean and organized.*• *Room for activities.*• *Stakeholder comfortable having meetings in office.* |
| ***Possible Examples of Evidence*** | • *Picture of office.*• *Office diagram.* |

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| **School Counselor – 3a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a: Assessing student needs.** | Counselor does not assess student needs, or the assessments results 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. | Counselor conducts detailed and individualized assessments of student needs to contribute to program planning. |
| ***Critical******Attributes*** | • *Counselor has no system for assessing student needs.*• *Counselor inaccurately interprets student**data.* | • *Counselor utilizes a rudimentary assessment system.*• *Counselor displays limited ability to interpret**student data.* | • *Counselor has comprehensive system for assessing needs.*• *Counselor is proficient in interpreting**assessment data and using data to identify needs.* | • *Counselor has comprehensive system for assessing needs and consistently interprets data to determine detailed individualized behavior and/or academic needs.*• *Assessment is ongoing and flexible based upon student needs.* |
| ***Possible Examples of Evidence*** | • *Utilized an array of formative and summative assessment data to support student’s needs.*• *Ensured students in special populations were provided with necessary support services.* |

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| **School Counselor – 3b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3b: Assisting students and teachers 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 and teachers 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. |
| ***Critical******Attributes*** | • *Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population.*• *Counselor does not utilize appropriate techniques when assisting students.*• *Counselor does not attempt to assist students in goal setting and problem solving.* | • *Counselor develops basic guidance curriculum for needs of the school population.*• *Counselor utilizes few techniques when assisting students.*• *Counselor is inconsistent in assisting students in goal setting or problem-solving.* | • *Counselor develops a comprehensive guidance curriculum for needs of the school population.*• *Counselor utilizes a variety of techniques when**assisting students.*• *Counselor consistently assists students in goal setting and problem solving.* | • *Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population.*• *Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs.*• *Students are actively involved in goal setting and problem-solving and the counselor is able to facilitate the needs of the individual student.* |
| ***Possible Examples of Evidence*** | • *Reviewed student course selections and met with students to ensure they have the courses necessary to graduate.*• *Developed guidance curriculum action plans.*• *Utilized available data, such as attendance, grades, and test scores, school quality survey, to set goals for the counseling program, evaluate progress, and report out to stakeholders.* |

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| **School Counselor – 3c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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 both interactions with other students and future planning. | Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. |
| ***Critical******Attributes*** | • *Does not work with students.*• *Does not have activities with students.* | • *Does only one approach for everyone.*• *Able to service only certain students.* | • *Counselor uses theory in most activities and lessons.* | • *Counseling theory is embedded into all lesson plans and activities and references within plans.* |
| ***Possible Examples of Evidence*** | • *Lesson plans would tie to theory.*• *Counseling plans would tie to theory.*• *Counseling goals would tie to theory.*• *BSP/FBA’s* |

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| **School Counselor – 3d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3d: Brokering resources to meet needs.** | Counselor does not make connections with other programs in order to meet student needs. | Counselor's efforts to broker services with other programs in the school are partially successful. | Counselor brokers with other programs within the school or district to meet student needs. | Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. |
| ***Critical******Attributes*** | • *Counselor lacks knowledge of community or school resources.*• *Counselor does not provide appropriate services to assist in meeting student needs.* | • *Counselor is aware and utilizes a limited set of community and school resources.*• *Counselor makes a limited number of referrals.* | • *Counselor is well versed in all school and district resources for students.*• *Counselor collaborates with constituents in the school setting to maximize services and resources for students.* | • *Counselor uses a wide variety of resources available to provide the most appropriate services.*• *Counselor partners with community services and sources outside of the school setting in the development of services designed to meet students’ needs.*• *Counselor seeks out and makes appropriate referrals based upon student needs.* |
| ***Possible Examples of Evidence*** | • *Compiled referral resource list, including school/district/state/community sources for students.*• *Attended current trainings provided by school/district/state/community for roles and responsibilities.*• *Assessed student outcome based on resource(s) provided.* |

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| **School Counselor – 3e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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 the 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 in response to student, parent, teacher, district, or state input. |
| ***Critical******Attributes*** | • *Counselor does not adjust to address student or school needs.*• *Counselor does not prioritize tasks with student or school goals in mind.*• *Counselor’s planning is not informed by student or school data.* | • *Counselor inconsistently recognizes student or school needs and make adjustments accordingly.*• *Counselor attempts to modify priorities to address student or school needs.* | • *Counselor recognizes change in student or school needs and makes adjustments accordingly.*• *Counselor will routinely modify priorities to meet the needs of students or the school.* | • *Counselor consistently monitors and uses ongoing student or school needs to make adjustments accordingly.*• *Counselor seeks a thorough understanding of student or school needs and modifies program accordingly.*• |
| ***Possible Examples of Evidence*** | • *Offered assistance and support proactively to the school staff and students.*• *Made decisions based on student and school data.*• *Implemented a continuous improvement plan.* |