

Counselor Name

Grade Levels

Time of Day

Date of Pre-Observation Meeting

Date of Observation

Date of Post-Observation Meeting

District & School

Observer Name or Signature

Informal Observation

Formal Observation

1 2 3

1 2 3

NOTES

DOMAIN I: COUNSELING PROGRAM PLANNING

Standard 1: Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school’s goals and mission.

Indicators

School Counselor:

- 4
 - **Fully** implements **all** components of a comprehensive school counseling program and **frequently** reflects on future program needs
 - **Consistently** partners with multiple stakeholders to ensure the comprehensive program is based on needs
 - **Consistently** establishes goals, plans, and strategies that align with the school’s goals and mission
- 3
 - Implements **most** of the components of a comprehensive school counseling program, reflects on future program needs
 - **Frequently** partners with stakeholders to ensure the comprehensive program is based on needs
 - **Frequently** establishes goals, plans, and strategies that align with the school’s goals and mission
- 2
 - Plans the implementation of a **few** components of a comprehensive school counseling program
 - **Sometimes** partners with stakeholders to ensure the comprehensive program is based on needs
 - **Establishes few** goals, plans, and strategies that align with the school’s goals and mission
- 1
 - **Does not** plan the implementation of the components of a comprehensive school counseling program
 - **Does not** partner with stakeholders to ensure the comprehensive program is based on needs
 - **Does not** establish goals, plans, and strategies that align with the school’s goals and mission

Evidence Collected

Examples of Evidence

Notes

- Annual Administrative Conference
- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Stakeholder Presentations
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Result Report(s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN I: COUNSELING PROGRAM PLANNING

Standard 2: Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.

Indicators

School Counselor:

- 4
 - **Consistently** collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of all students
 - **Consistently** uses data to identify and develop student outcome goals and collaborate with stakeholders to design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
 - **Consistently** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement
- 3
 - **Frequently** collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of **all** students
 - **Frequently** uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
 - **Frequently** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement
- 2
 - **Rarely** uses data to plan and implement a comprehensive school counseling program that meets the needs of **few** students
 - **Rarely** uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
 - **Rarely** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement
- 1
 - **Does not** use data to plan and implement a comprehensive school counseling program that to meet the needs of the students
 - **Does not** use data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
 - **Does not** plan a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

Evidence Collected

Examples of Evidence

Notes

Data (Example: attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)

Action Plan(s) and Results Report(s) (Closing the Gap, Classroom and Group Mindsets and Behaviors)

Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)

Annual Student Outcome Goals

Participation, Mindsets & Behaviors, and Outcome data

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN II: DELIVERY OF DIRECT AND INDIRECT SERVICES

Standard 3: Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.

Indicators

School Counselor:

- 4
 - **Clearly and effectively** provides instruction aligned to the American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students and **provides a school counseling curriculum focused through the lens of the ASCA Mindsets & Behaviors**
 - **Clearly and effectively** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Clearly and effectively** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student
- 3
 - **Effectively** provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - **Effectively** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Effectively** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student
- 2
 - **Rarely** provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - **Rarely** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Rarely** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student
- 1
 - **Does not** provide instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - **Does not** provide individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Does not** provide appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

Evidence Collected

Examples of Evidence

Notes

Direct Observation

Student Sign-In Sheets or Logs

Detailed Calendar (weekly, monthly, annually)

Direct Services (classroom instruction, counseling (individual and group), appraisal and advisement)

Indirect Services (consultation, collaboration, referrals)

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN II: DELIVERY OF DIRECT AND INDIRECT SERVICES

Standard 4: Collaborates and consults with stakeholders in order to provide referrals on behalf of students academic achievement, college/career, and social/emotional development.

Indicators

School Counselor:

- 4**
 - Provides relevant information **continually** and **initiates** collaboration with stakeholders for student success
 - **Effectively** coordinates **and influences** the types of services provided by school and community partners to support and promote the success of all students
 - **Effectively** provides referrals to all students in need of additional resources and follows up **regularly**
- 3**
 - Provides relevant information **appropriately and frequently** collaborates with stakeholders for student success
 - **Effectively** coordinates the types of services provided by school and community partners to support and promote the success of **all** students
 - **Effectively** provides referrals to most students in need of additional resources and follows up **intermittently**
- 2**
 - Provides **limited** information and **occasionally** collaborates with stakeholders for student success
 - **Adequately** coordinates the types of services provided by school and community partners to support and promote the success of **most** students
 - **Sometimes** provides referrals to students in need of additional resources
- 1**
 - **Does not** provide information or collaborate with stakeholders to impact student success
 - **Does not** coordinate the types of services provided by school and community partners to support and promote the success of **few** students
 - **Does not** provide referrals to students in need of additional resources

Evidence Collected

Examples of Evidence

Notes

Direct Observation

Referral Source

Parent/guardian, school, and community communication (emails, call logs, school letters, etc.)

Detailed Calendar (weekly, monthly, annually)

Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent-teacher Conferences, Parent Nights, etc.)

Collaborate and consult with stakeholders

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN II: DELIVERY OF DIRECT AND INDIRECT SERVICES

Standard 5: Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes.

Indicators

School Counselor:

- 4
 - Effectively **and proactively** utilizes multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements
 - **Effectively** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and **effectively** develops **proactive** action plans to enhance or improve student success
 - **Effective** impact on students' academics, discipline, and/or attendance **evidenced by data**
- 3
 - **Effectively** uses multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements
 - **Effectively** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops **appropriate** action plans to enhance or improve student success
 - **Effective** impact on students' academics, discipline, and/or attendance
- 2
 - **Adequately** uses data for program monitoring, assessing effectiveness, and collaborating to make improvements
 - **Adequately** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success
 - **Limited** impact on student academics, discipline, and /or attendance
- 1
 - **Does not** use data for program monitoring, assessing effectiveness, and collaborating to make improvements
 - **Does not** utilize participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success
 - **Does not** have an impact on student academics, discipline, and /or attendance

Evidence Collected

Examples of Evidence

Notes

School Counselor Program Assessment/ Self-Reflection Tool

Pre-/Post-tests and surveys

School Improvement Data

Classroom and Group Mindsets & Behaviors Action Plans/ Results Reports

Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)

Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Standard 6: Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.

Indicators

School Counselors:

- 4
 - **Effectively collaborates with stakeholders to foster** a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and career development
 - **Actively engages stakeholders in the implementation of** a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
 - **Consistently and effectively** removes barriers and closes achievement, opportunity, and/or information gaps; **creates a variety of educational opportunities accessible to all**
- 3
 - **Effectively promotes** a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and career development
 - **Effectively** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
 - **Effectively** removes barriers and closes achievement, opportunity, and/or information gaps
- 2
 - **Minimally** recognizes the importance of a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and career development
 - **Adequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions **matched** to student needs
 - **Limited** demonstration of effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps
- 1
 - **Does not** recognize the importance of school climate, equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and career development
 - **Inadequately** facilitates stakeholder understanding of a multi-tiered system of support within the context of the school counseling program to provide instruction and interventions to meet student needs
 - **Does not** demonstrate effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps

Evidence Collected

Examples of Evidence

Notes

- Detailed Calendar (weekly, monthly, annually)
- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Annual Administrative Conference
- Data (attendance, discipline, achievement, need assessments, etc.)
- Early Warning System, Multi-Tiered System of Supports, and/or Positive Behavior Intervention System learning opportunities for stakeholders (i.e. faculty, meeting agenda, meeting minutes, professional learning communities, school letters, sign-in, etc.)

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Standard 7: Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Indicators

- 4**
 - Effectively leads **and advocates for** systematic change by **consistently** facilitating learning opportunities with key stakeholders
 - **Consistently and** effectively identifies systemic factors impacting student success through the use of data and **successfully** advocates for creating an equitable and inclusive learning environment
 - Effectively **and proactively** advocates for a safe and respectful learning environment for **all** students
- 3**
 - **Effectively** leads systematic change by **frequently** facilitating learning opportunities with key stakeholders
 - **Effectively** identifies systemic factors impacting student success through the use of data and advocates for creating an equitable and inclusive learning environment
 - **Effectively** advocates for a safe and respectful learning environment for **all** students
- 2**
 - **Minimally** leads for systematic change through **limited** facilitation of learning opportunities with key stakeholders
 - **Minimally** identifies systemic factors impacting student success through the use of data and **adequately** advocates for creating an equitable and inclusive learning environment
 - **Adequately** advocates for a safe and respectful learning environment for **most** students
- 1**
 - **Does not** advocate for systemic change by facilitating learning opportunities with key stakeholders
 - **Does not** identify systemic factors impacting student success through the use of data or **inadequately** advocates for creating an equitable and inclusive learning environment
 - **Inadequately** advocates for a safe and respectful learning environment for students

Evidence Collected

Examples of Evidence

Notes

Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)

Annual Administrative Conference

Action Plan(s) and Results(s) Report (i.e., Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.

Stakeholders Survey and/ or Needs Assessment

Documentation of Multilingual Communication

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN IV: PROFESIONAL RESPONSIBILITIES

Standard 8: Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines their work through self-reflection.

Indicators

School Counselor:

- 4**
 - **Champions** American School Counselor Association and other relevant ethical standards for School Counselors as well as all relevant federal, state, and local legal requirements
 - **Proactively seeks out** and facilitates professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession
 - **Effectively** engages in self-reflection of practice by **consistently** reviewing data to set and monitor goals for improvement
- 3**
 - **Appropriately** applies American School Counselor Association and other relevant ethical standards for School Counselors as well as all relevant federal, state, and local requirements
 - Participates in **and facilitates** professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession
 - **Effectively** engages in self-reflection of practice by **frequently** reviewing data to set **and monitor** goals for improvement
- 2**
 - **Adequately** adheres to American School Counselor Association and other relevant ethical standards for School Counselors as well as all relevant federal, state, and local legal requirements
 - Participates in professional learning opportunities
 - **Adequately** engages in self-reflection of practice by reviewing data to set goals for improvement
- 1**
 - **Inadequately** adheres to American School Counselor Association and other relevant ethical standards for School Counselors as well as all relevant federal, state, and local legal requirements
 - **Does not** participate in professional learning opportunities
 - **Inadequately** engages in self-reflection of practice **by ineffectively or not** reviewing data to set goals for improvement

Evidence Collected

Examples of Evidence

Notes

School counseling ethics training completed each school year (agenda, certificate, records of completion, webinar, etc.)

Professional Development documents (requests, agendas, handouts, etc.)

Professional Organization Memberships (certificate or membership card)

Self-Reflection Tool

Annual Administrative Conference

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 9: Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

Indicators

School Counselor:

- 4
 - **Consistently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
 - **Consistently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
 - **Consistently** acts as a system change agent in creating an environment advocating and supporting student success with **evidence of data to support the systemic change**
- 3
 - **Frequently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
 - **Frequently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
 - **Frequently** acts as a system change agent in creating an environment advocating and supporting student success
- 2
 - **Rarely** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
 - **Rarely** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
 - **Rarely** acts as a system change agent in creating an environment advocating and supporting student success
- 1
 - **Does not** demonstrate competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
 - **Does not** demonstrate leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
 - **Does not** act as a system change agent in creating an environment advocating and supporting student success

Evidence Collected

Examples of Evidence

Notes

Programs, brochures, or agendas for professional development sessions for training related to theories of practices as defined in the Counselor Growth Rubric Guidebook

Evidence of professional advocacy activities at district, state, or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)

Leadership roles in school, district, or community committees focused on student success

Credentials and qualifications (degree, state licenses, National Board Certified Counselor)

Performance Level

Level 4

Level 3

Level 2

Level 1