

Evergreen School Division

2.C.255 B: Performance Rubrics: Counsellor

Domain 1 for School Counsellors: Planning and Preparation				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counselling theory and techniques	Counsellor demonstrates little understanding of counselling theory and techniques.	Counsellor demonstrates basic understanding of counselling theory and techniques.	Counsellor demonstrates understanding of counselling theory and techniques.	Counsellor demonstrates deep and thorough understanding of counselling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counsellor displays little or no knowledge of child and adolescent development.	Counsellor displays partial knowledge of child and adolescent development.	Counsellor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counsellor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counselling program appropriate to the setting and the student served	Counsellor has no clear goals for the counselling program, or they are inappropriate to either the situations or the age of the students.	Counsellor's goals for the counselling program are rudimentary and are partially suitable to the situation and the age of the students.	Counsellor's goals for the counselling program are clear and appropriate to the situation in the school and to the age of the students	Counsellor's goals for the counselling 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.

Domain 1 for School Counsellors: Planning and Preparation (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources both within and beyond the school and division	Counsellor demonstrates little or no knowledge of resources for students available through the school or division.	Counsellor displays awareness of resources for students available through the school or division, but no knowledge of resources available more broadly.	Counsellor displays awareness of resources for students available through the school or division, and some familiarity with resources external to the school.	Counsellor's know ledge of resources for students is extensive, including those available through the school or division, and the community.
1e: Planning the counselling program, integrated with the regular school program	Counselling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counsellor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counsellor has developed a plan that includes the important aspects of counselling in the setting.	Counsellor's plan is highly coherent and serves to support not only the students individually and as a group, but also the broader educational program.
1f: Developing a plan to evaluate the counselling program	Counsellor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counsellor has a rudimentary plan to evaluate the counselling program.	Counsellor'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.	Counsellor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Counsellors: The Environment

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Counsellor’s interactions with students are negative or inappropriate, and the counsellor does not promote positive inter- actions among students.	Counsellor’s interactions are a mix of positive and negative, the counsellor’s efforts at encouraging positive interactions among students are partially successful.	Counsellor’s interactions with students are positive and respectful, and the counsellor actively promotes positive student- student interactions.	Students seek out the counsellor, reflecting a high degree of comfort and trust in the relation- ship. Counsellor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counsellor 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.	Counsellor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counsellor 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 counsellor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counsellor’s routines for the counselling centre or classroom work are non- existent or in disarray.	Counsellor has rudimentary and partially successful routines for the counselling centre or classroom.	Counsellor’s routines for the counselling centre or classroom work effectively.	Counsellor’s routines for the counselling centre or classroom are seamless, and students assist in maintaining them.

Domain 2 for School Counsellors: The Environment (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing standards of conduct and contributing to the culture for student behaviour throughout the school	Counsellor has established no standards of conduct for students during counselling sessions and makes no contribution to maintaining an environment of civility in the school.	Counsellor’s efforts to establish standards of conduct for counselling session are partially successful. Counsellor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counsellor has established clear standards of conduct for counselling session and makes a significant contribution the environment of civility in the school.	Counsellor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counsellor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counsellor’s attempts to create an inviting and well organized physical environment are partially successful.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3 for School Counsellors: Delivery of Service

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing student needs	Counsellor does not assess student needs, or the assessment results in inaccurate conclusions.	Counsellor's assessment of student needs are perfunctory.	Counsellor assesses student needs and knows the range of student needs in the school.	Counsellor conducts detailed and individual assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal / social, and career plans, based on knowledge of student needs	Counsellor's program is independent of identified student needs.	Counsellor's attempts to help students and teachers formulate academic, personal / social, and career plans are partially successful.	Counsellor helps students and teaches formulate academic, personal / social, and career plans for groups of students.	Counsellor helps individual students and teachers formulate academic, personal / social, and career plans.
3c: Using counselling techniques in individual and classroom programs	Counsellor has few counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor displays a narrow range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor uses a range of counselling techniques to help students acquire skills in decision making and problem solving for both inter- actions with other students and future planning.	Counsellor uses an extensive range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Domain 3 for School Counsellors: Delivery of Service (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3d: Brokering resources to meet needs	Counsellor does not make connections with other programs in order to meet student needs.	Counsellor's efforts to broker services with other programs in the school are partially successful.	Counsellor brokers with other programs within the school or division to meet student needs.	Counsellor brokers with other programs and agencies both within and beyond the school or division to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counsellor adheres to the plan or program, in spite of evidence of its inadequacy.	Counsellor makes modest changes in the counselling program when confronted with evidence of the need for change.	Counsellor makes revisions in the counselling program when they are needed.	Counsellor is continually seeking ways to improve the counselling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School Counsellors: Professional Responsibilities

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Counsellor does not reflect on practice, or the reflections are inaccurate or self-serving	Counsellor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counsellor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counsellor makes some specific suggestions as to how the counselling program might be improved.	Counsellor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counsellor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counsellor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Counsellor's reports, records, and documentation are generally accurate but are occasionally late.	Counsellor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counsellor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counsellor provides no information to families, either about the counselling program as a whole or about individual students.	Counsellor provides limited though accurate information to families about the counselling program as a whole and about individual students.	Counsellor provides thorough and accurate information to families about the counselling program as a whole and about individual students.	Counsellor is proactive in providing information to families about the counselling program and about individual students through a variety of means.

Domain 4 for School Counsellors: Professional Responsibilities (continued)

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a professional community	Counsellor's relationships with colleagues are negative or self-serving, and counsellor avoids being involved in school and events and projects.	Counsellor relationships with colleagues are cordial, and counsellor participates in school and division events and projects when specifically requested	Counsellor participates actively in school and division events and projects and maintains positive and productive relationships with colleagues.	Counsellor makes a substantial contribution to school and division events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counsellor does not participate in professional development activities even when such activities are clearly needed for the development of counselling skills.	Counsellor's participation in professional development activities is limited to those that are convenient or are required.	Counsellor seeks out opportunities for professional development based on an individual assessment of need.	Counsellor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counsellor displays dishonesty in interactions with colleagues, students, and the public violates principles of confidentiality.	Counsellor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counsellor displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Counsellor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.