

Galloway Twp Counselor (.5 levels)

Domain 1: Planning and Preparation

Galloway Twp Counselor (.5 levels) - 1a.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Highly Effective
1a. Demonstrates understanding of professional research, theories, content, tools ,and processes Indicators: 1. : Counselor's plans focus on research-based practices shown to guide and support student development 2. Counselor's plans reflect the research-based content and processes of the discipline 3. Counselor's plans include the use of appropriate individual, small group and whole group counseling to remove barriers to student learning 4. Counselor uses appropriate professional tools/instruments to guide the counseling program and monitor its impact.	Counselor demonstrates little or no understanding of the critical concepts and content of the counseling discipline, the use of discipline-specific instruments to guide services or the range of service delivery processes/options of the counseling profession. Counseling goals and plans do not reflect research-based content and do not incorporate a range of research based counseling processes.		Counselor demonstrates limited understanding of the critical concepts and content of the counseling discipline, the use of discipline-specific instruments to guide services or the range of service delivery processes/options of the counseling profession. Counseling goals and plans do not reflect research-based content and/or incorporate a limited range of counseling processes.		Counselor demonstrates understanding of the critical concepts and content of the counseling discipline, the use of discipline-specific instruments to guide services and the range of service delivery processes/options of the counseling profession. Counseling goals and plans incorporate research-based content. Counseling goals incorporate a range of individual, small group and whole group counseling processes and some consultation with classroom staff to monitor the impact of the counseling program on learning.		Counselor demonstrates deep understanding of the critical concepts and content of the counseling discipline, the appropriate use of multiple instruments to guide services and an extensive range of service delivery processes/options of the counseling profession. Counseling goals and plans reflect research-based content, a wide range of counseling processes to support student learning and development, and ongoing consultation with classroom staff to monitor the impact of the counseling program on learning.
Enter Notes and Evidence							

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 1a. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 1b.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Highly Effective

1b. Demonstrates knowledge of applicable federal, state and local requirements, regulations and resources

Indicators:

1. : Program plans align with district, state and federal requirements or regulations
2. Program plans incorporate use of school/district resources to support the students
3. Counselor works with school staff to identify school/district resources that will help remove barriers to learning
4. Counselor meets with parents/caregivers to explore schools/district resources that will provide support for student learning.

Counselor demonstrates little or no knowledge of district, state and federal requirements or regulations and of the resources and support provided through the school and/or district.

Counselor demonstrates general knowledge of district, state and federal requirements and regulations, but limited or no understanding of the resources provided through the school and district sources to support student development.

Counselor demonstrates knowledge of district, state and federal requirements and regulations and identifies the resources available for students through the school and the district.

Counselor demonstrates deep understanding of district, state and federal requirements and regulations and proactively seeks resources within and beyond the school and district to support the counseling program for students, their families and school staff.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 1b. N/A

Component

Insufficient Evidence

N/A

Galloway Twp Counselor (.5 levels) - 1c.

Component

**1
Ineffective**

**1.5
Ineffective/
Partially
Effective**

**2
Partially
Effective**

**2.5
Partially
Effective/
Effective**

**3
Effective**

**3.5
Effective/
Distinguished**

**4
Highly Effective**

1c. Demonstrates understanding of the youth served Indicators: 1. : Counseling programs and processes are appropriate for the students served 2. Counselor plans programs that reflect the developmental levels and the cultural proficiency of the students served 3. Counselor communicates regularly with parents/guardians of the students served 4. Counselor communicates with staff of community services as appropriate 5. Counseling services provided reflect understanding of the factors that impact student success.	Counselor demonstrates little or no interest in understanding the students' SES, cultural background, English language proficiency, family structure or interests and the impact of these factors on the youngsters. Counselor does not attempt to gain a deeper understanding of the general population of youth served.		Counselor demonstrates limited understanding of the students' SES, cultural background, English language proficiency, family structure or interests and the impact of these factors on the youngsters. Counselor makes limited attempts to deepen understanding of the individual students served.		Counselor understands and can describe the SES, cultural background, English language proficiency, family structure and interests of the students and their impact on the youngsters. Counselor actively seeks to deepen understanding of both the general population and the individual students served.		Counselor understands the impact of SES, cultural background, English language proficiency, family structure and interests of the students on the development of the students served. Counselor focuses on deeply understanding the social cultural and economic environments of the general pupil population and of the impact of these factors on the individual students served.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 1c. N/A	
Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 1d.							
Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Highly Effective
1d. Plans and develops program goals and outcomes to address the needs of individuals and groups Indicators: 1. : The goals of the counseling program can be identified by students and staff 2. The goals of the counseling program focus on addressing the learning	The planned goals and outcomes for the counseling program are primarily expressed as activities. They are unclear, not well aligned with or appropriate for the needs of either individuals or groups.		The planned goals for the counseling program are expressed as a combination of goals, activities and outcomes that are only partially aligned. They are appropriate to address the needs of some students, but not all.		Expected outcomes of the counseling program are expressed as clear goals that are appropriate to address the learning and development needs of most of the population served. The stated goals and outcomes are aligned.		The expected outcomes of the counseling program are appropriate to address the needs of individual students. The outcomes are defined as clear goals that can be used to guide program.

Enter Notes and Evidence

needs of the students
 3. Program activities are designed to drive the stated goals and outcomes, not replace them
 4. The program plan identifies how the goals and outcomes will be refined.

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 1d. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 1e.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Highly Effective
1e. Plans counseling services that are outcomes-focused and coherent Indicators: 1. : Counselor intentionally links knowledge of the students with the development of the counseling services outcomes to ensure alignment of outcomes with interests and needs 2. The counseling services are organized and guided by organizing principles that help ensure coherence 3. The counseling plan focuses on aligning resources and experiences to address barriers to learning 4. Outcome-focused counseling	<p>The planned program of counseling services is not designed to drive the stated outcomes.</p> <p>There is little to no evidence of a clear overall structure that informs coherent approaches to driving the defined outcomes.</p>		<p>The planned program of counseling services is partially designed to drive the stated outcomes.</p> <p>There is a structure to the planned experiences and activities, but the activities are not aligned sufficiently to address the learning and development needs of most students.</p>		<p>The counseling program is structured to frame a coherent and outcome-focused approach to service delivery.</p> <p>The planned counseling services reflect the counselor's knowledge of the students and their learning needs.</p>		<p>The planned counseling services are informed by student data and aligned to drive and support coherent and outcome-focused service delivery. The services and their delivery are sufficiently differentiated to reflect and address the needs of individual students.</p>

Enter Notes and Evidence

services are designed to address the learning needs of both groups and individuals.

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 1e. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 1f.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Highly Effective
1f. Plans for continuous improvement of the counseling program Indicators: 1. : Counselor engages students, families and staff in the ongoing review of the counseling services 2. Counselor uses feedback to inform changes in the services and outcomes of the counseling program 3. A review of the counseling program services show improvement overtime.	No plans have been developed to provide feedback about the implementation and impact of the counseling program. There is no evidence of continuous improvement.		Counselor allows for limited feedback about the counseling program and its impact. There is insufficient evidence of continuous improvement.		Counselor plans for ongoing review of the implementation of the counseling program and the extent to which its goals have been met and outcomes achieved. Feedback is used to guide program improvement.		Counselor plans for comprehensive review of the extent to which the counseling program's goals have been. Counselor uses multiple forms of feedback to guide ongoing reviews and refinements of the program's processes and outcomes.
Enter Notes and Evidence							

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 1f. N/A

Component	Insufficient Evidence
N/A	

Domain 1 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Domain 1 Average:

Domain 2 Environment

Galloway Twp Counselor (.5 levels) - 2a.

Component	1	1.5	2	2.5	3	3.5	4
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Rubric Score: 0/0

N/A

Enter Notes and Evidence

promotes and supports the goals of the counseling program
 3. Students indicate they feel safe, secure and comfortable in the counseling environment
 4. Counselor re-arranges the physical environment as needed to reflect and advance program goals.

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 2b. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 2c.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished
2c. Develops routines and procedures to manage service delivery) Indicators: 1. : Students transition smoothly between counseling activities with minimal loss of time 2. Routines for using materials and equipment are evident, efficient and effective 3. The overall program operates in a seamless manner 4. Students understand the procedural expectations and observe them.	Routines and procedures to guide referrals, services and transitions are not evident. Service delivery time is lost because the lack of effective counseling routines and procedures.		Routines and procedures to guide referrals, services and transitions are partially in place, but not always followed. Some service delivery time is lost because of insufficient and ineffective counseling routines.		Routines and procedures to guide referrals, services and transitions are evident in the smooth operation of the counseling programs. The routines and procedures help ensure that little to no service delivery time is lost.		Counselor and students work collaboratively to observe and maintain the routines and procedures that guide referrals, services and transitions and support the operation of the counseling programs. Virtually no service delivery time is lost.
Enter Notes and Evidence							

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 2c. N/A

Component	Insufficient Evidence

N/A

Galloway Twp Counselor (.5 levels) - 2d.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished
2d. Establishes and promotes clear standards of conduct Indicators: 1. : Counselor prevents off task behaviors by proactively referencing the standards of conduct 2. There is an evident hierarchy of responses/ consequences for student misbehaviors 3. Students demonstrate understanding of the standards of behavior 4. Counselor prevents misbehaviors by reminding students of the expected conduct.	Standards of conduct and monitoring of behavior by the Counselor are not evident. Misbehaviors are addressed in harsh and punitive ways.		Standards of conduct are posted, but are inconsistently reinforced by the Counselor or followed by the students. Misbehaviors are sometimes addressed harshly and sometimes appropriately.		Standards of conduct are evident and referenced by Counselor and students. Student behavior is monitored relative to the standards. Students understand that there are consequences for misbehaviors, and misbehaviors are addressed appropriately.		Students help define the standards of behavior and hold themselves and their classmates accountable for honoring these. Counselor helps promote the standards beyond the counseling space, framing a culture of expectations for student behaviors throughout the school.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 2d. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 2e.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished

Indicators:
1. : Counseling services are seen as important to the overall academic success of the students
2. High expectations are explicitly stated by the Counselor
3. Students indicate their understanding of the importance of their counseling program goals
4. Both Counselor and students are committed to achieving the goals of the counseling program.

There are minimal expectations or belief that students will achieve the goals of their counseling program. The overall culture is one that expects that few students will achieve their goals and accepts minimal commitment to the counseling program as the norm.

The Counselor both believes and expects that most of the students will successfully achieve their counseling program goals. Counseling services are provided in a culture that recognizes the importance of the services and expects and supports high levels of commitment to them.

Students share the belief of the Counselor that they can and will achieve their counseling goals. The culture of high expectations for success is shared with families and staff.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 2e. N/A

Component	Insufficient Evidence
N/A	

Domain 2 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Domain 2 Average:

Domain 3 Delivery of Service

Galloway Twp Counselor (.5 levels) - 3a.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished
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3a. Uses multiple means to determine student counseling needs

Indicators:
1. : Counselor integrates multiple appropriate means to assess counseling needs
2. Counselor analyzes feedback to identify groupings
3. Counselor uses multiple means to develop individual counseling programs
4. Counselor uses multiple means to develop group counseling programs.

Counselor either does not assess counseling needs or uses a single, often inappropriate means to assess the needs. Counselor does not follow district curriculum.

Counselor employs a limited approach to determining student needs, relying on a narrow range of processes to determine counseling needs. Counselor sometimes follows district curriculum.

Counselor uses multiple means to identify counseling needs for individual and for group service delivery programs. Counselor regularly follows district curriculum.

Counselor uses multiple means, including student interviews and other individuals input, to determine service needs. Counselor always follows the district curriculum.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 3a. N/A

Component

Insufficient Evidence

N/A

Galloway Twp Counselor (.5 levels) - 3b.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished
3b. Communicates with students, families and staff to set realistic, needs-based plans Indicators: 1. : Counselor meets with teaching staff to discuss student's academic and social strengths and needs 2. Counseling plans are designed to realistically address the student's academic and social strengths and needs 3. Counselor and student meet to discuss goals prior to finalizing plans	<p>Counselor does not communicate with students, staff or families in developing plans to address social, emotional and/or academic needs. Identified counseling and classroom-based service plans do not reflect the needs identified.</p>		<p>Counselor inconsistently communicates with key students, families and staff in developing counseling service plans. Identified counseling and classroom-based service plans inconsistently reflect identified needs.</p>		<p>Counselor communicates with students, families and staff to deepen understanding of student's social, emotional and academic needs and develop realistic plans to address these through counseling sessions and classroom-based programs. Counseling plans consistently reflect the identified needs.</p>		<p>Counseling plans are shared with students, staff and families, in language that is both clear and accessible. These students, families and staff engage with and support the counseling program to ensure the plans are fully implemented and drive the expected outcomes.</p>

4. Students, parents/caregivers and staff indicate they understand the counseling service plans.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 3b. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 3c.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished
3c. Ensures counseling plans are implemented in both counseling sessions and in classrooms Indicators: 1. : Counselor ensures staff understand and implement the counseling plans as part of their classes 2. Counselor monitors implementation in the classrooms 3. Counselor monitors implementation of the service delivery plans for counseling sessions 4. Counselor promotes full implementation of the planned services for counseling sessions, as appropriate.	Plans are either not defined or insufficiently defined to promote full implementation in the counseling sessions and/or classrooms.		Counselor inconsistently promotes and monitors full implementation of the counseling plans in the counseling sessions and/or classrooms.		Counselor promotes full implementation of the counseling plans and monitors implementation of the plans in both the counseling sessions and classrooms.		Counselor promotes full implementation of the counseling plans and monitors their implementation in counseling sessions. Students and staff help ensure implementation of the plans in classrooms.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 3c. N/A

Component	Insufficient Evidence
N/A	

Galloway Twp Counselor (.5 levels) - 3d.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished

3d. Provides feedback to key students, families and staff members

Indicators:
1. : Counselor and students assess the implementation and impact of the planned services as part of each individual or small group session
2. Counselor and staff meet regularly to provide feedback on the progress of the counseling program in classrooms
3. Counselor meets with parents/caregivers to provide feedback and solicit their recommendations for refining the counseling services
4. Key students, families and staff evidence comfort in initiating feedback to the Counselor.

Feedback is not provided to guide service delivery or to inform key students, families and staff of ongoing progress.

Feedback is inconsistently used to guide service delivery or to inform key students, families and staff of ongoing progress.

Feedback is provided regularly to inform and guide the service delivery. Key students, families and staff are encouraged to provide feedback on the service delivery processes and progress to goals.

Feedback by the counselor, key students, families and staff is provided regularly and frequently to inform program design and monitor progress. Students, families and staff evidence a sense of joint ownership of the service delivery program.

Enter Notes and Evidence

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 3d. N/A

Component

Insufficient Evidence

N/A

Galloway Twp Counselor (.5 levels) - 3e.

Component

**1
Ineffective**

**1.5
Ineffective/
Partially
Effective**

**2
Partially
Effective**

**2.5
Partially
Effective/
Effective**

**3
Effective**

**3.5
Effective/
Distinguished**

**4
Distinguished**

3e. Reviews and revises counseling services to ensure a good fit with student needs

Indicators:
1. : Counselor recognizes and addresses emerging student needs by modifying the counseling services
2. Counselor meets regularly with key students, families and

Counselor does not revise services once they are defined. If a plan is in place, there is no deviation from this, even if it would insure more appropriate services for the student.

Counselor is inconsistent in reviewing and revising counseling services and impact. Inconsistent reviews sometimes affect modifications to the plan, but sometimes not.

Counselor regularly reviews the impact of the counseling services and revises them as needed to ensure a good fit with existing and emerging student needs.

Counselor continuously solicits input from key students, families and staff to identify ways to ensure a better fit between program services and the interests and needs of students.

Enter Notes and Evidence

staff to review the services and revises as needed
 3. Students evidence understanding of the degree to which the services are addressing their needs and work with Counselor to make any necessary revisions.

Rubric Score: 0/0

Galloway Twp Counselor (.5 levels) - 3e. N/A

Component	Insufficient Evidence
N/A	

Domain 3 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Domain 3 Average:

Domain 4 Professional Responsibilities

Galloway Twp Counselor (.5 levels) - 4b.

Component	1 Ineffective	1.5 Ineffective/ Partially Effective	2 Partially Effective	2.5 Partially Effective/ Effective	3 Effective	3.5 Effective/ Distinguished	4 Distinguished
4b. Reviews and reflects on practice to inform recommendations for improvement Indicators: 1. : Counselor identifies overall program impact, citing specific examples as evidence 2. Counselor identifies program challenges and makes recommendations to address these 3. Counselor presents concrete recommendations to improve program implementation and impact 4. Counselor and student reflect on the success of the counseling services, identifying areas for improvement.	Counselor either does not reflect on the counseling practice or reflections are too inaccurate to inform recommendations for improvement.		Counselor's reflections are generally accurate and focused on the effectiveness of services delivery. Recommendations, however, are too global to inform any meaningful recommendations for improvement.		Counselor accurately reflects on the implementation and the impact of the counseling services, providing concrete and specific examples of challenges and successes. Recommendations are specific and focused on program improvement.		Counselor's reflections are both specific and perceptive, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met. Recommendations are specific and focused on program improvement.

Enter Notes and Evidence

Galloway Twp Counselor (.5 levels) - 4b. N/A

Component	Insufficient Evidence
N/A	

Domain 4 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Domain 4 Average:

Observation Average:

Notes/Evidence:

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments: