

TESS Rubric Descriptor: **Aspiring Counselor**

Arkansas Department of Education



Our classroom and specialty educators strive to promote learning and growth for the students and themselves. Evidence of this work may be seen by multiple measures of student growth on local assessments and statewide tests; in consistent planning and preparing to meet the unique needs of each learner; through a welcoming, caring culture and climate; thoughtful and evidence-based instructional and assessment practices; and continually adhering to professional responsibilities. This rubric descriptor provides guidance towards the aforementioned areas.

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Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Counseling Theory and Techniques

1b - Demonstrating Knowledge of Child and Adolescent Development

1c - Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served

1d - Planning the Counseling Program with Appropriate Resources

1e - Developing Measures to Evaluate the Counseling Program

1a - Demonstrating Knowledge of Counseling Theory and Techniques			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no understanding of counseling theory and techniques.	Demonstrates a basic understanding of counseling theory and techniques.	Demonstrates substantial knowledge of counseling theory and techniques.	Demonstrates comprehensive understanding of counseling theory and techniques and applies them appropriately. Uses knowledge to offer differentiated support appropriate to each situation.

1b - Demonstrating Knowledge of Child and Adolescent Development			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Displays no knowledge of child and adolescent development.	Displays limited knowledge of child and adolescent development.	<p>Displays substantial knowledge of child and adolescent development.</p> <p>Uses developmentally appropriate sources and materials.</p> <p>Recognizes exceptions to general patterns.</p>	<p>Displays comprehensive knowledge of child and adolescent development.</p> <p>Acquires and utilizes sources to work with students with individual differences.</p>

1c - Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
No clear goals for the counseling program or appropriate goals for either the situation or the age of the students.	Goals for the counseling program that are undeveloped and/or are partially suitable to the situation and the age of the students.	Goals for the counseling program that are developed and/or are suitable to the situation and the age of the students.	<p>Goals for the counseling program are highly appropriate to the situation, school, and student age.</p> <p>Collects and analyzes data and stakeholder feedback to establish program goals.</p>

1d - Planning the Counseling Program with Appropriate Resources			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Lacks coherence and is developed without input from stakeholders or inclusion of individual, school, and district needs.	<p>Contains guiding principles but is not consistent with individual, school, and district goals.</p> <p>Seeks minimal input from stakeholders.</p>	<p>Contains substantial guiding principles that are consistent with individual, school, and district goals.</p> <p>Indicates services and resources through plans.</p>	<p>Actively seeks out knowledge of resources beyond the school to enhance own knowledge, to use in counseling to meet individual, school, district, and community goals.</p> <p>Has a deep understanding of the student’s needs and the best practices and resources for meeting those needs.</p>

1e - Developing Measures to Evaluate the Counseling Program			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has not created a plan to evaluate the program.	<p>Has a rudimentary plan to evaluate the counseling program.</p> <p>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.</p>	<p>Develops substantial parts of a program evaluation plan that involves several stakeholders.</p> <p>Collects substantial data to assess if goals have been met.</p>	<p>Develops a program evaluation plan that involves all stakeholders.</p> <p>Collects data to indicate if goals have been met.</p>

Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport

2b - Establishing a Culture for Productive Communication

2c - Managing Routines and Procedures in the Counseling Setting

2d - Establishing Expectations/Norms for Student Behavior in the Counseling Setting

2a - Creating an Environment of Respect and Rapport

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not create a safe and inviting environment.</p> <p>Interactions between counselor and students are negative, inappropriate, or insensitive.</p>	<p>Attempts to create an environment that is safe and inviting.</p> <p>Interactions with students are generally appropriate and free from conflict.</p>	<p>Creates a safe and inviting environment.</p> <p>Interactions with students are appropriate, respectful, and caring.</p>	<p>Creates an environment that is always inviting, accepting, and reflects awareness of the sensitivity to the population's developmental characteristics.</p> <p>Interactions reflect general warmth and caring and are appropriate to the developmental characteristics of the population served.</p>

2b - Establishing a Culture for Productive Communication			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Makes no attempt to establish a culture for productive communication in the counseling setting between student and counselor.	Attempts to promote a culture of productive and respectful communication between students and counselor in the counseling setting.	Promotes a culture for productive and respectful communication.	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.

2c - Managing Routines and Procedures in the Counseling Setting			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Routines for the counseling center or classroom work are nonexistent or in disarray.</p> <p>Is unable to prioritize time-sensitive tasks.</p> <p>Does not have an organized crisis response plan to address emergencies.</p>	<p>Has rudimentary and partially successful routines for the counseling center or classroom</p> <p>Is inconsistent in prioritizing tasks.</p> <p>Prioritizes a limited number of time-sensitive tasks.</p> <p>Has a rudimentary crisis response plan for handling emergencies.</p>	<p>Develops effective procedures for counseling center or classroom work.</p> <p>Prioritizes time-sensitive tasks.</p> <p>Has a defined crisis response plan on how to handle emergencies.</p>	<p>Sets routines for the counseling center or classroom that are seamless, and students assist in maintaining them.</p> <p>Develops and communicates crisis response plan collaborating with all stakeholders.</p>

2d - Establishing Expectations/Norms for Student Behavior in the Counseling Setting			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>No standards of conduct for students during counseling sessions are established.</p> <p>Makes no effort to maintain an environment of civility in the school.</p>	<p>Establishes partially successful standards of conduct for counseling sessions.</p> <p>Attempts, with limited success, to contribute to the level of civility in the school.</p>	<p>Establishes clear standards of conduct for counseling sessions.</p> <p>Contributes positively to the level of civility in the school.</p>	<p>Clear standards of conduct for counseling sessions are established, and students contribute to maintaining them.</p> <p>Is responsive to intervention needs related to student behaviors as they arise.</p>

Domain 3: Instruction

3a - Communicating with Students to Determine their Needs

3b - Assisting Students in the Formulation of Academic, Personal/Social, and Career Plans Based on Knowledge of Student Needs

3c - Delivering Counseling Services and Resources to Support Students

3d - Using Assessment to Guide Counseling Services

3e - Demonstrating Flexibility and Responsiveness

3a - Communicating with Students to Determine their Needs

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions.</p> <p>Does not communicate or collaborate with colleagues to assess student needs.</p>	<p>Assesses the basic needs of student behaviors and academics.</p> <p>Sporadically communicates and collaborates with colleagues regarding student needs.</p>	<p>Assesses the majority of student behavior or academic needs.</p> <p>Regularly communicates and collaborates with colleagues regarding student needs.</p>	<p>Provides opportunities for all students to be involved in the counseling program consistently.</p>

3b - Assisting Students in the Formulation of Academic, Personal/Social, and Career Plans Based on Knowledge of Student Needs			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not attempt to help students formulate academic, personal/social, and career plans.	Attempts to help students formulate academic, personal/ social, and career plans.	Uses data to help students formulate academic, personal, and social needs. Helps students in career planning.	Helps individual students formulate academic, personal/ social, and career plans while using data regarding student needs. Encourages students to take part in their academic, personal/ social, and career plan.

3c - Delivering Counseling Services and Resources to Support Students			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not make connections with other programs to meet student needs. Does not provide appropriate services and is unaware of resources or does not make appropriate referrals.	Collaborates minimally with other programs in the school. Has a basic understanding of services to be delivered but makes minimal use of resources and makes appropriate referrals inconsistently.	Collaborates successfully with other programs in the school. Understands services to be delivered and uses appropriate resources and referrals consistently.	Makes appropriate referrals consistently with school service personnel based on individual student needs and ensures follow-through.

3d - Using Assessment to Guide Counseling Services			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not evaluate student progress or consult with team members to meet students' needs.	Inconsistently evaluates student progress. Inconsistently consults with team members to meet students' needs.	Consistently evaluates student progress. Consistently consults with team members to meet student needs.	Evaluates student progress using multiple measures and consults with team members.

3e - Demonstrating Flexibility and Responsiveness			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not adjust and prioritize routines to meet student needs. Not aware of student needs.	Minor adjustments are made to routines to meet student or building needs. Aware of student needs.	Adjustments are made to routines to meet the needs of students. Continually aware of student needs.	Proposes changes and quickly incorporates new developments that will best serve the needs of students. Proactively adjusts daily routines to serve student needs.

Domain 4: Professional Responsibilities

4a - Reflecting on Counseling Practice

4b - Maintaining Accurate Records

4c - Communicating with Families

4d - Participating in a Professional Community

4e - Growing and Developing Professionally

4f - Showing Professionalism

4a - Reflecting on Counseling Practice

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
No reflection of counseling practice.	Reflections are mostly accurate and objective. Makes general suggestions as to how the counseling program might be improved based on some data sources.	Reflections are accurate and objective. Makes some specific suggestions as to how the program might be improved.	Makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.

4b - Maintaining Accurate Records			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Tends to produce reports, records, and documentation that are either missing, delivered late, or contain inaccuracies.	Tends to produce accurate reports, records, and documentation but turns them in late occasionally.	Keeps accurate records and submits in a timely manner.	Manages record-keeping in a methodical and effective manner.

4c - Communicating with Families			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Provides no information to families, either about the counseling program, affiliated student service programs, or about individual students.	Provides limited information to families about the counseling program, affiliated student service programs or about individual students.	Provides accurate information to all stakeholders.	Provides accurate information to all stakeholders in various ways.

4d - Participating in a Professional Community			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Forms relationships with colleagues that are negative or self-serving.</p> <p>Avoids being involved in preparation program, school events, and projects.</p> <p>Does not support and is not involved in the implementation of the school mission.</p>	<p>Participates in preparation program, school meetings, and events when specifically requested to do so.</p> <p>Forms relationships with colleagues that are cordial.</p> <p>Supports the school mission and is partially involved in its implementation.</p>	<p>Participates in preparation program, school, and district meetings.</p> <p>Maintains positive and productive relationships with colleagues.</p> <p>Supports the school mission and is engaged in the implementation.</p>	<p>Contributes to the professional community, preparation program, school, and district events and projects.</p>

4e - Growing and Developing Professionally			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not participate in professional development even when the need is evident.</p>	<p>Participates in required professional development activities.</p> <p>At times, pursues other convenient professional development activities.</p>	<p>Seeks opportunities for engaging professional development to enhance best practices.</p>	<p>Actively pursues professional development opportunities and initiates activities to contribute to the profession.</p>

4f - Showing Professionalism			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Does not advocate for students.</p> <p>Does not adhere to preparation program, district, state, and federal regulations.</p>	<p>Inconsistently displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Advocates for some students.</p> <p>Inconsistently adheres to preparation program, district, state, and federal regulations.</p>	<p>Consistently displays honesty, integrity, and confidentiality with all stakeholders.</p> <p>Advocates for all students.</p> <p>Has practices that reflect professional and ethical standards and adhere to preparation program, district, state, and federal regulations.</p>	<p>Continuously models professionalism with colleagues.</p>