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## **Ribas Associates Framework for Effective School Counseling**

The following framework for school counselors is structured with five standards. Standards I-IV are the standards that pertain to all school counselors. Standard V is used with school counselors who do classroom guidance and/or counseling lessons. The framework was developed with the assistance of school counselors and counselor supervisors. An earlier version of this framework has been used by school districts since 2010. This revised version has incorporated what was learned from the use of the earlier version.

The framework provides counselors with job-specific performances they can use to self-assess their practice and create professional development plans. It is also effective for counselors to use with colleagues during collaborative professional development activities and peer coaching. Finally, it provides counselor supervisors and evaluators an effective tool for assessing and developing counselor performance.

## Ribas Associates School Counselor Rubric at a Glance

Standard I: Effective Planning and Preparation	Standard II: Effective Management	Standard III: Counseling Practices	Standard IV: Fulfillment of Professional Responsibilities	Standard V: Effective Teaching
<p><b>A. The counselor demonstrates competency in the professional area</b></p> <p><b>B. Planning of counseling interventions</b></p>	<p><b>A. The counselor applies effective group management techniques in groups or meetings</b></p> <p><b>B. The counselor meets caseload responsibilities</b></p> <p><b>C. The Counselor consults and collaborates</b></p>	<p><b>A. The counselor communicates and interacts effectively</b></p> <p><b>B. The counselor promotes high standards and expectations for personal growth and development</b></p> <p><b>C. The Counselor functions effectively in a multilingual, multicultural, and economically diverse school</b></p>	<p><b>A. The counselor demonstrates professionalism</b></p>	<p><b>A. The counselor plans instruction effectively</b></p> <p><b>B. The counselor monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate</b></p> <p><b>C. The counselor develops a cognitive context for learning</b></p> <p><b>D. The counselor uses appropriate instructional techniques, including differentiated instruction</b></p> <p><b>E. The counselor uses appropriate questioning techniques</b></p> <p><b>F. The counselor evaluates, tries innovative approaches to, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn</b></p> <p><b>G. The counselor communicates and demonstrates high standards and high expectations to students. The counselor promotes confidence and perseverance in the students that stimulates increased personal student responsibility for achieving the goals of the curriculum</b></p> <p><b>H. The counselor strives to ensure equitable opportunities for student learning</b></p>

## RIBAS ASSOCIATES SCHOOL COUNSELOR PERFORMANCE STANDARDS

### Standard I. Effective Planning and Preparation

<b>A. The counselor demonstrates competency in the professional area.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
I.A.1 <i>Current counseling knowledge and practice</i>	Assists colleagues in developing and demonstrating knowledge of current counseling practices. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Articulates and/or demonstrates knowledge of current counseling practices.	Articulates an awareness of current counseling practices; however, demonstration of this knowledge is limited.	Does not articulate and/or demonstrate knowledge of current counseling practices.
I.A.2 <i>Appropriate practices and techniques</i>	Assists others in using appropriate counseling processes and techniques for individual and/or group sessions to meet developmental, preventive, crisis, and remedial needs of students. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Uses appropriate counseling processes and techniques for individual and/or group sessions to meet developmental, preventive, crisis, and remedial needs of students.	Attempts to use appropriate counseling processes and techniques for individual and/or group sessions to meet developmental, preventative, crisis, and remedial needs of students are not always successful.	Infrequently uses appropriate counseling processes and techniques for individual and/or group sessions to meet developmental, preventive, crisis, and remedial needs of students.

<p>I.A.3 <i>Acts as resource to others</i></p>	<p>Creates, cultivates, and maintains partnerships with community resources to best meet the needs of students, parents, and staff in the matters of guidance and counseling. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Acts as a resource person for students, parents, and staff in matters of guidance and counseling.</p>	<p>Acts as a resource for students, parents, and staff in limited matters of guidance and counseling.</p>	<p>Is unavailable as a resource.</p>
<p>I.A.4 <i>Ethically and legally current</i></p>	<p>Assists others in remaining up to date on ethical and legal issues. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Remains up to date on ethical and legal issues.</p>	<p>Demonstrates an awareness of ethical and legal issues but does not consistently remain up to date on these issues.</p>	<p>Does not remain up to date on ethical and legal issues.</p>
<p>I.A.5 <i>Shares with new colleagues</i></p>	<p>Consistently works to share expertise and new ideas with colleagues for the improvement of the counseling program. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Shares expertise and new ideas with colleagues.</p>	<p>Shares expertise and new ideas with colleagues only when asked.</p>	<p>Rarely shares expertise and new ideas with colleagues.</p>

**Supporting Narrative:**

<b>B. The Counselor Plans Counseling Interventions</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
I.B1 <i>Identifies student needs</i>	Assists others in identifying students' needs and plans appropriate counseling interventions. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Identifies students' needs and plans appropriate counseling interventions.	Able to identify students' needs but not always able to plan appropriate counseling interventions.	Inadequately identifies student's needs and does not plan appropriate counseling interventions.
I.B.2 <i>Initiates school-wide counseling activities</i>	Assists others in initiating, coordinating, and/or collaborating in school-wide counseling activities. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Initiates, coordinates, and/or collaborates in school-wide counseling activities.	Collaborates in school-wide counseling activities but does not initiate or coordinate them.	Does not initiate, coordinate, and/or collaborate in school-wide counseling activities.
I.B.3 <i>Acquires pertinent information from multiple sources</i>	Assist others in acquiring pertinent information from a variety of sources: - Student records; - Consultation with appropriate school personnel; and - Consultation with students, parents, and other appropriate agencies or individuals outside of school. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Acquires pertinent information from a variety of sources: - Student records; - Consultation with appropriate school personnel; and - Consultation with students, parents, and other appropriate agencies or individuals outside of school.	Acquires limited information and/or does not utilize a variety of sources.	Does not acquire pertinent information from a variety of sources.
I.B.4 <i>Efficiently manages time and priorities</i>	Assists others in managing and prioritizing time and providing services efficiently and effectively. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Manages and prioritizes time and provides services efficiently and effectively.	Effectively manages time but inefficiently prioritizes and provides services.	Inefficiently and ineffectively manages and prioritizes time and provides services.

**Supporting Narrative:**

**Standard II. Effective Management: The counselor utilizes effective techniques and activities to establish a productive learning environment.**

<b>A. The counselor applies effective group management techniques in groups or meetings.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
II.A.1 <i>Uses time and space productively and efficiently</i>	Consistently uses time and space productively and efficiently. Seeks feedback from participants. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses time and space productively and efficiently.	Uses time or space productively and efficiently but not both.	Does not regularly use time and space productively and efficiently.
II.A.2 <i>Engagement and on-task behavior</i>	Correspondence between level of participation and engagement/time on task is always appropriate. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Maintains a high level of participation and engagement with appropriate time on task.	Maintains a high level of participation and engagement; however, students are not consistently on task.	Often fails to maintain a high level of participation and engagement with appropriate time on task.
II.A.3 <i>Mutual respect and safety</i>	Consistently maintains appropriate standards of behavior, mutual respect, and safety for all participants. Works with colleagues to develop appropriate standards. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Maintains appropriate standards of behavior, mutual respect, and safety for all participants.	Establishes an environment in which students generally demonstrate respect for individual differences which reinforces appropriate standards of behavior, mutual respect, and safety for all participants.	Rarely maintains appropriate standards of behavior, mutual respect, and safety.

<b>B. The Counselor meets caseload responsibilities.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
II.B.1 <i>Manages referrals in a timely manner</i>	Consistently manages referrals in a timely manner. Works within the department to achieve equity in caseloads. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Manages referrals in a timely and responsive manner.	Requires reminders in order to manage referrals in a timely and responsive manner.	Fails to manage referrals in a timely and responsive manner.
II.B.2 <i>Makes appropriate referrals</i>	Consistently exercises sound professional judgment. Is timely in referring students and/or families to appropriate resources as needed. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Refers students and/or families to appropriate resources as needed.	Does not consistently refer students and/or families to the appropriate resources as needed.	Infrequently refers students and/or families to appropriate resources.
II.B.3 <i>Crisis intervention</i>	Employs effective strategies for crisis intervention. Works with the department and the community to develop these resources. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Employs strategies for crisis intervention.	Employs strategies for crisis intervention but sometimes uses an inadequate strategy or misses a step in the appropriate strategy.	Fails to respond to crises or uses inadequate strategies.
II.B.4 <i>Reaches out to others related to student engagement</i>	Actively reaches out to engage students. Is vigilant for opportunities/needs, frequently communicating with the faculty and administration about student engagement or lack thereof. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Actively reaches out to others to engage students.	Reaches out to engage students at required times only during the school year.	Misses opportunities to engage students.

<b>C. The counselor consults and collaborates.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
II.C.1 <i>Student advocacy</i>	Advocates for all students. Enlists other staff members as advocates. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Advocates for all students.	Willing to serve as an advocate for all students but not consistently able to identify the need to do so.	Does not advocate for all students.
II.C.2 <i>Collaborates with others related to interpreting data</i>	Collaborates with appropriate personnel to gather and interpret data. Develops advanced skill needed to apply data to improve services and programs. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Collaborates with appropriate personnel to gather and interpret data.	Collaborates with appropriate personnel to gather and interpret data only when required.	Does not collaborate with appropriate personnel to gather and interpret data.
II.C.3 <i>Appropriate sharing of information</i>	Balances confidentiality with the need to share appropriate information. Assists colleagues in understanding application of confidentiality in school setting. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Balances confidentiality with the need to share appropriate information.	Attempts to balance confidentiality with the need to share appropriate information are not always successful.	Does not share appropriate information.
II.C.4 <i>Communicates with supervisors</i>	Works to improve open lines of communication with administrators and supervisors. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Maintains open lines of communication with administrators and supervisors.	Maintains open lines of communication but only when initiated by the administrators and supervisors.	Fails to maintain open lines of communication with administrators and supervisors.

**Supporting Narrative:**



### Standard III. Counseling Practices

<b>A. The counselor communicates and interacts effectively.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
III.A.1 <i>Safe and supportive school climate</i>	Enlists colleagues in fostering a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with students, staff, parents/guardians, and community partners. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Fosters a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with students, staff, parents/guardians, and community partners.	Fosters a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with some but not all of the following: students, staff, parents/guardians, and community partners.	Does not foster a safe and supportive school climate.
III.A.2 <i>Listens and responds</i>	Consistently listens well and responds appropriately. Always encourages participation in discussion and uses effective counseling strategies. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Listens well, responds appropriately, encourages participation in discussion, and uses effective counseling strategies.	Listens well and encourages participation but does not always respond appropriately and/or use effective counseling strategies.	Does not regularly listen well, respond appropriately, encourage participation in discussion, or use effective counseling strategies.
III.A.3 <i>Communicates expectations</i>	Consistently communicates positive expectations for all students. Never fails to reinforce positive behavior. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Communicates positive expectations for all students and reinforces positive behavior.	Communicates positive expectations for all students but does not consistently reinforce positive behavior.	Rarely communicates positive expectations for students or reinforces positive behavior.
III.A.4 <i>Maintains confidentiality and professional behavior</i>	Helps ensure that others maintain appropriate levels of confidentiality and professional behavior in interactions with students, parents, and colleagues. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Maintains appropriate levels of confidentiality and professional behavior in interactions with students, parents, and colleagues.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information in interactions with students, parents, and colleagues.	Does not maintain appropriate level of confidentiality and professional behavior in interactions with students, parents, and colleagues.

III.A.5 <i>Monitors student progress</i>	Follows up individual and group counseling to monitor student progress. Ensures all service providers are kept current. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Follows up individual and group counseling to monitor student progress.	Makes limited attempts to follow up individual and group counseling to monitor student progress.	Does not monitor student progress.
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**B. The counselor promotes high standards and expectations for personal growth and development.**

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
III.B.1 <i>Promotes student self-awareness</i>	Encourages students to challenge themselves within a supportive academic program and activities designed to explore their strengths and weaknesses. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Promotes self-awareness by helping students explore strengths and weaknesses in the full range of academic programs and activities.	Assists students in the full range of academic programs and activities but does not consistently promote self-awareness by helping students explore strengths and weaknesses.	Rarely promotes self-awareness by helping students explore strengths and weaknesses in the full range of academic programs and activities.
III.B.2 <i>Develops students' critical and reflective skills</i>	Consistently fosters individual and/or group opportunities for students to develop critical and reflective skills and resourcefulness using the school and community setting. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Provides individual and/or group opportunities for students to develop critical and reflective skills and resourcefulness.	Attempts to provide individual and/or group opportunities for students to develop critical and reflective skills and resourcefulness are not always successful.	Rarely provides individual and/or group opportunities for students to develop critical and reflective skills and resourcefulness.
III.B.3 <i>Assists with parent insight and understanding</i>	Is proactive in finding opportunities to assist parents in developing insight and understanding of their child's progress. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Assists parents in developing insight and understanding of their child's progress.	Makes limited attempts to involve parents in developing insight and understanding of their child's progress.	Often misses opportunities to assist parents in developing insight and understanding of their child's progress.

III.B.4 <i>Student goal setting</i>	Demonstrates the ability to apply child development principles in assisting students' selection of appropriate goals for personal change and decision making. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Assists students in selecting developmentally appropriate goals for personal change and decision making.	Assists students in selecting goals for personal change and decision making; however, not all goals are developmentally appropriate.	Fails to assist students in selecting developmentally appropriate goals for personal change and decision making.
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**Supporting Narrative**

<b>C. The counselor functions effectively in a multilingual, multicultural, and economically diverse school.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
III.C.1 <i>Equitable access for students</i>	Provides and assists others in providing equitable access for students to participate in guidance and/or counseling programs. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Provides equitable access for students to participate in guidance and/or counseling programs.	Provides access for students to participate in guidance and/or counseling practices but does not consistently ensure it is equitable.	Does not provide equitable access for students to participate in guidance and/or counseling programs.
III.C.2 <i>Sensitive to differences</i>	Demonstrates and develops in others sensitivity to differences in ability, gender, race, ethnicity, learning style, and social and cultural backgrounds. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Demonstrates sensitivity to differences in ability, gender, race, ethnicity, learning style, and social and cultural backgrounds.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	Does not demonstrate sensitivity to differences in ability, gender, race, ethnicity, learning style, and social and cultural backgrounds.
III.C.3 <i>Meets diverse needs</i>	Develops, implements, and assists others with implementing strategies that are effective in meeting the needs of a diverse student body. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Develops and implements strategies that are effective in meeting the needs of a diverse student body.	Implements strategies that are effective in meeting the needs of a diverse student body when directed but does not develop these strategies.	Does not develop and implement strategies to meet the needs of a diverse student body.

**Supporting Narrative:**

## Standard IV. Fulfillment of Professional Responsibilities

<b>A. The counselor demonstrates professionalism.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
IV.A.1 <i>Receptive to suggestions</i>	Seeks out information and is receptive to suggestions for growth and improvement. Shares this information with other staff members in a way that benefits students. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Seeks out information and is receptive to suggestions for growth and improvement.	Receptive to suggestions for growth but does not consistently use these suggestions to improve practice.	Rarely seeks out information and is not receptive to suggestions for growth and improvement.
IV.A.2 <i>Collaborates on school programs</i>	Works collaboratively with other staff members to implement appropriate school-related programs. Takes a leadership role in implementing appropriate school-related programs. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Works collaboratively with other staff members to implement appropriate school-related programs.	Works collaboratively with other staff members to implement appropriate school-related programs only when directed.	Does not work collaboratively.
IV.A.3 <i>Collaborates to solve school problems</i>	Works constructively with others to identify school problems and suggests possible solutions. Actively works to implement the solutions. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Works constructively with others to identify school problems and suggest possible solutions.	Works constructively with others to identify school problems but rarely suggests possible solutions.	Fails to work constructively with others.
IV.A.4 <i>Meets deadlines and routine responsibilities</i>	Shares with others strategies for meeting deadlines and fulfilling routine responsibilities, including maintaining records, reports, and databases. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Meets deadlines and fulfills routine responsibilities, including maintaining records, reports, and databases.	Fulfills routine responsibilities, including maintaining records, reports, and databases but does not consistently meet deadlines without reminders.	Does not always meet deadlines or fulfill routine responsibilities, including maintaining records, reports, and databases.

IV.A.5 <i>Follows laws, policies, and procedures</i>	Follows and increases the awareness of others of the laws, policies, and procedures that govern school programs. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Follows the laws, policies, and procedures that govern school programs.	Demonstrates an understanding of the laws, policies, and procedures that govern school programs but does not consistently adhere to all of them.	Demonstrates a lack of understanding of the laws, policies, and procedures governing school programs.
IV.A.6 <i>Professional development</i>	Provides appropriate professional development activities such as workshops, mentoring, examination of professional literature, and peer observation. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Participates in appropriate professional development activities such as conferences, in-service training, and professional study.	Participates only in required professional development activities.	Misses opportunities to participate in appropriate professional development activities such as conferences, in-service training, and professional study.
IV.A.7 <i>Ethical standards</i>	Adheres to and promotes in others the ethical standards of the counseling profession. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Adheres to the ethical standards of the counseling profession.	Sometimes demonstrates questionable or inappropriate behavior that does not adhere to the ethical standards of the counseling profession.	Fails to adhere to ethical standards of the counseling profession.

**Supporting Narrative:**

## Standard V. Effective Teaching

<b>A. The counselor plans instruction effectively.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.I.1 <i>Identifies student needs and plans appropriate materials</i>	Planning shows evidence that the counselor identifies individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and students' learning styles. Planning requires students to demonstrate initiative in their use of materials and technology. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Planning shows evidence that the counselor identifies individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and students' learning styles.	Planning shows some evidence that the counselor identifies some individual and group needs and plans appropriate strategies using materials (e.g., calculators) and resources, including technologies that are appropriately matched to curricular goals and to students' learning styles some of the time.	Planning lacks evidence that the counselor identifies individual and group needs and plans appropriate strategies using materials and resources, including technologies that are appropriately matched to curricular goals and to students' learning styles.
V.I.2 <i>Creates cognitive context</i>	Planning shows evidence that the counselor creates a cognitive context for new learning by framing the curriculum around all of the following, which are important for students to know to be successful at a task: <ul style="list-style-type: none"> <li>▪ Students' own prior knowledge;</li> <li>▪ Students' own lives</li> <li>▪ Real-world context;</li> <li>▪ Identified prerequisite skills and concepts; and</li> <li>▪ Identified prerequisite vocabulary.</li> </ul> The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Planning shows evidence that the counselor creates a cognitive context for new learning by framing the curriculum around the following in most lessons that are important for students to know to be successful at a task: <ul style="list-style-type: none"> <li>▪ Students' own prior knowledge;</li> <li>▪ Students' own lives</li> <li>▪ Real-world context;</li> <li>▪ Identified prerequisite skills and concepts; and</li> <li>▪ Identified prerequisite vocabulary.</li> </ul>	Planning shows limited evidence that the counselor creates a cognitive context for new learning by framing the curriculum around the following in some lessons that are important for students to know to be successful at a task: <ul style="list-style-type: none"> <li>▪ Students' own prior knowledge;</li> <li>▪ Student's own lives;</li> <li>▪ Real-world context;</li> <li>▪ Identified prerequisite skills and concepts; and</li> <li>▪ Identified prerequisite vocabulary.</li> </ul>	Planning shows little or no evidence that the counselor creates a cognitive context for the new learning by framing the curriculum around the following, which are important for students to know to be successful at a task: <ul style="list-style-type: none"> <li>▪ Students' own prior knowledge;</li> <li>▪ Students' own experience;</li> <li>▪ Real-world context;</li> <li>▪ Identified prerequisite skills and concepts; and</li> <li>▪ Identified prerequisite vocabulary.</li> </ul>
V.I.3 <i>Designs engaging curriculum experiences</i>	Planning shows evidence that the counselor designs engaging curriculum experiences in which students take increasing responsibility for their own learning. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Planning shows evidence that the counselor designs engaging curriculum experiences.	Planning shows limited evidence that the counselor designs engaging curriculum experiences.	Planning lacks evidence that the counselor designs engaging curriculum experiences.

<p>V.A.4 <i>Integrates teaching of reading, listening, writing, speaking, and viewing</i></p>	<p>Planning shows evidence that the counselor integrates the teaching of reading, listening, writing, speaking, and viewing skills within the discipline. It allows for students' initiative in assessing their own use of these skills. The counselor's performance in this area is at such a level that she would be used as a model for other counselor.</p>	<p>Planning shows evidence that the counselor integrates the teaching of reading, listening, writing, speaking, and viewing within the discipline.</p>	<p>Planning shows limited evidence that the counselor integrates the teaching of reading, listening, writing, speaking, and viewing within the discipline.</p>	<p>Planning shows little or no evidence that the counselor integrates the teaching of reading, listening, writing, speaking, and viewing within the discipline.</p>
<p>V.A.5 <i>Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis</i></p>	<p>Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments. Plans allow students to demonstrate these skills with one another, as well as with the counselor. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.</p>	<p>Plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments approximately half of the time.</p>	<p>Rarely plans lessons that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.</p>

<p>V.A.6 <i>Counselor provisioning</i></p>	<p>Planning and preparation show evidence that the counselor has exemplary provisions for the lesson. All materials are prepared and ready for use before the start of class. Additionally, the counselor has prepared supplementary support materials ahead of time in case any students need extra resources. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Planning and preparation show evidence that the counselor has made necessary provisions for the lesson. Materials are prepared and ready to be used before the start of class.</p>	<p>Planning and preparation show evidence that the counselor has made limited provisions for the lesson. Some materials are prepared and ready to be used at the start of class.</p>	<p>Planning and preparation show little or no evidence that the counselor made any provisions before the start of class and no materials were ready when class began.</p>
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**NOTE: The effective planning of assessment is found in the assessment indicator that follows.**

**B. The counselor monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.**

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.B.1 <i>Lesson plans include assessments</i>	Lesson plans include the use of a wide variety of assessments that describe a student's learning process as well as his/her learning achievements. Examples can include student reflection through response journals, debriefings, and group discussions. There is evidence that the students know how to independently use these assessments. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Lesson plans include the use of a variety of assessments that describe a student's learning process, as well as his/her learning achievements. Examples can include student reflection through response journals, debriefings, and group discussions.	Lesson plans include the use of one or two different forms of assessments that describe a student's learning process, as well as his/her learning achievements.	Lesson plans include a limited use of assessments that describe a student's learning process as, well as his/her learning achievements.
V.B.2 <i>Lesson plans include scoring guides</i>	Lesson plans frequently include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of teaching. There is evidence that the scoring guides were developed with student input. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Lesson plans include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at outset of the teaching.	Lesson plans occasionally include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of teaching.	Lesson plans infrequently include the use of scoring guides (e.g., rubrics and criteria sheets), exemplars, anchor papers, and other models to communicate the criteria for success to students at the outset of teaching.
V.B.C <i>Uses variety of formative assessments</i>	Utilizes a variety of formative assessments, including dipsticking, to assess students' confusions, misconceptions, and levels of mastery for making instructional revisions and decisions. Students demonstrate support and/or assistance of the peers who are experiencing confusion, misconceptions, and a slower rate of mastery. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Utilizes a variety of formative assessments, including dipsticking, to assess students' confusion, misconceptions, and levels of mastery for making instructional revisions and decision making.	Occasionally utilizes one or two forms of formative assessments of students' confusion, misconceptions, and achievement for making instructional revisions and decision making.	Infrequently utilizes formative assessments of students' confusion, misconceptions, and achievement for instructional revisions and decision making.



V.B.4 <i>Checks students' level of mastery</i>	Checks for students' level of mastery of information and skills, on average, more often than every 15 minutes during the lesson. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Checks for students' level of mastery of information and skills, on average, at least every 15 minutes during the lesson.	Checks for students' understanding of content, concepts, and progress on skills approximately every 15 minutes during most lessons.	Checks for students' understanding of content, concepts, and progress on skills less often than every 15 minutes during the lesson.
V.B.5 <i>Provides students with differentiated ways to demonstrate mastery</i>	Provides students with differentiated ways to demonstrate mastery. The counselor promotes students' knowledge of their own learning styles and most effective means of assessment. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Provides students with differentiated ways to demonstrate mastery.	Occasionally provides students with differentiated ways to demonstrate mastery.	Rarely or never provides students with differentiated ways to demonstrate mastery.
V.B.6 <i>Constructs summative assessments</i>	Constructs summative assessments that accurately assess student mastery. Assessments include authentic performance assessments and differentiated ways for students to demonstrate mastery. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Constructs summative assessments that accurately assess student mastery.	Constructs summative assessments that accurately assess student mastery half of the time.	Constructs summative assessments that do not accurately assess student mastery.
V.B.7 <i>Utilizes assessments that assess how and what students learn</i>	Utilizes assessments that assess how students learn as well as what they learn. Students demonstrate knowledge of how they learn best. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Utilizes assessments that assess how students learn as well as what they learn.	Utilizes assessments that assess what students learn and occasionally includes assessments that also assess how students learn.	Assessments typically only assess what students learn.
V.B.8 <i>Assessments are aligned with objectives</i>	All of the assessments are aligned with the objectives of the lesson and unit. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Most of the assessments are aligned with the objectives of the lesson and unit.	Approximately half of the assessments are aligned with the objectives of the lesson and unit.	A few of the assessments are aligned with the objectives of the lesson and unit.
V.B.9 <i>Communicates student progress to parents, students, and staff</i>	Communicates student progress to parents, students, and staff members in a timely fashion. Communication includes information on how students learn. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Communicates student progress to parents, students, and staff members in a timely fashion.	Occasionally communicates student progress to parents, students, and staff members in a timely fashion.	Infrequently communicates student progress to parents, students, and staff members in a timely fashion.

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standard</b>
V.B.10 <i>Revises instruction based on assessment data</i>	Revises instruction to improve student performance in ways indicated by the standardized assessment data. Demonstrates initiative in working with peers to change instruction based on the data. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Revises instruction to improve student performance in ways indicated by the standardized assessment data when provided the disaggregated data.	Occasionally revises instruction to improve student performance in ways indicated by the standardized assessment data when provided the disaggregated data.	Rarely revises instruction to improve student performance in ways indicated by the disaggregated standardized assessment data.

<b>C. The counselor develops a cognitive context for learning.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.C.1 <i>Makes connections between concepts taught and prior knowledge and the real world</i>	Makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning. Students demonstrate an ability to make their own connections in addition to those made by the counselor. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning.	Occasionally makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning.	Seldom makes connections between concepts taught and students' prior knowledge and experiences, the real world, and the students' own lives to promote lifelong learning.
V.C.2 <i>Uses activators</i>	Uses activators at the outset of the lesson and summarizers at the conclusion of the lesson. The activator captures students' interest in the lesson. The summarizer both summarizes and assesses students' learning. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Consistently uses an activator at the outset of the lesson and summarizer at the conclusion of the lesson.	Occasionally uses an activator at the outset of the lesson and summarizer at the conclusion of the lesson.	Does not use an activator and summarizer.
V.C.3 <i>Effectively utilizes the agenda</i>	Students demonstrate initiative in reading the posted agenda at the outset of the lesson. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Posts agenda and refers students to agenda at the outset of the lesson.	Posts agenda or refers to agenda at the outset of the lesson but does not do both.	Does not post or refer students to agenda at the outset of the lesson.

V.C.4 <i>Effectively posts and utilizes the mastery objective</i>	Students demonstrate initiative in reading the posted mastery objectives at the outset of the lesson. Mastery objectives are in observable language that is understood by students. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Posts mastery objectives and/or refers students to these objectives at the outset of the lesson. Mastery objectives are in observable language that is understood by students.	Posts mastery objectives and/or refers students to these objectives at the outset of the lesson. Mastery objectives are not observable or in language that is understood by students.	Does not post or refer students to mastery objectives at the outset of the lesson.
V.C.5 <i>Connects lesson to mastery objective</i>	Ties what students are learning to the mastery objective during the lesson. Students demonstrate the ability to make their own connections between what they are learning and the mastery objectives. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Ties what students are learning to the mastery objectives during the lesson.	Occasionally ties what students are learning to the mastery objectives during the lesson.	Rarely ties what students are learning to the mastery objectives during the lesson.
V.C.6 <i>Clearly communicates using visual and auditory instructions</i>	Communicates directions clearly, using both visual and auditory instructions and models where appropriate. Students demonstrate a willingness to show when they are not clear on how to carry out the directions. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Communicates directions clearly, using both visual and auditory instructions and models when appropriate.	Occasionally communicates directions clearly, using both visual and auditory instructions and models when appropriate.	Directions are not communicated clearly both visually and in an auditory manner.

<b>D. The counselor uses appropriate instructional techniques, including differentiated instruction.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.D.1 <i>Remediates, reteaches and extends to meet student needs</i>	Remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments. Students take initiative in seeking out remediation when they need it. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments.	Occasionally remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments.	Rarely remediates, reteaches, or extends teaching to meet individual and/or group need based on formative and summative assessments.

V.D.2 <i>Uses appropriate materials</i>	Uses a variety of appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives. Students take the initiative in seeking out materials they need to reinforce and extend skills or to better meet their learning styles. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses a variety of appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses limited appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses few appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.
V.D.3 <i>Uses appropriate instructional strategies</i>	Uses a variety of appropriate instructional strategies (e.g., group and partner work) to reinforce and extend skills, accommodate learning styles, and match instructional objectives. Students are able to describe the instructional strategies that best meet their learning styles. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses a variety of appropriate instructional strategies (e.g., group and partner work) to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses some appropriate instructional strategies to reinforce and extend skills, accommodate learning styles, and match instructional objectives.	Uses few appropriate instructional strategies to reinforce and extend skills, accommodate learning styles, and match instructional objectives.

<b>E. The counselor uses appropriate questioning techniques.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.E.1 <i>Uses effective questioning</i>	Uses a variety of questions, including those that develop higher-order thinking skills and students' ideas. Students are able to explain the difference between recall, comprehension, and higher-order thinking questions. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses a variety of questions, including those that develop higher-order thinking skills and students' ideas.	Uses limited questions, occasionally including those that develop higher-order thinking skills and students' ideas.	Uses few and ineffective questioning techniques to encourage and guide critical and independent thinking and the development of students' ideas.
V.E.2 <i>Encourages divergent thinking</i>	Frequently encourages divergent thinking through guided inquiry. Students demonstrate initiative in their guided inquiry. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Encourages divergent thinking through guided inquiry.	Occasionally encourages divergent thinking through guided inquiry.	Does not encourage divergent thinking through guided inquiry.

V.E.3 <i>Uses effective wait time</i>	Uses sufficient levels of wait times I and II. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses sufficient levels of wait time I.	Occasionally uses sufficient levels of wait time I.	Rarely uses sufficient levels of wait time.
V.E.4 <i>Encourages participation through question responses</i>	Consistently responds to students' questions and answers in ways that encourage student participation and risk taking. Responses also encourage student-to-student dialogue. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Responds to students' questions and answers in ways that encourage student participation and risk taking.	Occasionally responds to students' questions and answers in ways that encourage student participation and risk taking.	Rarely responds to students' questions and answers in ways that encourage student participation and risk taking.

<b>F. The counselor evaluates, tries innovative approaches to, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.F.1 <i>Uses innovative approaches to improve instructional practices</i>	Regularly tries innovative approaches to improve instructional practices that result in increased student learning. Shares these approaches with colleagues. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Regularly tries innovative approaches to improve instructional practices that result in increased student learning.	Occasionally tries innovative approaches to improve instructional practices that result in increased student learning.	Seldom tries innovative approaches to improve instructional practices that result in increased student learning.
V.F.2 <i>Uses technology to increase student learning</i>	Uses technologies to increase student learning and confidence about learning. Shares these approaches with colleagues. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses technologies to increase student learning and confidence about learning.	Occasionally uses technologies to increase student learning and confidence about learning.	Rarely uses technologies to increase student learning and confidence about learning.
V.F.3 <i>Assesses instructional strategies</i>	Assesses instructional strategies in authentic ways by comparing intended and actual student learning outcomes. Obtains student feedback on the effectiveness of these strategies. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Assesses instructional strategies in authentic ways by comparing intended and actual student learning outcomes.	Occasionally uses effective methods to assess instructional strategies in authentic ways by comparing intended and actual student learning outcomes.	Ineffectively assesses instructional strategies in authentic ways by comparing intended and actual learning student outcomes.

<b>G. The counselor communicates and demonstrates high standards and high expectations to students. The counselor promotes confidence and perseverance in the students that stimulates increased personal student responsibility for achieving the goals of the curriculum.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.G.1 <i>Provides regular feedback</i>	Provides feedback, in written and verbal form, to students on their progress with lesson goals and objectives, and does so individually when appropriate. Provides feedback in a way that teaches self-assessment of their performance against known target performances. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Regularly provides feedback, in written and verbal form, to students on their progress with lesson goals and objectives, and does so individually when appropriate.	Provides limited feedback, in written and verbal form, to students on their progress with lesson goals and objectives, and does so individually when appropriate.	Does not regularly provide feedback, in written and verbal form, to students on their progress with lesson goals and objectives.
V.G.2 <i>Communicates standards, expectations, and guidelines for student work</i>	Effectively communicates standards, expectations, and guidelines regarding quality and quantity of students’ work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools. Students demonstrate their mastery of these expectations and guidelines. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Effectively communicates standards, expectations, and guidelines regarding quality and quantity of students’ work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools.	Occasionally communicates standards, expectations, and guidelines regarding quality or quantity of students’ work, work procedures, and interpersonal behavior to students and parents through a variety of feedback tools.	Ineffectively communicates standards, expectations, and guidelines regarding quality and quantity of students’ work, work procedures, and interpersonal behavior to students and parents.
V.G.3 <i>Encourages students’ open thinking and risk taking in response to student answers</i>	Responds to students’ answers and work to keep students open, thinking, and willing to take risks and persevere with challenging tasks. Uses effective effort and learnable intelligence strategies designed to increase students’ belief that they can master high-level information and skills. The counselor’s performance in this area is at such a level that she would be used as a model for other counselors.	Responds to students’ answers and work so as to keep students open, thinking, and willing to take risks and to persevere with challenging tasks.	Occasionally responds to students’ answers and work to encourage risk taking and perseverance.	Infrequently responds to students’ work to encourage risk taking and perseverance.

V.G.4 <i>Teaches and demonstrates belief that effort is key to achievement</i>	Actively teaches, and students demonstrate, the belief that effort and skill acquisition are keys to high achievement. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Students demonstrate the belief that effort and skill acquisition are keys to high achievement.	Students can articulate but do not demonstrate the belief that effort and skill acquisition are keys to high achievement.	Students cannot articulate the belief that effort and skill acquisition are keys to high achievement.
V.G.5 <i>Models enthusiasm, skills, attitudes, and values central to subject matter</i>	Models the skills, attitudes, values, and processes central to, as well as demonstrates an enthusiasm for, the subject being taught. Students demonstrate an enthusiasm for the skills, attitudes, values, and processes central to the subject being taught. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Models the skills, attitudes, values, and processes central to, as well as demonstrates an enthusiasm for, the subject being taught.	Occasionally models the skills, attitudes, values, and processes central to the subject being taught and/or occasionally demonstrates an enthusiasm for the subject being taught.	Ineffectively models the skills, attitudes, values, and processes central to the subject being taught and/or fails to demonstrate an enthusiasm for the subject being taught.
V.G.6 <i>Uses feedback and goal setting to increase motivation and student ownership</i>	Uses feedback and student goal setting to increase student motivation and ownership of learning. Students demonstrate initiative in setting goals for their own learning. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Uses feedback and student goal setting in order to increase student motivation and ownership of learning.	Occasionally uses feedback and/or student goal setting to increase student motivation and ownership of learning.	Does not use prompt feedback and student goal setting to increase student motivation and ownership of learning.
V.G.7 <i>Cultivates and encourages students' eagerness</i>	Nurtures students' eagerness to do challenging work and provides incentive, interest, and support for students to take the initiative to complete such tasks successfully. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Nurtures students' eagerness to do challenging work or provides incentive, interest, and support for students to take the initiative to complete such tasks successfully.	Occasionally nurtures students' eagerness to do challenging work or provides incentive, interest, and support for students to take the initiative to complete such tasks successfully.	Does not nurture students' eagerness to do challenging work or provide incentive, interest, and support for students to take responsibility to complete such tasks successfully.
V.G.8 <i>Identifies and collaborates with students needing extra support</i>	Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions. Students take the initiative in seeking out extra help. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.	Occasionally identifies students needing extra help and secures student cooperation and participation in extra help sessions.	Does not identify students needing extra help or secure student cooperation and participation in extra help sessions.

V.G.9 <i>Meets needs of students not meeting expectations</i>	Identifies students who are not meeting expectations and develops a plan that designates the counselor's and students' responsibilities regarding learning. Uses student input in the development of these plans. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Identifies students who are not meeting expectations and develops a plan that designates the counselor's and students' responsibilities regarding learning.	Occasionally identifies students who are not meeting expectations and develops a plan that designates the counselor's and students' responsibilities regarding learning.	Does not identify students who are not meeting expectations or develop a plan that designates the counselor's and students' responsibilities regarding learning.
V.G.10 <i>Uses effective student praise</i>	Praises students frequently and demonstrates the characteristics of effective praise. Looks for and finds opportunities to praise those students who are struggling with their academics or behavior. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Praises students frequently and uses some of the characteristics of effective praise.	Praises students occasionally and/or sometimes uses some of the characteristics of effective praise.	Praises students infrequently or only by using general praise.
V.G.11 <i>Demonstrates attitudes of fairness, courtesy, and respect</i>	Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning. Develops in students skills to demonstrate fairness, courtesy, and respect to their peers. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.	Occasionally demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.	Infrequently demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.
V.G.12 <i>Handles students with social and emotional difficulties effectively</i>	Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class. Other students in the class respond appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class.	Recognizes but fails to respond appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class.	Neither effectively recognizes nor responds appropriately when an individual student is having social and/or emotional difficulties that interfere with learning and/or participating in class.



<b>H. The counselor strives to ensure equitable opportunities for student learning.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.H.1 <i>Provides inclusion opportunities to all students</i>	Provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities. Students actively include their classmates in programs and activities. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities.	Provides occasional opportunities to include all students in the full range of academic programs, activities, and extracurricular activities.	Seldom provides opportunities to include all students in the full range of academic programs, activities, and extracurricular activities.
V.H.2 <i>Addresses needs of special education students</i>	Addresses the needs of special education students. Special education students demonstrate effective and appropriate advocacy for their needs. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Consistently addresses the needs of special education students.	Occasionally addresses the needs of special education students.	Rarely addresses the needs of special education students.
V.H.3 <i>Addresses needs of English language learners</i>	Addresses the needs of English language learners. English language learners demonstrate effective and appropriate advocacy for their needs.	Consistently addresses the needs of English language learners.	Occasionally addresses the needs of English language learners.	Rarely addresses the needs of English language learners.
V.H.4 <i>Addresses needs of students with 504 plans</i>	Addresses the needs of students on 504 plans. These students demonstrate effective and appropriate advocacy for their needs. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Consistently addresses the needs of students on 504 plans.	Occasionally addresses the needs of students on 504 plans.	Rarely addresses the needs of students on 504 plans.
V.H.5 <i>Addresses needs of diverse populations</i>	Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines. Is aware of relevant laws and regulations as they relate to students in the class. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.	Consistently addresses the needs of diverse student populations by applying statutory laws, state regulations, and Board of Education policies and guidelines.	Occasionally addresses the needs of diverse student populations by applying statutory laws, state regulations, and Board of Education policies and guidelines.	Does not address the needs of diverse student populations (e.g., students with IEPs and 504 accommodations) and does not apply and adapt constitutional and statutory laws, state regulations, or Board of Education policies and guidelines.

<p>V.H.6 <i>Sensitive to differences in social, religious, and cultural backgrounds</i></p>	<p>Demonstrates sensitivity to differences in social, religious, and cultural backgrounds. Students demonstrate sensitivity to differences in social, religious, and cultural backgrounds. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Consistently demonstrates sensitivity to differences in social and cultural backgrounds.</p>	<p>Occasionally demonstrates sensitivity to differences in social and cultural backgrounds.</p>	<p>Does not demonstrate sensitivity to differences in social or cultural backgrounds.</p>
<p>V.H.7 <i>Effective in multilingual, multicultural, and economically diverse classroom</i></p>	<p>Functions effectively in a multilingual, multicultural, and economically diverse classroom. Students function effectively in a multilingual, multicultural, and economically diverse classroom. The counselor's performance in this area is at such a level that she would be used as a model for other counselors.</p>	<p>Consistently functions effectively in a multilingual, multicultural, and economically diverse classroom.</p>	<p>Usually functions effectively in a multilingual, multicultural, and economically diverse classroom.</p>	<p>Does not function effectively in a multilingual, multicultural, and economically diverse classroom.</p>