

**DISTRICT 41 TEACHER APPRAISAL PLAN**  
***Danielson Framework for Teaching***  
Summative Rubric *-Counselor*

Name of Person Completing Framework:	Date:
Professional Inquiry:	

Domain 1: Planning and Preparation

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Ia: Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process</i>	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic and personal social choices.
<i>Ib: Demonstrating knowledge of child and adolescent development</i>	Counselor displays little or no knowledge of child and adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays broad knowledge and 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, counselor displays knowledge of the extent to which individual students follow the general patterns.
<i>Ic: Establishing goals for the counseling program appropriate to the setting and the students served</i>	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. Goals include working collaboratively with others to effect wider change throughout the school.

**FORM I (4)**  
**SUMMATIVE RUBRIC**  
**Counselor**

<i>Id: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,</i>	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and 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 resources for students is extensive, including those available through the school or district, and in the community.
<i>Ie: Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response</i>	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 don't fit with the broader goals of the counseling program.	Counselor has developed a plan that includes 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 the broader educational program.
<i>If: Developing a plan to evaluate the counseling program</i>	Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor'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.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and clear recommendations for improving the program on an ongoing basis.

Comments/Evidence for Domain 1
--------------------------------

Domain 2: The Learning Environment

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>2a: Creating an environment of respect and rapport</i>	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.
<i>2b: Establishing a culture for productive communication</i>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's 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.	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>2c: Managing routines and procedures</i>	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively	Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them.
<i>2d: Establishing standards of conduct, and contributes to the culture for student behavior throughout the school</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.	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 session, and makes an significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>2e: Organizing physical space</i>	The physical environment is in disarray, or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Comments/Evidence for Domain 2

Domain 3: Delivery of Service

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>3a: Assessing student needs.</i>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's basic formal and informal assessments of student needs are perfunctory.	Counselor formally and informally assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed and individualized formal and informal assessment of student needs to proactively contribute to program planning.
<i>3b: Assisting students and teachers in the formulation of academic and personal/social plans, based on knowledge of student needs.</i>	Counselor's program is independent of identified student needs.	Counselor's attempts to assist students and teachers to formulate academic and personal/social plans are partially successful.	Counselor assists students and teachers to formulate academic and personal/social plans for groups of students.	Counselor assists individual students and teachers to formulate academic and personal/social plans.
<i>3c: Using counseling techniques, in individual and classroom programs</i>	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.	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.	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.	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>3d: Brokering resources to meet needs</i>	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.
<i>3e: Demonstrating flexibility and responsiveness</i>	Counselor adheres to his or her plan, 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 it is needed.	Counselor is continually seeking way to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.

Comments/Evidence for Domain 3

Domain 4: Professional Responsibilities

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>4a: Reflecting on practice</i>	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 some 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.
<i>4b: Maintaining records, and submitting them in a timely fashion</i>	Counselor’s reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor’s reports, records and documentation are generally inaccurate, but are occasionally late.	Counselor’s reports, records and documentation are inaccurate, 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 across the n other schools.
<i>4c: Communicating with families</i>	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.
<i>4d: Participating in a professional community</i>	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.
<i>4e: Engaging in professional development</i>	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on need.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues

Comments/Evidence for Domain 4



Areas of Strength:

Areas for Growth

**I have conducted a conversation on/about the above items.**

\_\_\_\_\_  
\*Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

Administrative Recommendation for the \_\_\_\_\_ school year:

	Track I – Non-Tenure – Renewal of Contract
	Track 1 – Non-Tenure – Non-Renewal of Contract
	Track II – Tenured Professional Inquiry – 1
	Track II – Tenured Professional Inquiry –2
	Track III – Tenured Teacher Assistance

Copy to: Personnel File