

DANIELSON FRAMEWORK – SCHOOL COUNSELORS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
1a. Demonstrating knowledge of counseling theory and techniques □ IV-A-3 Demonstrate counseling theories and techniques that work in school, such as rational-emotive-behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems □ IV-A-4 Demonstrate counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons 1b. Demonstrating knowledge of child and adolescent development □ IV-A-7 Demonstrate principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income □ II-A-10 Demonstrate an understanding of the three domains of academic achievement, career planning and personal/social development 1c. 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 complement and inform the comprehensive school counseling program □ II-A-7 Demonstrate the understanding of legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policy 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district □ II-B-1a 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 do □ II-B-4c Demonstrate understand and practices in accordance with school/district policy and/or local, state and federal statutory requirements 1e. Planning the counseling program, integrated with the regular school program □ II-B-3 Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling 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-C-2 School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results □ V-B-3c Demonstrate the ability to identify areas for improvement of the school counseling program	2a. Creating an environment of respect and support □ I-B-1b Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program □ IV-A-7 Demonstrate the principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income 2b. Establishing a culture of productive communication □ II-B-2c Communicates the vision and mission of the school counseling program to all appropriate stakeholders □ I-6 a Demonstrates collaboration with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student 2c. Managing routines and procedures □ II-B-5 Develops calendars to ensure the effective implementation of the school counseling program □ II-B-5b Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks 2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school □ II-B-4g Models ethical 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 □ IV-B-1c Demonstrates classroom management and instructional skills □ IV-B-1d Develops materials and instructional strategies to meet student needs and school goals

Danielson Rubric For School Counselors

Charlotte Danielson



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

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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

Exemplary Practices from the Field ,1997 **School Counseling and Social Work Homework Planner (W/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 quickly 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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