

Counselor Observation Rubric  
School District of Philadelphia SY 2016-2017

**Domain 1: Planning and Preparation**

Component	0 <i>Failing</i>	1 <i>Needs Improvement</i>	2 <i>Proficient</i>	3 <i>Distinguished</i>
<b>1b: Demonstrating Knowledge of Students/ Demonstrating Knowledge of Child and Adolescent Development</b>	SC demonstrates little or no knowledge of child and adolescent development.	SC demonstrates some knowledge of child and adolescent development. SC is learning to develop services that are differentiated and developmentally appropriate.	SC demonstrates adequate knowledge of child and adolescent development and provides services that are differentiated and developmentally appropriate.	SC demonstrates extensive knowledge of child and adolescent development and provides comprehensive services that are highly customized and developmentally appropriate using a continuum of evidence-based methodologies.
<i>Evidence/Examples</i>	<i>When asked a question about typical second grade development, skills and interests, SC was unable to respond. SC uses strategies and materials that are too difficult for a Kindergartener with behavioral difficulties to understand. SC prepares the same career lesson on college preparedness for all students in grades 9-12</i>	<i>When asked a question about typical second grade development, skills and interests, SC was able to discuss some examples and how their services align with the examples. SC identifies some effective strategies and developmentally appropriate social skills activities for use with a Kindergarten student who has significant behavioral difficulties. SC develops Check and Connect for four second grade students, but does not include pre- or post- intervention data collection strategies or strategies to share progress with parents, teachers, or other stakeholders.</i>	<i>When asked a question about typical second grade development, skills and interests, SC was able to discuss a variety of examples and how their services align with the examples. SC identifies many effective strategies and developmentally appropriate social skills activities for use with a Kindergarten student who has significant behavioral difficulties. SC utilizes RtII universal behavior screening data to assign students to middle school Skillstreaming (Skillstreaming the adolescent) group in Classroom Survival Skills for eight week, 30 minute sessions. SC measures pre- and post-outcome data (missing assignments, disciplinary referrals, academic performance). SC also utilizes student perception data on skill progress.</i>	<i>During an interdisciplinary team meeting, SC was able to discuss the needs of a subset of the second grade class and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes. SC reviews standardized and state test results, diagnostic test results and report cards for a group of 9th graders who are at-risk for drop-out and discusses and advocates for evidence-based interventions (ALAS, Job Corps) with an interdisciplinary school improvement team. SC utilizes SWPBS data to determine need for school-wide evidence based program to address tier one interventions. Upon research, SC advocates, supports, and assists with school-wide implementation of the Responsive Classroom in the building.</i>

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<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>1d: Demonstrating Knowledge of Resources</b>	SC demonstrates limited knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources. There is no evidence that SC is expanding their knowledge of resources.	SC demonstrates some knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources. There is some evidence that SC is expanding their knowledge of resources.	SC demonstrates adequate knowledge of evidence-based and/or high quality informational and programmatic resources, as well as multidisciplinary and community resources. There is evidence that SC continues to expand their knowledge of resources.	SC demonstrates extensive knowledge of evidence-based and/or high-quality informational and programmatic resources as well as local, state and national resources. SC actively researches, utilizes and collaborates with other stakeholders to build capacity.
<i>Evidence/Examples</i>	<i>SC relies on one or two resources to remedy all issues. SC has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services. SC has no knowledge of websites that address evidence based practices. SC refers a high school student to a Christian counseling center because the counselor has a friend who works there. SC is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.</i>	<i>SC has an ongoing relationship with one professional association that she uses as needed. SC has limited knowledge of local community mental health centers that provide counseling services for divorced/separated families. SC is working to establish a partnership with the community library to expand the list of books related to adolescent depression that are accessible to high school students.</i>	<i>SC gathers and shares nationally acclaimed stories and activities related to bullying prevention with a third grade team to consider for use across classrooms. SC invites representatives from three partial hospitalization programs to discuss their services and a way to partner more effectively with the School. SC shares knowledge of local behavioral health services and provides contact names to a family in "separation." SC has a working relationship with personnel from community agencies and is able to connect students and families to their services.</i>	<i>SC models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings. SC seeks out professional development opportunities on School-wide Positive Behavior Support (SWPBS) and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.</i>

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**Domain 2: Educational Environment**

<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>2a: Creating an Environment of Respect and Rapport</b>	Patterns of SC interactions, both between the counselor and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.	Patterns of SC interactions, both between the counselor and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' age, cultures, and developmental levels.	Patterns of SC interactions are appropriate to the ages, culture, and developmental levels of the students.	Interactions between SC and individual students are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals. Counselors model respect and rapport for their colleagues and the students.
<i>Evidence/Examples</i>	<i>SC does not know or call students by name. SC does not appear to use or model active listening skills with students. SC does not establish a collaborative environment that promotes exploration of individual differences.</i>	<i>SC knows some students by name. SC attempts to model active listening skills with students and has inconsistent results and student response. SC attempts to create a collaborative and positive environment but does not fully understand developmental levels.</i>	<i>SC reaches out to a family of a student with selective mutism to learn more about the student. SC makes an effort to mentor a student who is practicing self-control skills. SC interacts with students and knows significant interests of students. SC uses Solution-focused counseling to assist an over-stressed student organize his or her time, and shares this information with students' teachers with permission.</i>	<i>SC develops an annual recognition program that celebrates varied achievements of student s and engages parents and teachers in the recognition. Parents and teachers reach out to SC for assistance with their children/students.</i>

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<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>2d: Managing Student Behavior/ Addressing Student Behavior</b>	SC demonstrates little or no knowledge of management techniques appropriate for various situations. Response to student's misbehavior is repressive or disrespectful.	SC demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations.  There is inconsistent implementation of the standards of conduct.	SC demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations.  Counselor response to student misbehavior is consistent, proportionate, respectful to students, and effective.	SC demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior.  Monitoring of student behavior is subtle and preventive, and the counselor's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<i>Evidence/Examples</i>	<i>SC, during an in class lesson, fails to stop misbehavior, instead sitting down at the desk and reading the news on the computer. Students are running around the room, resulting in chaos.</i>	<i>SC focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others. Classroom rules are posted, but neither counselor nor students refer to them.</i>	<i>Students respond to SC request for participation during classroom presentations. SC recommends use of positive behavior support strategy with student who exhibits motivational difficulties and monitors the student's response. SC is able to effectively de-escalate a student using Crisis Prevention Intervention (CPI) who is acting out physically by using calming words and an even tone of voice.</i>	<i>SC effectively utilizes a nonverbal communication system to elicit communication, then quiet, during a classroom presentation. SC advocates for school-wide positive behavior support (SWPBS) and universal rules and expectations with students and staff. SC acts as lead for SWPBS team, in conjunction with Building Principal and other stakeholders.</i>
<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>2e: Organizing Physical Space</b>	SC makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the furniture arrangement and activities.	School Counseling environment is safe and essential learning is accessible to all, but the furniture arrangement only partially supports activities.	School Counseling environment is safe and learning is accessible to all; counselor uses physical resources well and ensures that the arrangement of furniture supports the activities.	School Counseling environment is safe and contributes to ensuring that the physical environment supports learning.

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<i>Evidence/Examples</i>	<p><i>Furniture is not arranged to support activities. SC runs a group from behind desk.</i></p> <p><i>SC office is disorganized and cluttered. SC offers no suggestions to classroom teachers on reducing environmental distractions for a student who is often off task.</i></p> <p><i>SC leaves confidential information out in plain view.</i></p>	<p><i>Furniture has been arranged to support Activities, and while the physical environment is not an impediment, it does not enhance the activity.</i></p> <p><i>SC offers classroom teachers some suggestions on behavior management, but they are neither evidence -based nor effective.</i></p> <p><i>SC leaves confidential student information in an unlocked filing cabinet.</i></p>	<p><i>SC office and/or classroom is arranged to support and enhance School counseling program activities.</i></p> <p><i>SC offers evidence based and effective strategies upon request.</i></p> <p><i>SC keeps confidential information locked and secured at all times</i></p>	<p><i>The physical environment has been arranged to thoroughly support learning.</i></p> <p><i>Students take initiative and arrange chairs side by side for a peer mediation session.</i></p> <p><i>SC is viewed as a resource for organizing physical space to enhance climate and student safety and belonging. SC provides in-service and resources on reducing environmental distractions for students who are off- task.</i></p> <p><i>SC uses Rogers' person-centered theory and demonstrates open posture and seating while engaged with individual counseling activities with students, and models appropriate group counseling structure.</i></p>
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**Domain 3: Delivery of Service**

<b>Component</b>	<b>0 <i>Failing</i></b>	<b>1 <i>Needs Improvement</i></b>	<b>2 <i>Proficient</i></b>	<b>3 <i>Distinguished</i></b>
<b>3a: Communicating with Students</b>	SC's oral and written communication contains errors or is unclear or inappropriate.	SC's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	SC communicates clearly and accurately to students, parents, and colleagues both orally and in writing.	SC's oral and written communication is clear and expressive, anticipating possible misconceptions.

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<p><i>Evidence/Examples</i></p>	<p><i>SC displays poor use of individual counseling skills and there is inadequate student response.  SC uses advanced terminology and reading materials that are above the recognized reading level of second graders.  SC reviews an 8th grade student's available achievement and ability data and informs the student that he or she should not plan to go to college.</i></p>	<p><i>SC's individual counseling skills are evolving and result in inconsistent student response.  SC utilizes a Kuder interest inventory on a high school reading level with second grade students.  SC administers a Holland Code inventory with 10th grade students, but does not review outcome or explain results to students.</i></p>	<p><i>SC's individual counseling skills are effective and skilled in encouraging student response.  SC, utilizing Skillstreaming the Elementary School Child social skills training, communicates session goals and skills to students at the beginning of six weekly sessions. SC assesses student response to intervention with communication with students.  Student uses bibliotherapy to assist an elementary aged student with anxiety issues.  SC utilizes process and perception data to streamline yearly goals and lesson plans specific to bully prevention, using Olweus Bully Prevention Program.</i></p>	<p><i>SC utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self-assessment, and increased student attendance and academic achievement.  SC utilizes a Kuder explore lesson in grade 5, collaborates with librarian and technology instructor to allow students to explore and research a career of their choosing, and facilitates student career research presentations with students, teachers, and parents in attendance.</i></p>
<p><b>Component</b></p>	<p align="center"><b>0</b> <b><i>Failing</i></b></p>	<p align="center"><b>1</b> <b><i>Needs Improvement</i></b></p>	<p align="center"><b>2</b> <b><i>Proficient</i></b></p>	<p align="center"><b>3</b> <b><i>Distinguished</i></b></p>
<p><b>3b: Using Questioning and Discussion Techniques</b></p>	<p>Questions are of poor quality, lack accuracy, clarity, and/or substantive content.  Students are not given time to think before responding.</p>	<p>Questions are of adequate quality and invite inconsistent response patterns.  SC allows time for students to think before responding.  Some discussion techniques are used.</p>	<p>Questions are of high-quality and characterized by accuracy, clarity, and substantive content.  Adequate time is available for students to think before responding.</p>	<p>SC questions and discussion techniques are of uniformly high quality. There is adequate time for students to think before responding. Students are actively engaged, and when appropriate, formulate questions related to the content.</p>



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<b>3b: Using Questioning and Discussion Techniques</b> <i>Evidence/Examples</i>	<i>During a classroom guidance lesson, SC and a student remain in 1:1 discussion about a student's career interest in video game development.</i> <i>During a small group counseling session on promoting a positive self- identity, SC addresses a question to one student, but quickly moves onto another student when the first fails to respond immediately.</i>	<i>During a school counseling curriculum lesson on test-taking skills, SC calls on one student during majority of the lesson, without eliciting responses from other students.</i> <i>SC conducts individual counseling with a student who recently had a parent die, SC uses closed questions (i.e. When did it happen, Are you sad?), instead of asking open ended questions (How are you feeling today?).</i>	<i>During SC curriculum lessons, a SC utilizes think/pair/share strategy to engage students to participate in discussion about career interest inventories.</i> <i>SC, knowing use of FM system is in a child's IEP, wears the system during a school counseling curriculum lesson in the student's classroom to ensure the student receives the information.</i>	<i>SC ensures that every student is engaged by creating teams/subgroups within the class-each with a student leader who is charged with gaining feedback from each member of the team/group.</i> <i>When preparing for a school counseling curriculum activity, SC collaborates with the classroom teacher to create cooperative learning groups that meet student learning styles. These cooperative groups work together to formulate and present a response to task/question.</i> <i>When facilitating student-advisory groups about learning styles, students demonstrate an understanding of the material by creating their own personal study plan that represents their style of learning.</i>
<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>3e: Demonstrating Flexibility and Responsiveness</b>	SC adheres to the service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.	SC accepts responsibility for the quality of service delivery outcomes but has only a limited repertoire of strategies to use to improve them.	SC uses data to promote the successful goal achievement of all students and makes adjustments as needed to service delivery plans.	SC actively solicits the feedback of all stakeholders to inform continuous improvement efforts and related outcomes as a function of SC services.

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<p><b>3e: Demonstrating Flexibility and Responsiveness</b> <i>Evidence/Examples</i></p>	<p><i>SC does not utilize district approved crisis prevention techniques with a first grader who is screaming, even though the counselor is trained.</i></p> <p><i>SC communicated to a student that the reason they were failing was because they were lazy.</i></p> <p><i>SC is not knowledgeable about at-risk factors for school dropout.</i></p> <p><i>SC does not believe that the School counseling program needs to address the academic, career and personal needs of all students and to that end delivers primarily responsive services in the personal-social domain.</i></p>	<p><i>SC accepts responsibility for using an inappropriate technique with a student who was screaming but does not research more effective techniques or consult with other experts in this area.</i></p> <p><i>SC communicated to a student that the reason they were failing was because they were lazy but worked to develop a home-school plan with the student's family.</i></p> <p><i>SC is aware of at risk factors for school dropout but does not utilize them with his/her caseload.</i></p>	<p><i>SC accepts responsibility for using a less effective technique with a student who was screaming and replaces it in a timely fashion with a more effective technique as a result of consultation with other stakeholders and review of reliable resources and research.</i></p> <p><i>SC gathers and analyses data to identify students at risk for dropping out of school and follows up with evidence based strategies to address the risks.</i></p> <p><i>SC builds on student needs, skills and interests to incorporate 21st Century skills and content into School counseling program.</i></p>	<p><i>SC collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career and personal/social development.</i></p> <p><i>SC convenes a meeting with the student and all relevant parties to weigh the value of making a change to a student's schedule (removal of music) in place of more academic support time due to failing grades in reading and mathematics.</i></p> <p><i>SC, looking at school-wide screening data with bully prevention statistics and office disciplinary referrals, advocates with their advisory council for a change of school-wide focus from cafeteria behavior to bus behavior interventions to meet the needs of a middle school building.</i></p> <p><i>SC identifies school-wide/system wide policies that have potential for placing students at risk of dropping out and works to address/change those policies.</i></p>
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<b>Domain 4: Professional Development</b>				
<b>Component</b>	<b>0 <i>Failing</i></b>	<b>1 <i>Needs Improvement</i></b>	<b>2 <i>Proficient</i></b>	<b>3 <i>Distinguished</i></b>
<b>4c: Communicating with Families</b>	Counselor's relationships with families are negative, self-serving and/or culturally insensitive. Counselor makes little or no attempt to engage families in home-school partnerships or school counseling services.	Counselor makes inconsistent attempts to engage families in home- school partnerships or school counseling services	Counselor consistently demonstrates efforts to build effective home-school partnerships.	Counselor is highly effective in establishing and maintaining effective home-school partnerships.
<i>Evidence/Examples</i>	<i>Little or no information is provided to parents about School Counseling Program. SC prefers to only meet with parents in person and is unwilling to talk on the telephone or email. SC does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process.</i>	<i>SC has a brochure that is available if parents would like it on Back-to- School night. SC only contacts the family in emergency situations. SC sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.</i>	<i>SC researches the cultural values of a family and student who just moved to the U.S. and who are experiencing stress as a result of the transition. SC engages an interpreter to assist with the meeting. High School SC annually meets individually with students and their parents to review the student's Individual Career Plan and Program of Studies...and addresses credit recovery options, if appropriate.</i>	<i>SC empowers students to create a welcome packet of information to send home to families of all new students. SC posts weekly calendar on district website. SC initiates survey of stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement. SC plans an annual program for seniors to address post-secondary transitioning. SC invites representatives of post-secondary schools as well as recent graduates to address students' questions and concerns about the transition process.</i>



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<b>4e: Growing and Developing Professionally</b>	SC engages in very limited professional development activities and/or resists feedback on professional performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	SC engages in professional development activities to a limited extent. The counselor does not seek out opportunities for professional development and/or accepts with some reluctance, feedback on professional performance and/or finds limited ways to contribute to the profession.	SC engages in seeking out professional development opportunities, welcomes feedback on performance and participates actively in assisting other SCs and the learning community.	SC engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. Counselor takes a leadership role both within the learning community and School counseling community.



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<i>Evidence/Examples</i>	<i>SC does not participate in departmental activities aimed at sharing knowledge. SC does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.</i>	<i>SC participates in departmental activities to a limited extent. When specifically asked or required to participate in a professional opportunity, SC will do so. SC is aware of but not "conversant with" the ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to SC position.</i>	<i>SC reviews annually the ASCA Ethical Standards for School Counselors. SC demonstrates and upholds: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to SC position. SC actively shares his/her expertise with other members of the department. SC attends the annual PSCA conference for SCs and/or other appropriate related conferences or workshops. SC regularly engages in professional development (e.g. attends relevant conferences, webinars, courses, in-services, reads professional journals, etc. and In- services, reads professional journals, etc.) and incorporates new evidence-based practices and skills in his/her daily work.</i>	<i>SC takes an active leadership role in professional organizations in order to contribute to School counseling profession. SC presents a workshop at PSCA conference on how to collect data to show the effectiveness of an evidence-based practice. SC Provides professional development at the district, state or national level. SC conducts annual discussion forum on: ASCA Ethical Standards for School Counselors, Standards for Professional Conduct, and laws, policies and procedures applicable to SC position.</i>

The following documents were used as reference in the development of this document:

Danielson, C. (2013). Framework for Teaching Evaluation Instrument. The Danielson Group