



SAD 55 TEPG Rubric for School Counselors



Domain 1. Planning and Preparation

- **Standard Indicator 1a.** Demonstrating knowledge of counseling theory and techniques.
- **Standard Indicator 1b.** Demonstrating knowledge of child and adolescent development.
- **Standard Indicator 1c.** Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.

Domain 2. The Environment

- **Standard Indicator 2a.** Creating an environment of respect and rapport.
- **Standard Indicator 2b.** Establishing a culture for productive communication.
- **Standard Indicator 2c.** Establishing standards of conduct and contributing to the culture for student behavior throughout the school.

Domain 3. Delivery of Service

- **Standard Indicator 3a.** Assessing student needs.
- **Standard Indicator 3b.** Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.
- **Standard Indicator 3c.** Promoting well-being through classes or classroom presentations.

Core Proposition 4. Teachers think systematically about their practice and learn from experience

- **Standard Indicator 4.1. Reflective Practice.** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.
- **Standard Indicator 4.2. Continuous Professional Growth.** The teacher uses research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities

- **Standard Indicator 5.1. Professional Collaboration.** The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.
- **Standard Indicator 5.2. Engagement With Caregivers and Community.** The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

Danielson Domain 1: Planning and Preparation

Standard Indicator 1a. Demonstrating knowledge of counseling theory and techniques			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor demonstrates little understanding of counseling theory and techniques.</i>	<i>Counselor demonstrates basic understanding of counseling theory and techniques.</i>	<i>Counselor demonstrates understanding of counseling theory and techniques.</i>	<i>Counselor demonstrates deep and thorough understanding of counseling theory and techniques.</i>

Standard Indicator 1b. Demonstrating knowledge of child and adolescent development			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor displays little or no knowledge of child and adolescent development.</i>	<i>Counselor displays partial knowledge of child and adolescent development.</i>	<i>Counselor displays accurate understanding of typical development characteristics of the age group, as well as exception to the general patterns.</i>	<i>In addition accurate knowledge of typical development 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.</i>

Standard Indicator 1c. Demonstrating knowledge of state and federal regulations and of resources beyond the school and district			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available throughout the school or district.</i>	<i>Counselor displays awareness of governmental regulations and of resources for students available throughout the school or district, but no knowledge of resources available more broadly.</i>	<i>Counselor displays awareness of governmental regulations and of resources for students available through the school and district, and some familiarity with resources external to the school.</i>	<i>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.</i>

Danielson Domain 2: The Environment

Standard Indicator 2a. Creating an environment of respect and rapport

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.</i>	<i>Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.</i>	<i>Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.</i>	<i>Students seek out the counselor, reflecting a high degree of comfort and trust in relationship. Counselor teaches students how to engage in positive interactions.</i>

Standard Indicator 2b. Establishing a culture for productive communication

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>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.</i>	<i>Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.</i>	<i>Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.</i>	<i>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.</i>

Standard Indicator 2c. Establishing standards of conduct and contributing to the culture for student behavior throughout the school

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>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.</i>	<i>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.</i>	<i>Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</i>	<i>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.</i>

Danielson Domain 3: Delivery of Service

Standard Indicator 3a. Assessing student needs

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor does not assess student needs, or the assessment result in accurate conclusions.</i>	<i>Counselor's assessments of students needs are perfunctory.</i>	<i>Counselor assesses student needs and knows the range of student needs in the school.</i>	<i>Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.</i>

Standard Indicator 3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor's program is independent of identified student needs. 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.</i>	<i>Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. 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.</i>	<i>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. 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.</i>	<i>Counselor helps individual students and teachers formulate academic, personal/social, and career plans. 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.</i>

Standard Indicator 3c. Promoting the well-being of students through classes or classroom presentations

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Counselor's work with students in classes fails to promote well-being.</i>	<i>Counselor's work with students in classroom presentations is partially effective.</i>	<i>Counselor's classroom presentations results in students acquiring knowledge and attitudes to promote their well-being.</i>	<i>Counselor's classroom presentations are effective; students assume an active role in promoting their well-being.</i>

NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice

The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher creates professional goals without analyzing evidence or develops standalone goals.</i></p> <p>OR</p> <p><i>Teacher does not set a goal.</i></p>	<p><i>Teacher uses little data to set goals and periodically reflect on practice.</i></p>	<p><i>Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</i></p>	<p><i>Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</i></p>

Standard Indicator 4.2. Continuous Professional Growth

The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not refer to current research-based resources or use feedback from others to inform professional growth.</i></p> <p><i>Teacher does not actively participate in professional learning opportunities.</i></p>	<p><i>Teacher uses some available research-based resources or feedback when provided but does not seek out such resources on his or her own.</i></p> <p><i>Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.</i></p>	<p><i>Teacher seeks out and accesses a variety of current research-based resources, feedback from others, and professional learning opportunities.</i></p> <p><i>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</i></p>	<p><i>Teacher seeks out and accesses relevant research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth.</i></p> <p><i>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</i></p>

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration

Teacher contributes to school effectiveness by collaborating with other professionals on activities that contribute to school improvement and student learning

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Teacher does not actively participate in collaborative activities.</i>	<i>When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.</i>	<i>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</i>	<i>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</i> <i>Teacher assumes proactive and creative leadership roles within and outside his or her learning community.</i>

Standard Indicator 5.2. Engagement With Caregivers and Community

Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Teacher does not communicate with students' caregivers.</i> <i>Teacher does not identify or utilize community resources.</i>	<i>Teacher uses one-way communication to inform caregivers of students' progress.</i> <i>Teacher utilizes community resources, when provided, to enhance student learning and well-being.</i>	<i>Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</i> <i>Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.</i>	<i>Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</i> <i>Teacher seeks out additional modes of communication in an attempt to engage all caregivers.</i> <i>Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population.</i> <i>Teacher advocates in the school and community to meet the needs of learners and their families.</i>