**Hawaii Adapted Framework for Teaching**

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

***Teaching, 2nd Edition***

**Framework: School Counselors**

***Rubric for: Registrars***

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| **School Counselors – 1a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Demonstrating knowledge of registrar theory and practices.** | Registrar demonstrates little understanding of registrar theory and practices. | Registrar demonstrates basic understanding of registrar theory and practices. | Registrar demonstrates understanding of registrar theory and practices. | Registrar demonstrates deep and thorough understanding of registrar theory and practices. |
| ***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.* | • *Registrar uses theory in most activities and lessons.* | • *Registrar’s theory is embedded into all lesson plans and activities and references within plans.* |
| ***Possible Examples of Evidence*** | • *Enrollment: Admitting and withdrawing of students in student electronic database.*  • *OEC: Accurate reporting of student enrollment count.*  • *Master Schedule: Teacher lines and student schedules*  • *Course Catalog: School policies, graduation requirements and maintaining course offerings for school that are approved by state.*  • *Registration of incoming and current students.*  • *Report Cards: Reporting of grades, transcripts, GPA’s, class ranking, diploma types*  • *Maintaining student records: Credits, demographics information, promotion/retentions.* | | | |

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| **School Counselors – 1b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1b: Demonstrate knowledge of curriculum and state/school initiatives.** | Registrar displays little or no knowledge of curriculum and state/school initiatives. | Registrar displays partial knowledge of curriculum and state/school initiatives. | Registrar displays accurate understanding of curriculum and state/school initiatives. | In addition to accurate knowledge of curriculum and state/school initiatives, registrar is able to provide meaningful to guide curriculum and state/school initiatives. |
| ***Critical***  ***Attributes*** | • *Registrar avoids or runs away from problems.* | • *Registrar recognizes there is a problem.* | • *Registrar can help solve current issue.* | • *Solves current issue and generalize so student can solve independently in future.* |
| ***Possible Examples of Evidence*** | • *Understanding of Approved Course Code Numbers (ACCN): Course requirements and sequencing.*  • *Works with faculty and administration in developing teams, academies, special groups.*  • *Registrar works with or serves as a member of school, district, or state committees on curriculum, guidance, testing, scholarship, etc.*  • *Registrar is knowledgeable on current curriculum and state/school initiatives such as WASC, Academic Review Team, and Data Teams.* | | | |

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| **School Counselors – 1c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1c: Establishing goals for the school program appropriate to the setting and the students served.** | Registrar has no clear goals for the school program, or they are inappropriate to either the situation or the age of the students. | Registrar’s goals for the school program are rudimentary and are partially suitable to the situation and the age of the students. | Registrar’s goals for the school program are clear and appropriate to the situation in the school and to the age of the students. | Registrar’s goals for the school 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*** | • *Course catalog which provides information about school policies, programs, and courses.*  • *Coordinating of registration process for feeder schools and current students.*  • *We provide guidance to teachers regarding ACCN courses and how courses are used at school. Eg course sequence, repeatability.*  • *We oversee that credit requirements set by BOE are met. Eg. Diploma types and course requirements for graduation/promotion.* | | | |

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| **School Counselors – 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.** | Registrar demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. | Registrar displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. | Registrar 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. | Registrar’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*** | • *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*** | • *Compulsory education law.*  • *FERPA*  • *Non-disclosure*  • *MVA*  • *4140’s Alt Ed/Homeschool, etc.*  • *Overage admittance and withdrawal of students.* | | | |

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| **School Counselors – 1e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:**  **Planning the registration program, integrated with the regular school program.** | Registration program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Registration plan has a guiding principles and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Registrar has developed a plan that includes the important aspects of the registration process. | Registrar’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*** | • *Coordinates registration procedures with home, feeder and projected schools.*  • *Provides instructions relative to preliminary registration procedures to students, teachers, counselors and administrators.*  • *Plans and schedules all meetings for the purpose of coordinating registration procedures and disseminating registration information and instructions to teachers.*  • *Administers the registration process: issues and collects registration cards and materials, checks course selections, encodes information for computer processing, updates and evaluates resulting data.*  • *Works closely with other personnel on student programs and makes arrangements for late registrants and students whose programs may need to deviate from the master schedule.*  • *Assures that each student has a complete program.*  • *Summarizes and interprets the registration data for submittal to the principal.*  • *Articulates program of studies with parents, guardians, and concerned community members.* | | | |

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| **School Counselors – 1f** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the registration program.** | Registrar has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Registrar has a rudimentary plan to evaluate the registration program. | Registrar’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. | Registrar’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward 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*** | • *Teacher and counselor feedback.*  • *Feedback based on problems and same questions asked by various groups.* | | | |

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| **School Counselors – 2a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2a:**  **Creating an environment of respect and rapport.** | Registrar’s interactions with students are negative or inappropriate, and the registrar does not promote positive interaction among students. | Registrar’s interactions are a mix of positive and negative; the registrar’s efforts at encouraging positive interactions among students are partially successful. | Registrar’s interactions with students are positive and respectful, and the registrar actively promotes positive student-student interactions. | Students seek out the Registrar, reflecting a high  degree of comfort and trust in the relationship. Registrar 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 Counselors – 2b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b: Establishing a culture for productive communication.** | Registrar 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. | Registrar’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. | Registrar 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 registrar, 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 Counselors – 2c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2c: Managing routines and procedures.** | Registrar’s routines for the registrar’s office or classroom are nonexistent or disarray. | Registrar has rudimentary and partially successful routines for the registrar’s office or classroom. | Registrar’s routines for the registrar’s office or classroom work effectively. | Registrar’s routines for the registrar’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 Registrar’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 Counselors – 2d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.** | Registrar has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school. | Registrar’s efforts to establish standards of conduct for counseling sessions are partially successful. Registrar attempts, with limited success, to contribute to the level of civility in the school as a whole. | Registrar has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. | Registrar has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Registrar 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 Counselors – 2e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2e: Organizing physical space.** | The physical environment is in disarray or is inappropriate to the planned activities. | Registrar’s attempts to create an inviting and well- organized physical environment are partially successful. | Registrar’s office or classroom arrangements are inviting and conducive to the planned activities. | Registrar’s office 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 Counselors – 3a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a: Assessing student needs.** | Registrar does not assess student needs, or the assessments results in inaccurate conclusions. | Registrar’s assessments of student needs are perfunctory. | Registrar assesses student needs and knows the range of student needs in the school. | Registrar conducts detailed and individualized assessments of student needs to contribute to program planning. |
| ***Critical***  ***Attributes*** | • *Registrar has no system for assessing student needs.*  • *Registrar inaccurately interprets student data.* | • *Registrar utilizes a rudimentary assessment system.*  • *Registrar displays limited ability to interpret*  *student data.* | • *Registrar has comprehensive system for assessing needs.*  • *Registrar is proficient in interpreting assessment*  *data and using data to identify needs.* | • *Registrar 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 Counselors – 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.** | Registrar’s program is independent of identified student needs. | Registrar’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. | Registrar helps students and teachers formulate academic, personal/social, and career plans for groups of students. | Registrar helps individual students and teachers formulate academic, personal/social, and career plans. |
| ***Critical***  ***Attributes*** | • *Registrar does not seek out or develop appropriate guidance curriculum for needs of the school population.*  • *Registrar does not utilize appropriate techniques when assisting students.*  • *Registrar does not attempt to assist students in goal setting and problem solving.* | • *Registrar develops basic guidance curriculum for needs of the school population.*  • *Registrar utilizes few techniques when*  *assisting students.*  • *Registrar is inconsistent in assisting students in goal setting or problem-solving.* | • *Registrar develops a comprehensive guidance curriculum for needs of the school population.*  • *Registrar utilizes a variety of techniques when*  *assisting students.*  • *Registrar consistently assists students in goal setting and problem solving.* | • *Registrar develops a guidance curriculum that is individualized and personalized for the needs of the school population.*  • *Registrar 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 registrar 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.*  • *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.*  • *Maintain credit history.* | | | |

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| **School Counselors – 3c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Using counseling techniques in individual and classroom programs.** | Registrar has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Registrar 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. | Registrar 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. | Registrar 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 Counselors – 3d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3d: Brokering resources to meet needs.** | Registrar does not make connections with other programs in order to meet student needs. | Registrar’s efforts to broker services with other programs in the school are partially successful. | Registrar brokers with other programs within the school or district to meet student needs. | Registrar brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. |
| ***Critical***  ***Attributes*** | • *Registrar lacks knowledge of community or school resources.*  • *Registrar does not provide appropriate services to assist in meeting student needs.* | • *Registrar is aware and utilizes a limited set of community and school resources.*  • *Registrar makes a limited number of referrals.* | • *Registrar is well versed in all school and district resources for students.*  • *Registrar collaborates with constituents in the school setting to maximize services and resources for students.* | • *Registrar uses a wide variety of resources available to provide the most appropriate services.*  • *Registrar partners with community services and sources outside of the school setting in the development of services designed to meet students’ needs.*  • *Registrar 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 Counselors – 3e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3e: Demonstrating flexibility and responsiveness.** | Registrar adheres to the plan or program in spite of evidence of its inadequacy. | Registrar makes modest changes in the counseling program when confronted with the evidence of the need for change. | Registrar makes revisions in the counseling program when they are needed. | Registrar 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*** | • *Registrar does not adjust to address student or school needs.*  • *Registrar does not prioritize tasks with student or school goals in mind.*  • *Registrar’s planning is not informed by student or school data.* | • *Registrar inconsistently recognizes student or school needs and make adjustments accordingly.*  • *Registrar attempts to modify priorities to address*  *student or school needs.* | • *Registrar recognizes change in student or school needs and makes adjustments accordingly.*  • *Registrar will routinely modify priorities to meet*  *the needs of students or the school.* | • *Registrar consistently monitors and uses ongoing student or school needs to make adjustments accordingly.*  • *Registrar 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.* | | | |