#### DANIELSON FRAMEWORK - SCHOOL COUNSELORS

#### DOMAIN 1- PLANNING AND PREPARATION

1a. Demonstrating knowledge of counseling theory and techniques

□ IV.A.3 Demonstrate counseling theories and techniques that work in school, such as rational en effect behavior therapy, reality therapy, cognitive behavior although reality therapy. Addiction, so lation formed brief counseling, person cost eved counseling and family muteur.

- □ IV.A.4 Demonstrate counseling theories and techniques in different settings, such as in dividual planning, group counseling and classroom lessons.
- 1b. Demonstrating knowledge of child and adolescent development

C) IV-A-7 Demonstrate principles of working with various student populations based on character intics much as ethnic and racial background. English language profit impy, special needs, religion, gender and income.

- □ II-A- 8D-emonstrate an under standing of the three domains of academic achievement, career planning and personal/ social development
- Establishing goals for the counseling program appropriate to the setting and the students served.
- □ II. A. 6 Demonstrate the understanding of district, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complex out and inform the comprehensive schools compeling promise.
- □ B. A. 7 Demonstrate the understanding of legal and ethical standards and principles of the school resum eling profession and educational systems, including district and leaking offers.
- 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
- □ II-B- In Demonstrate the ability to examine personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to de
- □ II-B-4 r Demonstrate understands and practices in accordance with school district policy and local, state and federal statutory requires ents
- Planning the counseling program, integrated with the regular school program.
- II III-3 Uses student standards packets ASCA Student Standards and other appropriate student standards such as district or state standards to drive the implementation of a rong probamity a foliable program.
- □ II-A-2 Understands the organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- 1f. Designing a plan to evaluate the counseling program
- V. G.3 School rooms elect should use quantitative and qualitative data to evaluate their school room eling program and to demonstrate program results.
- V 8-3c Demonstrate the ability to identify areas for improvement of the school counseling program.

#### DOMAIN 2: THE ENVIRONMENT

- 2a. Creating an environment of respect and rapport
- I I-B- Ih Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school connections receram.
- □ IV-A-7 Demonstrate the principles of working with various student populations based on characteristics such as ethnic and racial background, English language profesioney, special needs, religion, grader and income
- 2b. Establishing a culture of productive communication
- □ II-B-2e Communicates the vision and mission of the school counseling program to all appropriate stakeholders
- D 1-6 a Dem emetrates collaboration with stakeholders such as purents and
  guardians, teachers, administrators and community leaders to create learning
  environments that pressure educational county and success for every student.
- 2c. Managing routines and procedures
- ☐ B1-B-5 Develops calendars to ensure the effective implementation of the school counciling program
- □ II3-8-Sb Demonstrates time-management skills including scheduling, publicating and prioritizing time and tasks
- 2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school
  - CI B-B-4g Models enhand behavior
- □ IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
- 2e. Organizing physical space
  - DIVE to Demonstrates distore on mannerment and instructional skills
- □ IV-B-1d Develops materials and instructional strategies to meet student needs and school goals

# **Danielson Rubric For School Counselors**

## American School Counselor Association

#### **Danielson Rubric For School Counselors:**

**Enhancing Professional Practice** Charlotte Danielson, 2007 Describes a framework for teaching based on the PRAXIS III criteria which identifies those aspects of a teacher's responsibilities that promote improved student learning exploring twenty two components grouped into the four domains of planning and preparation classroom environment instruction and professional responsibilities **Current Index to Journals in Education**, 2002 The School Counselor's Guide Mark D. Nelson, 2011 The School Counselor's Guides is a set of three volumes providing a tailored guidance curriculum for Elementary Middle and High School students including approximately 100 classroom activities that are organized and designed to meet the National Standards created by the American School Counselor Association ASCA These activities can be used in the design of a comprehensive guidance curriculum which addresses the academic career and personal social development of all students Each of The Guides provide assessment instruments that allow counselors to measure how school counseling programs make a difference for their students These assessment instruments measure the guidance curriculum s effectiveness to promote the academic career and personal social developmental domains These publications have been assembled in three ring binders in order to make it convenient for the user to photocopy handouts for students and easily transport the day's lesson plans before returning them to the binder for storage The School Counselor's Guide Mark D. Nelson, 2011 The School Counselor's Guides is a set of three volumes providing a tailored guidance curriculum for Elementary Middle and High School students including approximately 100 classroom activities that are organized and designed to meet the National Standards created by the American School Counselor Association ASCA These activities can be used in the design of a comprehensive guidance curriculum which addresses the academic career and personal social development of all students Each of The Guides provide assessment instruments that allow counselors to measure how school counseling programs make a difference for their students These assessment instruments measure the guidance curriculum s effectiveness to promote the academic career and personal social developmental domains These publications have been assembled in three ring binders in order to make it convenient for the user to photocopy handouts for students and easily transport the day's lesson plans before returning them to the binder for storage Responding to Critical Cases in School Counseling Judy A. Nelson, Lisa A. Wines, 2020-10-05 This book helps school counselors and other school personnel navigate the complexities of the most common critical cases that are urgent and difficult in schools in the 21st century Counselor educators who use this text will help trainees learn to take a methodical approach to critical cases and to be prepared for the difficult situations they will encounter including cases involving violence cases of an existential nature cases involving inappropriate adult behavior and cases impacting the school community After a description of the case the reader is provided with the theories standards and experiences that are relevant to the case to formulate a response that is based on foundational principles of the school counseling profession Contributing counselors from around the country explain what

they do when critical cases present themselves and this text provides their tools wisdom and professional judgments and offers training that embraces the reality of the school counselor profession to all counselors educators and trainees

Professional School Counseling Resource Kit American School Counselor Association,1997 School Counseling Standards National Board for Professional Teaching Standards (U.S.),2002 Comprehensive Developmental Guidance and Counseling Curriculum Guide and Role Statement Revision Massachusetts School Counselors Association,1991

School Counseling and Social Work Homework Planner (W/ Exemplary Practices from the Field ,1997 **Download)** Sarah Edison Knapp, David J. Berghuis, 2017-04-17 Features assignments and exercises to meet the changing needs of school counselors and school social workers The School Counseling and School Social Work Homework Planner Second Edition provides you with an array of ready to use between session assignments designed to fit virtually every therapeutic mode This easy to use sourcebook features 75 ready to copy exercises covering the most common issues encountered in school settings such as study and organizational skill deficits and academic motivation underachievement as well as outside issues such as blended families divorce substance abuse teen pregnancy and parenting skill deficits A quick reference format the interactive assignments are grouped by presenting problems including learning difficulties disruptive classroom behavior self esteem building bullying and school violence Expert guidance on how and when to make the most efficient use of the exercises Assignments cross referenced to The School Counseling and School Social Work Treatment Planner Second Edition so you can guickly identify the right exercise for a given situation or problem A download code that contains all the exercises in a word processing format allowing you to customize them to suit you and your clients unique styles and needs Additional resources in the Practice Planners series Treatment Planners cover all the necessary elements for developing formal treatment plans including detailed problem definitions long term goals short term objectives therapeutic interventions and DSMTM diagnoses Documentation Sourcebooks provide the forms and records that mental health professionals need to efficiently run their practice For more information on our PracticePlanners products including our full line of Treatment Planners visit us on the web at www wiley com practiceplanners

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