**Guidance Counselor Observation Scoring Form**

For each selected component, please mark the appropriate performance score based on evidence collected during your observation or analysis of an artifact. Below each component, record the evidence that supports the score. If the component was not a focus of the evaluation, choose “Not Selected.” All components MUST have a score or “Not Selected.”

| **1=Unsatisfactory** | **2=Basic** | **3=Proficient** | **4=Distinguished** | **Not Selected** |
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| **Domain 1: Planning and Preparation** | | | | |
| **1a: Demonstrating knowledge of counseling theory and techniques\*** | | | | |
| Counselor demonstrates little understanding of counseling theory and techniques. | Counselor demonstrates basic understanding of counseling theory and techniques. | Counselor demonstrates understanding of counseling theory and techniques. | Counselor demonstrates deep and thorough understanding of counseling theory and techniques. | The component was not selected. |
| **Evidence:** | | | | |
| **1b: Demonstrating knowledge of child and adolescent development\*** | | | | |
| Counselor displays little or no 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. Provides some cultural activities that are developmentally appropriate. | Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general ­patterns. | The component was not selected. |
| **Evidence:** | | | | |
| **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 they are inappropriate to either the situation or the age of the students. | Counselor’s goals for the counseling program are rudimentary and 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 situation in the school and to the age of the students. | Counselor’s goals for the counseling 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. | The component was not selected. |
| **Evidence:** | | | | |
| **1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district\*** | | | | |
| Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. | Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but has no knowledge of resources available more broadly. | Counselor 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. | 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. | The component was not selected. |
| **Evidence:** | | | | |
| **1e: Planning the counseling program, integrated with the regular school program\*** | | | | |
| Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Counselor’s plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals. | Counselor has developed a plan that included the important aspects of counseling in the setting. | Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. | The component was not selected. |
| **Evidence:** | | | | |
| Domain 2: The Environment | | | | |
| **2a: Creating an environment of respect and rapport\*** | | | | |
| Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. | Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful. | Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. | Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. | The component was not selected. |
| **Evidence:** | | | | |
| **2b: Establishing a Culture for Productive Communication\*** | | | | |
| 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. | Counselor attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. | Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. | Both teachers and students, while guided by the counselor, maintain the culture in the school for productive and respectful communication between and among students and teachers. | The component was not selected. |
| **Evidence:** | | | | |
| **2c: Managing Routines and Procedures\*** | | | | |
| Routines for the counselor’s office or classroom are nonexistent or in disarray. | Counselor has rudimentary and partially successful routines for the counselor’s office or classroom. | Routines for the counselor’s office or classroom work effectively. | Routines for the counselor’s office or classroom are seamless, and the school staff and students assist in maintaining them. | The component was not selected. |
| **Evidence:** | | | | |
| **2d: Establishing standards of conduct for counseling sessions and contributing to the culture for student behavior throughout the school\*** | | | | |
| 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. | 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 significant contribution to the environment of civility in the school. | 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. | The component was not selected. |
| **Evidence:** | | | | |
| **2e: Organizing physical space\*** | | | | |
| Counselor makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the physical space and counseling activities. | Counselor ensures the physical environment is safe and essential learning is accessible to all, but the physical space only partially supports activities. | Counselor ensures the physical environment is safe and contributes to ensuring that the physical environment supports the counseling activities. | Counselor ensures the physical environment is safe and learning is accessible to all; uses physical resources well and ensures that the physical space supports the counseling activities. | The component was not selected. |
| **Evidence:** | | | | |
| **Domain 3: Delivery of Services** | | | | |
| **3a: Assessing student needs\*** | | | | |
| Counselor does not assess student needs, or the assessments result in inaccurate conclusions. | Counselor’s assessments of student needs are perfunctory. | Counselor assesses student needs and knows the range of student needs in the school. | Counselor conducts detailed and individualized assessments of student needs to contribute to program planning. | The component was not selected. |
| **Evidence:** | | | | |
| **3b: Assisting students and teachers in the formulation of academic, personal/ social, and career plans, based on knowledge of student needs\*** | | | | |
| Counselor’s program is independent of identified student needs. | Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. | Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. | Counselor helps individual students and teachers formulate academic, personal/social, and career plans. | The component was not selected. |
| **Evidence:** | | | | |
| **3c: Using counseling techniques in individual and classroom programs\*** | | | | |
| Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students and future planning. | Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students and future planning. | Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students and future planning. | Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for interactions with other students and future planning. | The component was not selected. |
| **Evidence:** | | | | |
| **3d: Brokering resources to meet needs\*** | | | | |
| Counselor does not make connections with other programs in order to meet student needs. | Counselor’s efforts to broker services with other programs in the school are partially successful. | Counselor brokers with other programs within the school or district to meet student needs. | Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. | The component was not selected. |
| **Evidence:** | | | | |
| **3e: Demonstrating flexibility and responsiveness\*** | | | | |
| Counselor adheres to the plan or program, in spite of evidence of its inadequacy. | Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. | Counselor makes revisions in the counseling program when they are needed. | Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. | The component was not selected. |
| **Evidence:** | | | | |
| **Domain 4: Professional Responsibilities** | | | | |
| **4a: Reflecting on practice\*** | | | | |
| Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. | Counselor’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. | Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes specific suggestions as to how the counseling program might be improved. | Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies. | The component was not selected. |
| **Evidence:** | | | | |
| **4b: Maintaining records and submitting them in a timely fashion\*** | | | | |
| Counselor’s reports, records, and documents are missing, late, or inaccurate, resulting in confusion. | Counselor’s reports, records, and documents are generally accurate but are occasionally late. | Counselor’s reports, records, and documents are accurate and are submitted in a timely manner. | Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. | The component was not selected. |
| **Evidence:** | | | | |
| **4c: Communicating with families\*** | | | | |
| Counselor provides no information to families, either about the counseling program as a whole or about individual students. | Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. | Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. | Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. | The component was not selected. |
| **Evidence:** | | | | |
| **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’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. | Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. | The component was not selected. |
| **Evidence:** | | | | |
| **4e: Engaging in professional development\*** | | | | |
| Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. | Counselor’s participation in professional development activities is limited to those that are convenient or are required. | Counselor seeks out opportunities for professional development based on an individual assessment of need. | Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. | The component was not selected. |
| **Evidence:** | | | | |
| **4f: Showing professionalism\*** | | | | |
| Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. | Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality. | Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. | Counselor 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. | The component was not selected. |
| **Evidence:** | | | | |