

**Domain 1: Counselling**

Component 1a: Individual Counselling

| Level of Performance                        |   |   |  |   |
|---|---|---|--|---|
| Element                                     | Unsatisfactory  | Satisfactory  | Proficient   | Distinguished   |
| Knowledge of counselling strategies         | Guidance Counsellor (GC) demonstrates little understanding of common counselling strategies and cannot articulate which strategy they are using or why. | Demonstrates basic understanding of common counselling strategies. Has an understanding of the counselling process. | Demonstrates a thorough understanding of common counselling strategies and is able to articulate why they use a particular strategy. | Demonstrates a thorough and comprehensive understanding of common counselling strategies, articulating and implementing counselling strategies effectively. |
| Counselling strategies meet student's needs | GC uses same strategy with all students.  | Meets the needs of each student by using a developmentally appropriate strategy.                                    | Implements the needs of each student and offers an appropriate level of service.   | Individual counselling practices reflect current research on best practices to promote student growth, meet needs, and address diverse backgrounds.         |

Component 1b: Small Group Counselling

| Level of Performance                      |   |   |  |   |
|---|---|---|--|---|
| Element                                   | Unsatisfactory  | Satisfactory  | Proficient   | Distinguished   |
| Student identification                    | GC has no methods to identify students who would benefit from group counselling and/or does not run groups. | Identifies groups of students who would benefit from group counselling.   | Through collaboration with other staff and GC's own contact with students, is aware of student needs and builds groups around those needs.   | Proficient + Proactive in seeking to develop relations with students to identify small group needs (i.e. survey, visible presence in hallways, info sessions at staff meetings) |
| Knowledge of group counselling techniques | GC does not use nor refers group counselling when the need and feasibility arises.                          | Collaborates building small groups where students participate voluntarily. Obtains parental consent as appropriate. | Trained in group counselling techniques. Leads and evaluates a variety of groups to meet specific needs using effective group counselling skills (attending and listening, questioning, providing feedback, and managing time/pace). | GC's expertise is apparent and fluid. Evaluates the effectiveness of group counselling interventions.   |

Component 1c: Career Counselling

| Element                        | Level of Performance                                |  |   |  |
|--------------------------------|---|--|---|--|
|                                | Unsatisfactory                                      | Satisfactory   | Proficient  | Distinguished  |
| One-on-one career counselling  | GC does not consult with students.                  | Meets with students for career counselling questions.  | Has an extensive knowledge base of career options and educational requirements  | Proficient + Accesses outside agencies and refers students to contacts (i.e. post-secondary, workplaces)   |
| Use of career assessment tools | GC does not have career assessment tools available. | Provides a career assessment tool for students.  | Administers and/or supplies a variety of assessments on such things as self-assessments, interest inventories, personality, and/or skills                                   | Proficient + Uses the results in assisting the development of educational and career goals.  |
| Course selection assistance    | GC is not available for course selection assistance | Meets with students to make course changes and to assist in course selections. Completes grad status checks. | Helps students to make changes and selections according to the student's educational and career goals, personalizing their school experience while monitoring requirements. | Proficient + Proactively provides students with appropriate enrichment opportunities and/or educational opportunities beyond the school day (i.e. summer school courses, alternative education opportunities, distance education) and advises of the effects of their choices on post-secondary options /scholarships. |
| Transitional planning          | GC focuses on high school life only.                | Offers information on agencies that support high school students' transition to life after high school.      | Has a comprehensive list of local and provincial agencies and post-secondary institutions' help centers to assist students in transitioning to work.                        | Proficient + Offers transition support to all students, including those with diverse learning needs.   |

Component 1d: Crisis Counselling

| Level of Performance          |  |   |  |  |
|-------------------------------|--|---|--|--|
| Element                       | Unsatisfactory   | Satisfactory  | Proficient   | Distinguished  |
| Understands crisis situations | GC is unsure of what the procedure is in a crises situation. | Is aware of divisional and school policy/ procedures when dealing with crisis, and can determine whether the concern is within one's training and scope of practice. Is familiar with legal and ethical issues. | Satisfactory + Is able to clarify the situation, stabilize the student and works collaboratively with clinical services. Knows the legal and ethical issues. | Proficient + takes a leadership role in the school during crises situations.   |
| Referrals                     | GC does not refer.   | Is aware of and makes use of the divisional referral process.   | Refers, when appropriate, to divisional clinical staff or outside agencies.  | Proficient + has a current list of professionals beyond the school setting, understands their role, and makes use of services appropriately.                                   |
| Post-crisis assistance        | GC does not do any follow-up work.                           | Meets with students after a crisis if students seek the GC out.   | Meets with student regularly until issue has stabilized.   | Meets with student regularly until issue has stabilized, working toward increasing student's self-knowledge, strengthening support networks, and increasing resiliency skills. |

Component 1e: Peer Helping Programs

| Level of Performance  |                             |                                     |  |   |
|-----------------------|-----------------------------|-------------------------------------|--|---|
| Element               | Unsatisfactory              | Satisfactory                        | Proficient   | Distinguished   |
| Peer Helping Programs | No peer programs available. | GC initiates a peer helper program. | Supervises or shares supervision of a peer helper program. | Proficient + provides initial and on-going training for peer helpers. |

**Domain 2: Prevention**

Component 2a: Prevention Priorities

| Level of Performance                        |  |   |  |   |
|---|--|---|--|---|
| <b>Element</b>                              | <b>Unsatisfactory</b>                            | <b>Satisfactory</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
| Developmental needs and preventive programs | No prevention activities are made available.     | GC organizes and delivers one or two primary prevention activities (whole-class or school-wide), provides early intervention and individual counselling support to students whose difficulties have the potential to escalate and affect school success, and attends and participates in IEP or BIP meetings. | Satisfactory + demonstrates awareness of the developmental and preventative needs in the school and plans appropriate, proactive interventions / programs (study skills, personal safety, conflict management, anxiety, peer pressure, transition prep, addictions). | Proficient + collaborates with all team members (teachers, students, clinicians, admin, parents) and provides consultations, referrals to support services, and individual counselling to students with existing severe difficulties. |
| Restitution                                 | GC does not model the principles of Restitution. | Is familiar with and models some Restitution principles.  | Implements and models many Restitution principles.   | Fully implements and models Restitution principles school-wide.   |

Component 2b: Individual Assessments

| Level of Performance |                                       |   |  |  |
|----------------------|---------------------------------------|---|--|--|
| <b>Element</b>       | <b>Unsatisfactory</b>                 | <b>Satisfactory</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
| Assessment tools     | GC does not use any assessment tools. | Has a preference for one or two assessment tools to identify the needs and potential issues for all students in the school. | As a student support team member, uses a variety of assessment tools such as observations, checklists, student journal entries, behavior charts, anecdotal data collection, case study analysis, or interviews to identify the needs of students and to provide information for further student support team action. | Proficient + refers appropriately for specialized assessments. |

Component 2c: Coordinated Student Support Team Activities

| Level of Performance |                        |   |  |  |
|----------------------|------------------------|---|--|--|
| Element              | Unsatisfactory         | Satisfactory  | Proficient   | Distinguished  |
| Collaboration        | GC works in isolation. | Attends and participates in student support meetings.<br>Collaborates with staff about student needs. | Collaborates and takes an active role in working with other support staff to help students with exceptional learning needs or those who are at risk, e.g. assists in establishing appropriate individual behavior plans. | Proficient + Promotes workshops and provides one-on-one support to staff to help them address student needs. |

Component 2d: Student Advocacy

| Level of Performance   |  |   |  |  |
|------------------------|--|---|--|--|
| Element                | Unsatisfactory                               | Satisfactory  | Proficient   | Distinguished  |
| Advocates for students | Does not advocate for students.              | GC is a spokesperson for a comprehensive and developmental guidance and counselling program that meets the needs of students. | Satisfactory + Has taken an active role to advocate for students in issues such as discipline, educational difficulties, and when students wish to engage in restitution activities. | Proficient + Assists students in self-advocating for their needs.  |
| Transitional Planning  | GC is not involved in transition activities. | Provides or participates in orientation sessions for groups (i.e. transition from one grade or school building to the next).  | Satisfactory + Works one-on-one with a student or group of students to ease any transition process into a series of manageable steps.  | Proficient + transition plans for students including assisting them through the transition and communicating with their next GC. |

**Domain 3: Guidance Education**

Component 3a: Classroom-Based Guidance Instruction

| Level of Performance                          |  |   |  |   |
|---|--|---|--|---|
| <b>Element</b>                                | <b>Unsatisfactory</b>  | <b>Satisfactory</b>                                       | <b>Proficient</b>  | <b>Distinguished</b>  |
| Classroom-based delivery of guidance outcomes | GC does not work with teachers to provide classroom instruction. | Makes classroom presentations at the request of teachers. | Has a thorough understanding of the 3 areas of guidance education (personal/social, educational, career) and actively seeks out and plans opportunities to deliver lessons based on these learning outcomes. | Plans and collaborates (co-teaching) with classroom teachers to ensure that the personal/social, educational, and career education needs of students are being met. |

Component 3b: Group Guidance Education Activities

| Level of Performance     |  |  |   |  |
|--------------------------|--|--|---|--|
| <b>Element</b>           | <b>Unsatisfactory</b>  | <b>Satisfactory</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
| Post-secondary Education | GC has minimal post-secondary information available to students. | Provides post-secondary education and career resource materials and programs, as well as apprenticeship information. | Satisfactory + Remains current with changes in post-secondary institutions' entrance and program requirements. Provides information on student loans, scholarships, and bursary applications. | Proficient + Plans for post-secondary materials, presenters, or orientation sessions (i.e. Career Symposium with break-out sessions, post-secondary tours). Shares professional materials and resources with staff related to post-secondary opportunities, peer relations, motivation, study skill aids, and specific subject-area materials. |

**Domain 4: Coordination**

Component 4a: Professional Learning

| Level of Performance     |   |   |   |   |
|--------------------------|---|---|---|---|
| Element                  | Unsatisfactory  | Satisfactory  | Proficient  | Distinguished   |
| Professional Growth Plan | GC does not have a professional growth plan.  | Has a professional growth plan.   | Professional growth plan has specific goals with realistic implementation strategies that are regularly reviewed. | Professional growth plan is SMART, regularly reviewed and highly effective.                                     |
| Professional Development | GC attends PD activities only when required to do so. Seldom reads professional literature. | Seeks opportunities to learn from others. Attends PD opportunities relevant to counselling. | Engages in professional development relevant to PGP and to current issues in guidance.                            | Engages in professional development and is involved in providing professional development to others.            |
| Professional Portfolio   | GC does not have a professional portfolio.  | Has a professional portfolio.   | Professional portfolio is updated regularly and demonstrates growth.  | Professional portfolio is extensive, updated regularly and displays evidence of continuing professional growth. |

Component 4b: Consultation and Collaboration

| Level of Performance                               |  |  |  |  |
|--|--|--|--|--|
| Element  | Unsatisfactory   | Satisfactory   | Proficient   | Distinguished  |
| Professional relationships with colleagues         | GC's professional relationships with colleagues are often negative or self-serving.  | Maintains cordial professional relationships with colleagues to fulfill the duties that the school or division requires.                   | Support and cooperation characterize appropriate professional relationships with colleagues.   | Proficient + Is collaborative and is willing to initiate and lead when needed.   |
| Interpersonal relationships with parents/guardians | Interaction with some parents/guardians is negative or inappropriate to their culture. Does not contribute to a climate of consultation and collaboration. | Interactions with parents are generally positive and respectful. Contributes to a climate that facilitates consultation and collaboration. | Interactions with parents demonstrate warmth, caring and respect. Such interactions contribute to a climate of consultation and collaboration. | Encourages and models polite and respectful interactions that are culturally appropriate. Knows how to build bridges and have crucial conversations in difficult situations. |
| Team meetings                                      | GC does not attend or attends but does not participate in meetings.  | Attends team meetings regularly.   | Is an active participant in team meetings, sharing   | Organizes and leads team meetings.   |

|   |   |  |   |  |
|---|---|--|---|--|
|   |   |  | concerns and possible solutions.  |  |
| Communication and cooperation with administration | GC does not communicate with administration and often disregards school protocols and/or goals. Discussion about concerns is difficult. | Communicates and cooperates with administration, sometimes forgetting school protocols and/or goals. | Communicates with administration about plans and activities and is familiar with school protocols and goals. Problems are discussed and solved cooperatively. | Consistently communicates well in advance with administration and adheres to school protocols and goals. Actively participates in helping to set direction for the school. |

Component 4c: Program Management and Operations

| Element   | Level of Performance  |   |   |  |
|---|---|---|---|--|
|   | Unsatisfactory  | Satisfactory  | Proficient  | Distinguished  |
| Atmosphere and Resources  | GC has established no standards of conduct for students in the counselling office and during counselling sessions. Area does not provide a suitable space for confidential conversations or for students to sit and research available resources. | Efforts to establish standards of conduct for students in the counselling office and during counselling sessions are minimally successful. Area provides a suitable space for confidential conversations. | Has established clear standards of conduct in the counselling office and during counselling sessions. Area is quiet, welcoming, colourful, comfortable, and informative.  | Proficient + Takes a leadership role in maintaining and acquiring additional resources and supplies.   |
| Program based on student needs  | GC has no clear goals to maintain or improve the counselling program, or the goals are inappropriate to either the situation or the age of the students.  | Goals to maintain or improve the counselling program are rudimentary and are partially suitable to the situation and the age of the students.   | Goals to maintain or improve the counselling program are clear and appropriate to the situation in the school and to the age of the students. Collects data through informal conversations, structured interviews, surveys, etc. in order to program. | Goals for the counselling program are highly appropriate to the situation in the school and to the age of the students and based on data to determine required resources, identify student outcomes, define service delivery and implement services. |
| Time management<br>15-40% guidance education<br>5-35% prevention<br>30-40% counselling<br>15-20% coordination | GC does not manage time well. Frequently skips tasks, is late, makes errors in records, misses deadlines.   | Usually accomplishes tasks, is on time and keeps deadlines.   | Is punctual and reliable with tasks. Maintains calendar of activities. Maintains a healthy life/work balance.   | Carries out tasks conscientiously and punctually. Maintains a healthy life/work balance.   |



**Domain 5: Professionalism**

Component 5a: Maintaining Records

| <b>Element</b>      | <b>Level of Performance</b>  |  |   |  |
|---------------------|--|--|---|--|
|                     | <b>Unsatisfactory</b>  | <b>Satisfactory</b>  | <b>Proficient</b>   | <b>Distinguished</b>   |
| Note taking         | GC keeps minimal notes or none at all. Notes contain opinion and assumptions.                                    | Keeps objective, dated, and initialed or signed notes on interactions with students. If notes are kept electronically, they are initialed/signed when printed.       | Satisfactory + Notes are specific, precise, and timely, containing presenting problem or concern, main points or main issues discussed, and relevant information on interventions.    | Proficient + Notes contain long/short term goals, plans and/or homework, action taken, and any correspondence or consultations.  |
| Information sharing | GC does not adhere to confidentiality. Office is not secure. Leaves notes or records on desk or computer screen. | Has basic understanding of with whom, what, and when to share student information. Maintains a secure office (files are secure and office door is locked when away). | Has a detailed understanding of the processes around the sharing of student information. Maintains a secure office – desk and computer are free of open files. Files are locked away. | Proficient + Is highly aware of confidentiality. Discloses information appropriately to outside agencies.  |
| Record keeping      | GC does not track the sequence or nature of the services provided.   | Maintains records to track the sequence and nature of the services provided within a counselling relationship in the pupil support and cumulative file.              | Satisfactory + Has a basic understanding of the purpose and guidelines of record keeping.   | Proficient + Has a thorough understanding on the right of access to counselling records, release of confidential information, transfer of records, and the storage and disposal of same. |

Component 5b: Contribution to the School, Division and the Profession

| Element  | Level of Performance   |  |   |   |
|--|--|--|---|---|
|  | Unsatisfactory   | Satisfactory   | Proficient  | Distinguished   |
| Participation in school and division projects and activities | GC rarely becomes involved in school division projects and activities.                     | Participates in school and division projects and activities when specifically asked. | Volunteers to participate in school and division projects and activities. | Proficient + Provides leadership at the school or divisional level.   |
| Service to the profession                                    | Makes no effort to share knowledge with others or to assume professional responsibilities. | Finds ways to contribute to the profession.  | Participates actively in assisting other educators.                       | Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. |