

Career Guidance Specialist – Counselor - Intervention Specialist - Social Worker Framework

Domain 1 for Career Guidance Specialist – Counselor – Intervention Specialist – Social Worker: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Professional demonstrates knowledge of best practices and research-based interventions.	Professional rarely demonstrates knowledge of best practices and research-based interventions.	Professional occasionally demonstrates knowledge of best practices and research-based interventions.	Professional consistently demonstrates knowledge of best practices and research-based interventions.	Professional demonstrates extensive knowledge of best practices and research-based interventions.
Professional displays knowledge of child and adolescent development.	Professional displays little or no knowledge of child and adolescent development.	Professional displays partial knowledge of child and adolescent development.	Professional displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, professional displays knowledge of the extent to which individual students follow general patterns.
Professional has clear goals for the counseling program, appropriate to the school setting and the age of the students.	Professional has no clear goals for the counseling program, or goals are inappropriate to either the school setting or the age of the students.	Professional's goals for the counseling program are rudimentary and are partially suitable to the school setting and the age of the student.	Professional's goals for the counseling program are clear and appropriate to the school setting and to the age of the student.	Professional's goals for the counseling program are highly appropriate to the school setting and to the age of the student. Goals have been developed following consultations and collaboration with students, parents, and colleagues.
Professional demonstrates knowledge of current federal, state, and district laws and policies that guide the profession.	Professional lacks knowledge of governmental and district regulations.	Professional displays partial awareness of governmental and district regulations.	Professional displays clear and consistent awareness of governmental and district regulations.	Professional displays extensive knowledge of governmental and district regulations.

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Professional's guidance program lacks coherence and/or overall structure.	Professional's guidance program is partially coherent and minimally fits with the school setting.	Professional's guidance program is coherent and fits with the school setting.	Professional's guidance program is highly coherent and supports individual students, groups and the broader school setting.
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COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Professional lacks a plan to evaluate the guidance program and/or resists suggestions that such an evaluation is important.	Professional has a rudimentary plan to evaluate the guidance program.	Professional has a clear plan to evaluate the guidance program and has measurable goals outlined.	Professional has a clear plan to evaluate the guidance program and has measurable goals outlined.	Professional has a clear plan to evaluate the guidance program and has measurable goals outlined.
Professional's routines, procedures and timelines are nonexistent or in disarray.	Professional's routines, procedures and timelines are rudimentary and partially implemented.	Professional's routines, procedures and timelines work effectively.	Professional's routines, procedures and timelines work effectively.	Professional's routines, procedures and timelines are seamless.

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Domain 2 for Career Guidance Specialist – Counselor – Intervention Specialist – Social Worker: The School Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Contributing to a safe and healthy school environment	Professional rarely contributes to a safe and healthy school environment.	Professional occasionally assists with establishing a safe and healthy school environment.	Professional frequently assists with establishing a safe and healthy school environment.	Professional consistently assists with establishing a safe and healthy school environment.
Establishing a culture for effective communication between and among students and teachers	Professional makes no attempt to establish a culture for effective communication in the school as a whole, either among students or among teachers, or between students and teachers.	Professional occasionally promotes a culture throughout the school for effective and respectful communication between and among students and teachers.	Professional frequently promotes a culture throughout the school for effective and respectful communication between and among students and teachers.	Professional consistently promotes a culture throughout the school for effective and respectful communication between and among students and teachers.
Contributing to the expectations and maintenance of proper student behavior throughout the school	Professional makes no contribution to the expectations and maintenance of proper student behavior throughout the school.	Professional occasionally contributes to the expectations and maintenance of proper student behavior throughout the school	Professional frequently contributes to the expectations and maintenance of proper student behavior throughout the school	Professional consistently contributes to the expectations and maintenance of proper student behavior throughout the school
Providing culturally sensitive school services	Professional rarely provides culturally sensitive services.	Professional occasionally provides culturally sensitive services that demonstrate respect for school diversity.	Professional frequently provides culturally sensitive services that demonstrate respect for school diversity.	Professional consistently provides culturally sensitive services that demonstrate respect for school diversity and actively support the development of a multicultural understanding of the student population.

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COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Identify student needs	Professional does not plan, gather, and interpret student data to meet needs of all students on individual, group and school wide levels to assist in program planning.	Professional is inconsistent in planning, gathering, and interpreting student data to meet needs of all students on individual, group and school wide levels to assist in program planning.	Professional frequently plans, gathers, and interprets student data to meet needs of all students on individual, group and school-wide levels to assist in program planning.	Professional consistently plans, gathers, and interprets student data to meet needs of all students on individual, group and school-wide levels to assist in program planning.
Assess students in the areas of academic, personal/social, and career goals on knowledge and skills needs.	Professional does not assess student's current wants and needs in regard to academic, personal/social, and career areas as well as develops future plans in collaboration with individuals, groups, grade level or school-wide that meet the academic, personal/social, and career goals.	Professional minimally assesses student's current wants and needs in regard to academic, personal/social, and career areas and minimally develops future plans in collaboration with individuals, groups, grade level or school-wide that meet the academic, personal/social, and career goals.	Professional often assesses student's current wants and needs in regard to academic, personal/social, and career areas as well as develops future plans in collaboration with individuals, groups, grade level or school-wide that meet the academic, personal/social, and career goals.	Professional demonstrates willingness to assess student's current wants and needs in regard to academic, personal/social, and career areas as well as develops future plans in collaboration with individuals, groups, grade level or school-wide that meet the academic, personal/social, and career goals.
Apply strategies and best practices to help individual, group, and school-wide	Professional has few strategies and best practices to help students acquire skills	Professional displays a narrow range of strategies and best practices to help students acquire skills	Professional uses a range of strategies and best practices to help students acquire skills	Professional uses an extensive range of strategies and best practices to help students acquire skills

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and school-wide	in decision making and problem solving for both interactions with other students and future planning.	practices to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	in decision making and problem solving for both interactions with other students and future planning.	skills in decision making and problem solving for both interactions with other students and future planning.
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COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
resources to meet needs and eliminate barriers to learning.	Professional does not make connections with other programs in order to meet student needs and eliminate barriers to learning.	Professional's efforts to broker services with other programs in the school are partially successful.	Professional brokers with other programs within the school and/or district to meet student needs and eliminate barriers to learning.	Professional brokers with programs and agencies both within and beyond the school and district to meet student needs and eliminate barriers to learning.
and managing workload effectively and efficiently to deliver services.	Professional rarely prioritizes workload and/or is poorly organized.	Professional generally prioritizes workload and is organized.	Professional consistently prioritizes workload and evaluates the effectiveness and efficiency of services delivered.	Professional always prioritizes workload and evaluates the effectiveness and efficiency of services delivered.

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Domain 4 for Career Guidance Specialist – Counselor – Intervention Specialist – Social Worker: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Meets the standards and requirements	Professional rarely reflects on practice or meets the standards and practice requirements.	Professional occasionally reflects on practice with only general suggestions as to how it meets the standards and practice requirements.	Professional’s consistent reflection provides an accurate and objective description of practice, citing specific areas of strengths or growth. Professional makes specific suggestions as to how the guidance program might be improved to meet the standards and practice requirements.	Professional’s consistent reflection is highly accurate and precise, citing specific examples that are not fully successful for a large number of students. Professional draws an extensive repertoire to suit the needs of students and alternative strategies.
Keeps records and files them in a professional manner	Professional’s reports, records, and paperwork are missing, late, or inaccurate.	Professional’s reports, records, and paperwork are generally accurate but are occasionally late.	Professional’s reports, records, and paperwork are accurate and are submitted in a timely manner.	Professional’s approach to record keeping is highly systematic, efficient and serves as a model for colleagues.
Communicating with families	Professional provides no information to families, either about the guidance program as a whole or about individual students.	Professional provides limited though accurate information to families about the guidance program as a whole and about individual students.	Professional provides thorough and accurate information to families about the guidance program as a whole and about individual students.	Professional is proactive in providing information to families about the guidance program about individual students using a variety of means.

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g in a l learning	Professional avoids or rarely participates in a professional learning community.	Professional occasionally participates and rarely contributes in a professional learning community.	Professional frequently participates and actively contributes to a professional learning community.	Professional consistently participates and makes significant contributions in a professional learning community.
ntinuous nt of and skills or outside the	Professional rarely participates in enhancement of knowledge and skills, either within or outside the school district.	Professional occasionally participates in enhancement of knowledge and skills, either within or outside the school district.	Professional frequently participates in enhancement of knowledge and skills, either within or outside the school district.	Professional actively seeks enhancement of knowledge and skills and regularly attends activities either within or outside the school district, and regularly completes such trainings.
elf-awareness, ring, and l accountability	Professional rarely exhibits self-awareness of professional conduct. The professional does not reflect on practice or the reflections are inaccurate or self-serving.	Professional generally exhibits self-awareness of professional conduct. The professional's reflection on practice is moderately accurate and objective without citing specific examples and with only general suggestions as to how it might be improved.	Professional consistently exhibits self-awareness of professional conduct. The professional's reflection provides an accurate and objective description of practice, citing specific areas for strength and growth.	Professional always exhibits self-awareness of professional conduct. The professional's reflection is highly accurate, perceptive, and strategic, citing specific examples.
ity as y federal and nd ethical	Professional violates confidentiality when communicating with staff, parents, therapists or other collateral contacts.	Professional generally maintains confidentiality when communicating with staff, parents, therapists or other collateral contacts.	Professional frequently maintains confidentiality when communicating with staff, parents, therapists, or other collateral contacts.	Professional consistently maintains confidentiality and models confidentiality when communicating with staff, parents, therapists, or other collateral contacts. Professional provides feedback to school personnel if confidentiality is violated.