

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little or no understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation
1a: Critical Attributes	<ul style="list-style-type: none"> • Incorrect knowledge of counseling techniques • Unable to identify appropriate application of various techniques 	<ul style="list-style-type: none"> • Limited counseling theory and techniques • Depth of knowledge is limited and variety of techniques does not extend to all populations served • Inconsistent ability to identify appropriate application of various techniques. 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of counseling discipline. • Multiple techniques for all populations served • Solid foundation of counseling techniques and their application to individual situations. 	<ul style="list-style-type: none"> • Demonstrates extensive knowledge of concepts • Familiar with a wide range of methods and how to use them flexibly. • Links the concepts to other areas of counseling or other disciplines • Extensive knowledge of the most appropriate techniques for each situation.
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 recognizing exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. The counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.
1b: Critical Attributes	<ul style="list-style-type: none"> • Cannot identify cognitive and/or social-emotional developmental attributes • Does not value or use specific cultural or societal factors to guide counseling decisions • Unaware of student background or experience. 	<ul style="list-style-type: none"> • Has basic understanding of cognitive and/or social-emotional developmental theory • Has limited knowledge of specific cultural or societal factors to guide counseling decisions • Aware of student background and experiences but does not apply information to practice. 	<ul style="list-style-type: none"> • Well informed about cognitive and/or social-emotional developmental theory • Can identify specific cultural or societal factors to guide counseling decisions. • Actively seeks knowledge of student's background, including skills, culture, language, interests, and special needs. 	<ul style="list-style-type: none"> • Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served • Applies understanding of specific cultural or societal factors to individualized practice. • Applies awareness of typical cognitive and developmental functioning to individual cases of practice • Actively seeks and applies knowledge of student's background, including skills, culture, language, interests, and special needs from a variety of sources.

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DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
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 appropriate goals to either the situation or the age of the students.	Counselor's goals for the counseling program are undeveloped and/or 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 school, the environment, and the students.	Counselor's goals for the counseling program are highly appropriate to the situation, the school, and to the age of the students. The goals have been developed following collaboration with students, colleagues, and staff.
1c: Critical Attributes	<ul style="list-style-type: none"> • Cannot identify goals. • Goals do not represent response to the needs of the population. • No communication or collaboration with others in the development of goals. 	<ul style="list-style-type: none"> • Goals represent low expectations and rigor. • Goals reflect minimal consideration of needs of population. • Collaboration with stakeholders is minimal. 	<ul style="list-style-type: none"> • Goals represent appropriate expectations and rigor. • Goals reflect consistent consideration of needs of population. • Collaboration with stakeholders in the school setting is consistent. 	<ul style="list-style-type: none"> • Goals represent high expectations and rigor. • Goals are carefully tailored to meet the individual or group needs of the population. • Goals are developed through consistent communication and collaboration with multiple stakeholders including those outside the regular school setting.
1d: Planning the counseling program with appropriate resources	Counselor plan lacks coherence and is developed without input from stakeholders or inclusion of individual, school, and district needs.	Counselor plan contains guiding principles but is not consistent with individual, school, and district goals. Counselor seeks minimal input from stakeholders.	Counselor plan provides services and seeks resources that are consistent with individual, school, and district goals and individual student needs. Counselor actively collaborates with colleagues and staff in regards to designing plans.	Counselor plan provides extensive knowledge of resources including those available through the school or district and in the community. Counselor has a deep understanding of the student needs and the best practice and resources as to meeting those needs. Counselor identifies all stakeholders, ensuring collaboration with them when designing program of services.
1d: Critical Attributes	<ul style="list-style-type: none"> • No knowledge of resources appropriate for student population. • No collaboration with stakeholders. • No coherent structure to counseling plan/process. 	<ul style="list-style-type: none"> ▫ Basic awareness of resources that are appropriate for the needs of individuals, school, and district ▫ Inconsistent collaboration with stakeholders ▫ Limited structure to the counseling plan/process. 	<ul style="list-style-type: none"> ▫ Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program. ▫ Counselor ensures ongoing input from stakeholders developing and updating the counseling program. ▫ Plan provides a clear, detailed structure for implementing the counseling plan/process. 	<ul style="list-style-type: none"> ▫ Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program. ▫ Demonstrates application of counseling knowledge to consistently develop individualized counseling services. ▫ Collaboration with district and community stakeholders is evident in design of plan. ▫ Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.

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DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
1e: Developing measures to evaluate the counseling program	Counselor has not created a plan to evaluate the program.	Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.	Counselor's plan to evaluate the program involves all stakeholders. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's plan to evaluate the program is highly sophisticated, with a wide-variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of stakeholders and careful data collection on program goals.
1e: Critical Attributes	<ul style="list-style-type: none"> • No plan for evaluation of the counseling program exists. • Plan contains no provisions for feedback from stakeholders. 	<ul style="list-style-type: none"> • Evaluation plan has a limited provision for data collection • Plan contains limited provision for feedback from stakeholders. • Plan doesn't reflect consideration of program goals. 	<ul style="list-style-type: none"> • Plan provides for collection of relevant data. • Plan is consistently updated based upon feedback from stakeholders. • Plan provides for input from stakeholders. • Plan is consistent with program goals. 	<ul style="list-style-type: none"> • Plan includes processes for reviewing the counseling program so that formative adjustments can be made several times throughout the evaluation process. • Counselor communicates with all stakeholders and seeks out support and resources for their practice and performance in order to best serve students and the needs of the community. • Counselor uses a variety of methods in program evaluation. <ul style="list-style-type: none"> ○ Organization of plan provides for changes to assessment methods and details as dictated by feedback from stakeholders and/or data collected. ○ Counselor consistently evaluates his/her performance on an ongoing basis.

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DOMAIN 2: ENVIRONMENT				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
2a: Creating an environment of respect and rapport	<p>Counselor does not create a safe and inviting environment.</p> <p>Interactions between counselor and students are negative, inappropriate, or insensitive to their cultural background.</p>	<p>Counselor creates an environment that is safe and accessible, with interactions between counselor and students being generally appropriate and free from conflict. They may be characterized by occasional displays of insensitivity or lack of responses to cultural or developmental differences.</p>	<p>Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and counselor are respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.</p>	<p>Counselor creates an environment that is always inviting and appealing reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.</p>
2a: Critical Attributes	<ul style="list-style-type: none"> • Speaks disrespectfully to students • Displays a lack of familiarity with or caring about individual student • Unaware of cultural and developmental characteristics 	<ul style="list-style-type: none"> • Occasional disrespect • Attempts to make connections, but reactions indicate the efforts are not successful or usual • Limited awareness of cultural and developmental characteristics 	<ul style="list-style-type: none"> • Interactions uniformly respectful • General connections with students are positive • Aware of cultural and developmental characteristics 	<ul style="list-style-type: none"> • Consistently demonstrates knowledge and caring about individual students • Treats individual students with dignity in all situations • Demonstrates and applies appropriate cultural and developmental awareness in interactions with students
2b: Establishing a culture for productive communication	<p>Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and counselor.</p>	<p>Counselor's attempts to promote a culture of productive and respectful communication between student and counselor in the counseling setting.</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication between student and counselor</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication with the expectation of more in depth responses and commitment to the counseling process from the student.</p>
2b: Critical Attributes	<ul style="list-style-type: none"> • Does not participate or attend meetings or discussions • Unwilling to communicate with different stakeholders 	<ul style="list-style-type: none"> • Attends some meetings and discussions regarding students • Inconsistently communicates with different stakeholders 	<ul style="list-style-type: none"> • Attends all meetings regarding students • Communicates regularly with different stakeholders 	<ul style="list-style-type: none"> • Initiates and or is involved in setting up and planning meetings regarding individual students • Consistently initiates communication with all stakeholders

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DOMAIN 2: ENVIRONMENT *(continued)*

	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
2c: Managing routines and procedures in the counseling setting	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive tasks. Counselor does not have an organized plan to address emergencies.	Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.	Counselor's routines for the counseling center or classroom work effectively. Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan collaborating with all stakeholders.
2c: Critical Attributes	<ul style="list-style-type: none"> • No established procedures or routines • Procedures for other activities are confused or chaotic for the counseling sessions • Counselor is unaware of roles and responsibilities in response to an emergency 	<ul style="list-style-type: none"> • Procedures have been established, but operation is inconsistent • Routines are developing or inconsistently organized for student involvement in the counseling sessions • Counselor has limited awareness of roles and responsibilities in response to an emergency 	<ul style="list-style-type: none"> • Office routines are followed consistently • Routine is even and supportive for student involvement in the counseling sessions. • Counselor is aware of roles and responsibilities in response to an emergency 	<ul style="list-style-type: none"> • Office routines are seamless and adapted as needed • Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions • Counselor consistently collaborates and initiates communication with all stakeholders regarding different stakeholder roles and responsibilities in response to emergencies.
2d: Establishing expectations/norms for student behavior in the counseling setting	Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain 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 contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all stakeholders and is responsive to intervention needs related to student behaviors as they arise.
2d: Critical Attributes	<ul style="list-style-type: none"> • No standards for student conduct have been established or not consistently addressed • Disregards violation of rules of the counseling session • Does not collaborate with colleagues to support school-wide civility as a model for students 	<ul style="list-style-type: none"> • Standards have been established and counselor attempts to maintain order, with uneven success. • Response to student misbehavior is inconsistent during the counseling session • Works with colleagues to support school-wide civility as a model for students 	<ul style="list-style-type: none"> • Standards of conduct have been established and counselor maintains order with overall success • Student behavior is consistently appropriate during the counseling session. • Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout the school 	<ul style="list-style-type: none"> • Students monitor their own behavior or student behavior is entirely appropriate • Students address misbehavior of their peers in compliance with standards of conduct. • Counselor always models and provides interventions for appropriate behavior expectations and provides leadership in supporting a culture of civility throughout the school

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DOMAIN 3: DELIVERY OF SERVICE

	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
3a: Communicating with students to determine their needs	Counselor does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.	Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.	Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program either through individual, group, and or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.	Counselor conducts detailed and individualized behavior and/ or academic assessments of student needs to develop a program plan. Provides opportunities for all students to be involved in the counseling program either through individual, group, or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.
3a: Critical Attributes	<ul style="list-style-type: none"> • Counselor has no system for assessing student needs • Counselor inaccurately interprets student data • Counselor does not communicate or collaborate with colleagues regarding student needs 	<ul style="list-style-type: none"> • Counselor utilizes a rudimentary assessment system • Counselor displays limited ability to interpret student data • Counselor sporadically communicates and collaborates with stakeholders regarding student needs 	<ul style="list-style-type: none"> • Counselor has comprehensive system for assessing needs • Counselor is proficient in interpreting assessment data and using data to identify needs • Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs 	<ul style="list-style-type: none"> • Counselor has comprehensive system for assessing needs • Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs • Counselor maintains collaborative communication with all stakeholders including colleagues, parents, and community agencies throughout the assessment process • Assessment is ongoing and flexible based upon student needs
3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs	Counselor does not attempt to help students formulate academic, personal/social, and career plans.	Counselor attempts to help students formulate academic, personal/social, and career plans.	Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs.	Counselor helps individual students formulate academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to take part in the creation of their academic, personal/social, and career plan.
3b: Critical Attribute	<ul style="list-style-type: none"> ▫ 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. 	<ul style="list-style-type: none"> ▫ 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. 	<ul style="list-style-type: none"> ▫ 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. 	<ul style="list-style-type: none"> ▫ 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.

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DOMAIN 3: DELIVERY OF SERVICE <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
3c: Delivering counseling services and resources to support students	Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.	Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has basic understanding of services to be delivered but makes minimal use of resources and makes appropriate referrals inconsistently.	Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using available resources and makes appropriate referrals consistently.	Counselor collaborates with other colleagues, programs and agencies both within and beyond the school or district to meet individual student needs. Counselor utilizes available resources to provide appropriate services and makes the appropriate referrals on a consistent basis in collaboration with school service personnel based upon the needs of individual student needs.
3c: Critical Attributes	<ul style="list-style-type: none"> ▫ Counselor lacks knowledge of community or school resources ▫ Counselor does not provide appropriate services to assist in meeting student needs ▫ Counselor does not advocate for individual students. 	<ul style="list-style-type: none"> ▫ Counselor is aware and utilizes a limited set of community and school resources ▫ Counselor makes a limited number of referrals. ▫ Counselor is inconsistent in advocating for individual students. 	<ul style="list-style-type: none"> ▫ Counselor is well versed in all school, district, and community resources for students ▫ Counselor collaborates with stakeholders in the school setting to maximize services and resources for students ▫ Counselor makes appropriate referrals in addressing the student needs ▫ Counselor advocates for each student as necessary. 	<ul style="list-style-type: none"> ▫ Counselor uses a wide variety of resources available to provide the most appropriate services ▫ Counselor partners with community agencies 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 ▫ Counselor is proactive and highly engaged in student advocacy.
3d: Using assessment to guide counseling services	Counselor does not evaluate student progress or consult with team members to meet students' needs.	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs.	Counselor consistently evaluates student progress and consults with team members to meet students' needs.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.
3d: Critical Attribute	<ul style="list-style-type: none"> • Counselor does not monitor student progress or communicate with student • No data collection to determine student progress • No communication or collaboration with school personnel involved in the plan to monitor progress across settings 	<ul style="list-style-type: none"> • Counselor inconsistently monitors and communicates student progress • Limited data collection to determine student progress • Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings 	<ul style="list-style-type: none"> • Counselor consistently monitors student progress and communicates with student • Data collection is used to guide and determine student progress • Communicating and collaborating with school personnel involved in the plan to monitor progress across settings 	<ul style="list-style-type: none"> • Students are able to self-monitor their individual progress related to counseling • Ongoing data collection from multiple sources to determine student progress • Communicating and collaborating with all stakeholders involved in the plan to monitor progress across settings

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DOMAIN 3: DELIVERY OF SERVICE <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
3e: Demonstrating flexibility and responsiveness	Counselor does not adjust and prioritize routines to meet student needs.	Counselor makes minor revisions and adjustments in the daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice.	Counselor is aware of student needs and makes revisions and adjustments to the daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.
3e: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not adjust to address student needs • Counselor does not prioritize tasks with student or school goals in mind • Counselor's plan is not informed by assessment • Counselor is unaware of advances to technology and new practices in the field. 	<ul style="list-style-type: none"> • Counselor inconsistently recognizes student needs and make adjustments accordingly, • Counselor attempts to modify priorities to address student needs • Counselor has limited awareness of advances in technology and new practices and is inconsistent in their application. 	<ul style="list-style-type: none"> • Counselor recognizes change in student needs and makes adjustments accordingly • Counselor will routinely modify priorities to meet the needs of students • Counselor is aware of advances in technology and applies new practices in the field. 	<ul style="list-style-type: none"> • Counselor consistently monitors and uses ongoing student needs to make adjustments accordingly • Counselor seeks a thorough understanding of student needs and modifies program accordingly. • Counselor actively seeks information about advances in technology, educational trends, and applies this knowledge to daily best practices.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
4a: Reflecting on counseling practice	Counselor does not reflect, adjust, or evaluate practice.	Counselor's reflection, adjustment, and evaluation on practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources.	Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources.	Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.
4a: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not participate in the process of evaluation 	<ul style="list-style-type: none"> • Counselor participates in the process of evaluation • Counselor reflections and evaluations of practice are moderately accurate • Counselor makes general suggestions on how to improve the program • Counselor utilizes minimal data in order to improve the program 	<ul style="list-style-type: none"> • Counselor actively participates in the process of evaluation • Counselor's reflections and evaluations of practice are accurate • Counselor makes specific suggestions on how to improve the program • Counselor utilizes a variety of data in order to improve the program 	<ul style="list-style-type: none"> • Counselor initiates and leads participation in the process of evaluation • Counselor independently reflects on and revises current practices • Counselor's reflections and evaluations of practice are highly accurate • Counselor makes detailed suggestions on how to improve the program and initiates these suggestions when appropriate • Counselor utilizes several data sources in order to improve the program
4b: Maintaining Accurate Records	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and could serve as a model for other colleagues.
4b: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not maintain records • Records are inaccurate • Counselor does not meet deadlines 	<ul style="list-style-type: none"> • Counselor maintains records, but organization is lacking • Counselor recordkeeping is occasionally inconsistent and/or inaccurate • Counselor meets deadlines inconsistently 	<ul style="list-style-type: none"> • Counselor maintains organized records • Counselor reports are accurate. • Counselor consistently meets deadlines 	<ul style="list-style-type: none"> • Counselor maintains records that are well organized • Counselor reports are accurate on a consistent basis • Counselor consistently meets deadlines and is able to complete reports efficiently. • Counselor serves as a model for record keeping and completion of reporting.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
4c: Communicating with Families	Counselor provides no information to families, either about the counseling program, affiliated student service programs or about individual students.	Counselor provides limited information to families about the counseling program, affiliated student service programs or about individual students.	Counselor provides thorough and accurate information to families about the counseling program, affiliated student service programs, and individual students.	Counselor consistently and regularly provides thorough and accurate information to families about the counseling program, affiliated student service programs and individual students, in a variety of ways and include other colleagues when necessary.
4c: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not contact parents • Counselor does not respond to parent requests for contact or information. 	<ul style="list-style-type: none"> • Counselor's communication with parents is minimal. • Counselor will respond to parent requests for information. 	<ul style="list-style-type: none"> • Counselor communicates with parents regularly. • Counselor initiates contact with families, providing thorough information. • Counselor makes contact in timely fashion. 	<ul style="list-style-type: none"> • Counselor communicates with families in a variety of ways. • Counselor seeks out avenues and means to further improve communication with families • Counselor ensures a variety of means of access are available to families.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. Counselor does not support and has no involvement in implementation of the district mission.	Counselor participates in school and district meetings and events when specifically requested to do so. Counselor's relationships with colleagues are cordial. Counselor supports the district mission and is somewhat involved in its implementation.	Counselor actively participates in school and district meetings and events and maintains positive and productive relationships with colleagues. Counselor is supportive of the district mission and actively engaged in its implementation.	Counselor assumes a leadership role and makes a substantial contribution to school and district meetings and events and creates positive and productive relationships with colleagues. Counselor is highly supportive of the district mission and actively involved in its implementation.
4d: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not interact positively with other staff • Counselor is unaware of district and school missions 	<ul style="list-style-type: none"> • Counselor has minimal communication with other staff • Counselor is aware of the school or district mission but is minimally involved in its implementation 	<ul style="list-style-type: none"> • Counselor is interactive with staff on a regular basis and maintains positive relationships • Counselor actively engages in meetings and events toward the improvement of the school and district. 	<ul style="list-style-type: none"> • Counselor is interactive with staff on a regular basis and builds positive relationships • Counselor is a highly active participant in meetings and events to address the improvement of the school and district • Counselor seeks out opportunities to address needs that exist in the building and communicate concerns to other for the purpose of feedback • Counselor serves in a leadership role in the development of school and district mission.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
4e: Growing and developing professionally	Counselor does not participate in professional development even when the need is evident.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks additional opportunities for professional development to enhance best practice, content knowledge and pedagogy.	Counselor actively provides a leadership role in seeking out professional development opportunities for increasing district counseling services. Counselor makes a substantial contribution to the profession and takes on a leadership role by presenting information to colleagues.
4e: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not participate in continuing education • Counselor is not involved in any professional associations 	<ul style="list-style-type: none"> • Counselor participates in little continuing education • Counselor is a member of a professional organization • Counselor does not seek out additional professional development opportunities 	<ul style="list-style-type: none"> • Counselor participates in continuing education • Counselor has active memberships in professional organizations • Counselor actively seeks out additional professional development 	<ul style="list-style-type: none"> • Counselor frequently participates in continuing education related to the needs of the population served. • Counselor has an active membership in professional organizations and participates as a speaker/presenter at the district, state, or national level • Counselor actively seeks out contemporary and relevant professional development • Counselor serves as a role model/mentor for colleagues
4f: Showing professionalism	Counselor does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor does not adhere to district, state and federal regulations.	Counselor displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor is inconsistent in adherence to district, state and federal regulations.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor advocates for students when needed. Counselor's practice reflects high professional and ethical standards as well as adherence to district, state and federal regulations.	Counselor consistently maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations. Counselor advocates for all students. Counselor models professionalism with colleagues.
4f: Critical Attributes	<ul style="list-style-type: none"> • Counselor does not maintain confidentiality with students, staff or parents • Counselor is dishonest with staff, students, or parents • Counselor violates district, state and federal regulations 	<ul style="list-style-type: none"> • Counselor maintains confidentiality in most situations • Counselor is honest and ethical • Counselor is inconsistent in compliance with district, state and federal regulations 	<ul style="list-style-type: none"> • Counselor maintains confidentiality and honesty with all stakeholders • Counselor advocates for students as needed • Counselor maintains integrity in all situations • Counselor demonstrates respect for stakeholders • Counselor follows district, state and federal regulations 	<ul style="list-style-type: none"> • Counselor consistently maintains highest standards of confidentiality and honesty with all stakeholders • Counselor advocates for all students • Counselor consistently maintains integrity in all situations • Counselor serves as a mentor and role model of professional and ethical standards • Counselor models professionalism among colleagues. • Counselor strictly adheres to district, state and federal regulations