

Specialized Service Professionals
DRAFT Rubric based on Standards and Elements Approved by the
Colorado State Council for Educational Effectiveness on February 22, 2013
Rubric for Evaluating Colorado’s School Counselors

Definition of an Effective Specialized Service Professional

Effective Specialized Service Professionals are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed School Counselors employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

Quality Standard I: <i>School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.</i>				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Counselors demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Understands the connections between theories and evidence-based counseling and human development, student learning, student success, and future planning. 	<p>School Counselor:</p> <ul style="list-style-type: none"> □ Has knowledge of developmental influences on behavior, learning, and future planning. □ Has knowledge of counseling theories about human development, student learning, and student success. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Applies theories and counseling and human development and student learning in counseling programs and services designed to enhance student success. ○ Applies knowledge of research theories about human development, student learning, and student success 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Collaborates across disciplines in the development of innovative approaches based on evidence-based counseling theories and human development, student learning, and student success. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Communicates innovative practices beyond the school-level that show promise to improve positive student outcomes and success.
Element b: School Counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Understands how the school counseling program relates to other content areas/disciplines. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Understands the connection of the school counseling program and content areas 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Collaborates with school staff to help them understand how the comprehensive curriculum is related to their content areas/disciplines, such as Individual Career & Academic Plan (ICAP). 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Provides assistance to school staff as they integrate Colorado practices and regulatory requirements into their content areas/disciplines, 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Shares outcome results of the integration of the comprehensive school counseling program and ICAP to develop and enhance students' 21st Century skills
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Element c: School Counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Uses evidence-based practices and research to guide intervention planning and development 	<p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Has an awareness of some evidence-based school counseling practices 	<p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Uses evidence-based practices and research to guide interventions, planning, and development. 	<p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Supports others in the active use of evidence-based practices and research to support student success. 	<p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Contributes to the body of knowledge regarding of evidence-based practices and research to make recommendations for systems level practices/decisions.
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Element d: School Counselors demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Identifies the relevant issues and contexts that impact family-school partnerships ○ Has knowledge of community/local resources 	<p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Has an understanding of the linkages between schools, families, and community providers. ○ Identifies the relevant issues and contexts that impact family-school partnerships. 	<p>... and</p> <p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Develops partnerships with families to support student success. ○ Demonstrate use of community/local resources to support student success. 	<p>... and</p> <p>The School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge of the relevant issues and contexts that impact family-school partnerships as the basis for problem solving related to prevention and intervention. <input type="checkbox"/> Develop community/local partnerships to support student success. 	<p>... and</p> <p>The School Counselor:</p> <ul style="list-style-type: none"> ○ Educates the school community regarding the influence of family involvement on school achievement and advocate for family involvement in school policy development.
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Element e: School Counselors demonstrate knowledge of and expertise in their professions.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Clearly understands and demonstrates the role of school counselors. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Understands the multifaceted role of the school counselor. 	<p>... and School Counselor:</p> <ul style="list-style-type: none"> ○ Strives to improve and enhance the profession within the school by sharing best practices with colleagues. ○ Understands and demonstrates the multifaceted role of the school counselor. 	<p>... and School Counselor:</p> <ul style="list-style-type: none"> ○ Stays current on evidence-based literature and practices of school counseling. ○ Promotes professional growth of individual school staff members on the application of best practices. ○ Incorporates different points of view in the school counseling program and services to students. ○ Helps to establish a positive school climate. 	<p>... and School Counselor:</p> <ul style="list-style-type: none"> ○ Enhances the profession at the district, state, and/or national level by conducting presentations or writing articles. ○ Serves on boards, committee or task forces at a state, district, or national level.
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○ Professional Practice is **Observable** during an observation of a session.
 □ Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Counselors demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.							

Element b: School Counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.						
Element c: School Counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
Element d: School Counselors demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
Element e: School Counselors demonstrate knowledge of and expertise in their professions.						
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary	Overall Rating for Standard I: <div data-bbox="873 541 1463 621" style="border: 1px solid black; background-color: #c8e6c9; height: 38px; width: 100%;"></div>					
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						

Quality Standard II: School Counselors support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element a: School Counselors foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</p>				
<p>There is inadequate evidence that the School Counselor creates an environment in which:</p> <ul style="list-style-type: none"> ○ Students build positive relationships with each other. 	<p>School Counselor creates an environment that:</p> <ul style="list-style-type: none"> ○ Emphasizes mutual respect for and understanding of all students and stakeholders. ○ Encourages positive relationships between colleagues and among students that is inviting respectful, supportive and inclusive. ○ Is aware of the limits of confidentiality in a school setting. ○ 	<p>.. and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Sets common goals for all students in order to build unity. ○ Supports staff and students in developing a nurturing relationship. ○ Abides by and communicates limits of confidentiality in a school setting to students, staff, families and community members. 	<p>.. and</p> <p>School Counselor :</p> <ul style="list-style-type: none"> ○ Assesses school culture and implements programming to ensure students feel safe and have positive, nurturing relationships with adults. 	<p>.. and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Engage in respectful and open dialogue with each other and their School Counselor. ○ Participate in curricula leading to positive and nurturing relationships.
<p>Element b: School Counselors demonstrate respect for diversity within the home, school, and local and global communities.</p>				

<p>There is inadequate evidence that the School Counselor creates an environment in which:</p> <ul style="list-style-type: none"> ○ Student and family background characteristics are considered in developing services. ○ Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Uses approaches and materials that reflect students' backgrounds. ○ Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. 	<p>... and</p> <p>School Counselor establishes routine processes that result in:</p> <ul style="list-style-type: none"> ○ A strong sense of community among students. ○ Effective interactions among students. ○ Respect for individual differences. ○ Positive social relationships. <p>Student and family background characteristics are considered in developing services</p> <ul style="list-style-type: none"> ○ Selects and/or develops materials and activities that counteract stereotypes. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Adapts programming and services to recognize the influences of culture, demographics and socio-economic status on a student's development and engagement. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Actively seek a variety of perspectives to complete group assignments. ○ Respect the backgrounds of fellow students. ○ Participate in group and individual activities and programs to assist in elevating cultural awareness.
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Element c: School Counselors engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.

<p>There is inadequate evidence that the School Counselors:</p> <ul style="list-style-type: none"> ○ Has high expectations for all students. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Awareness of importance of Academic, Career and Personal/Social goal setting in student success. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Provides opportunities for students to set Academic, Career and Personal/Social goals which lead to student success. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Have plans, including action steps to accomplish those plans, to accomplish and achieve individualized academic, personal/social and career goals. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ All students have access to individually appropriate learning supports that will assist them in meeting or exceeding their individualized academic, career, and personal/social goals.
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Element d: School Counselors engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Seeks partnerships and collaborative relationships with students, families, and colleagues to enhance student success. ○ Communicates student needs with all stakeholder groups regardless of barriers. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Maintains appropriate and respectful relationships with students, their families, and significant adults. □ Uses a variety of methods to initiate communication with families and significant adults. □ Is sensitive to the diverse family structures. □ Promotes and builds trust, understanding and partnerships with stakeholder groups. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> □ Partners with families and significant adults to help students meet educational goals. □ Coordinates information from families and significant adults with colleagues who provide student services. □ Seeks services and resources internally to meet the diverse needs of students. □ Seeks services and resources externally to meet the diverse needs of students. □ 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Communicate freely and openly with School Counselor. ○ Meet regularly with School Counselor to address concerns, successes, and needs. <p>Families and Significant Adults:</p> <p>Partner with School Counselor and the school for the benefit of their students.</p> <ul style="list-style-type: none"> □ Willingly share information that may impact student learning within ethical parameters. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Initiates and maintains new partnerships with community organizations to support student success and needs. <p>Families and Significant Adults:</p> <ul style="list-style-type: none"> □ Seek the School Counselor’s assistance to find resources and services to support student needs. <p>Other school staff:</p> <p>Seek the advice of school counselor in efforts to promote student growth and eliminate barriers to success.</p>
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Element e: School Counselors select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> O Assists students to behave appropriately in the learning environments. O Collaboratively identifies and prioritizes student needs based on data, referral, observations, and other sources of information. O Delivers and implements a core curriculum to all students. 	<p>School Counselor:</p> <ul style="list-style-type: none"> O Puts procedures in place to avoid interruption to counseling time. O Posts expectations where they are readily available to all students. O Provides appropriate services to meet individual student, small group, and classroom needs. O Has identified academic or counseling standards in some lesson plans/action plans. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Makes maximum use of instructional time. O Holds students accountable for adherence to school and class rules. O Maintains a safe and orderly environment. O Collaborates with others to create a customized plan of action that guides follow-up services to meet students' varied needs. O Has identified academic or counseling standards in at least half of presented lesson plans/action plans. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> O Stay on task during counseling and instructional times. O Abide by school and class rules and expectations. <p>School Counselor:</p> <ul style="list-style-type: none"> O Adapts services based on the academic, personal/social, and career needs of students. O Adapts services to address the customized plan of action. O Has identified academic or counseling standards in all lesson plans/action plans. O Participates in the development of positive behavioral supports. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> O Help other students stay on task. O Accept responsibility for their behavior and use of time. <p>School Counselor:</p> <ul style="list-style-type: none"> O Has identified academic/school counseling standards in all aspects of the school counseling program. O Actively leads and supports system-wide integration of positive behavioral supports for all students.
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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		Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Counselors foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.								
Element b: School Counselors demonstrate respect for diversity within the home, school, and local and global communities.								
Element c: School Counselors engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.								
Element d: School Counselors engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.								
Element e: School Counselors select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.								
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary		Overall Rating for Standard II: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>						
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.								
Comments of person being evaluated. (Optional)								

Quality Standard III: School Counselors plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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Element a: School Counselors provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all legal requirements for professional practices 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of requirements of educational and/or intervention plans that align with educational law and district policy for individual students such as, but not limited to, ICAPs, 504, RtI, ASCENT, concurrent enrollment and/or graduation plans/requirements. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all legal requirements, including timelines for professional practices <input type="checkbox"/> Implement or coordinate educational and/or intervention plans that align with educational law and district policy for individual students. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports teachers and other professionals in implementing education plans and/or interventions. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the development of building or district policies and procedures that facilitate compliance with legal requirements that support individual student success.
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Element b: School Counselors utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assesses, analyzes, interprets, disaggregates, and presents process, perception, and outcome data <input type="checkbox"/> Systematically collects data from multiple sources 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accesses and understands use of student data. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes data driven decisions based on existing data. 	<p>... and</p> <p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates assessment results to colleagues, parents, and students as appropriate <input type="checkbox"/> Makes data driven decisions based on the analysis and shares the results with stakeholders to determine future goals. <input type="checkbox"/> Analyzes available process, perception, achievement, and outcome data from multiple sources. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates assessment results to initiate systemic change.
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Element c: School Counselors plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> O Understands a comprehensive school counseling program. O Develops a plan for the effective use of time based on program priorities, student needs, raising achievement, and closing gaps. 	<p>School Counselor:</p> <ul style="list-style-type: none"> O Understands the need for a comprehensive school counseling program to be relevant to students. O Provides evidence that the comprehensive school counseling is in development or the program is inconsistently implemented. O Conceptually understands achievement gaps. O Understand how to identify achievement gaps. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Develops a comprehensive school counseling program based on data to meet student needs, skills, and interests. O Implements a comprehensive school counseling program. <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes data to identify achievement gaps. <input type="checkbox"/> Provide services based on program priorities, student needs, raising achievement, and closing gaps. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Builds on student needs, skills and interests to incorporate 21st Century skills and content into the school counseling program. O Develops and maintains a counseling program for ALL students that includes academic, personal/social, and career development. O Provides evidence that services have addressed an achievement gap. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Maintains a fully implemented program using data to evaluate and refine the program. O Regularly communicates and collaborates with stakeholders regarding the goals of the school counseling program. O Provides evidence that all students are being served equitably. O Implemented programming that has effectively worked toward closing an achievement gap.
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Element d: School Counselors support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of available technology to support student success. <input type="checkbox"/> Effectively uses building/district software and technology (e.g., student databases,) 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs significant support to use building/district software and technology. <input type="checkbox"/> Awareness of external technology resources to enhance student success. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of available technology for students <input type="checkbox"/> Effectively uses building/district software and technology as well as external technology resources to enhance student success. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses information and technology resources to enhance data collection and decision-making to improve student outcomes. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic, career and personal/social skills are enhanced by information and technology resources.
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Element e: School Counselors establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an awareness and understanding of a school counselor's role in postsecondary workforce readiness and 21st century skills 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness and understanding of school counselor's role in increasing postsecondary workforce readiness and 21st century skills. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing services to facilitate postsecondary workforce readiness and 21st century skills. 	<p>... and</p> <p>School Counselors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating to stakeholders the importance of school counselor's role in increasing postsecondary workforce readiness and 21st century skills. <input type="checkbox"/> Address issues that present barriers to 21st Century skill mastery. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn problem-solving techniques that incorporate critical thinking and 21st Century skills. <input type="checkbox"/> Demonstrate postsecondary workforce readiness and 21st century skills.
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Element f: School Counselors communicate effectively with students.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. ○ Understands the importance of students developing effective communication skills. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Demonstrates developmentally appropriate language with students. 	<p>... and School Counselor:</p> <ul style="list-style-type: none"> □ Assists student in determining the most appropriate communication strategies to use in a variety of situations. □ Promotes the development of effective communication skills throughout the school community. □ Uses a variety of appropriate delivery methods to communicate with students. 	<p>... and School Counselor:</p> <ul style="list-style-type: none"> ○ Supports other professionals in utilizing culturally relevant communication techniques. ○ Utilized equitable and culturally responsive communication methods. ○ Takes advantage of instructional opportunities to develop students communication skills, including vocabulary related to school counseling, such as PWR, 21st century skills, and PBIS. 	<p>... and Students:</p> <ul style="list-style-type: none"> ○ Consistently provide feedback to school counselor. ○ Show evidence of consistent communication between students and counselor. ○ Understand the role and services of a school counselor. ○ Language and vocabulary are broadened.
<p>Element g: School Counselors develop and/or implement services and/or specially designed instruction unique to their professions.</p>				

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Counsels individual students and groups of students with identified needs or concerns in academic, career and personal/social areas. ○ Implements an effective crisis response plan. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Counsels individual student s. ○ Counsels student s in small or large groups. ○ Aware of school and district policies, procedure and practices around crisis response. ○ Offers or is available for responsive services. ○ Show evidence of a crisis plan. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Counsels individual student s. ○ Counsels student s in small and large groups. ○ Collaborates with other student support services and/or external providers to support student success. ○ Compliant with school and district policies, procedure and practices around crisis response. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Uses data to inform and improve counseling interventions in individual, small and/or large groups. ○ Implements a crisis plan with teacher and administrator involvement. ○ Uses data to create proactive ○ Support others in compliance with school and/or district policies, procedure and/or practices around crisis response. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Uses data to evaluate effectiveness of interventions and make necessary adjustments to services. ○ Documents responsive services which are data-driven and are followed-up by the counselor. Time is allocated for responsive services. ○ Review and improve school and/or district policies, procedure and/or practices around crisis response.
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 □ Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Counselors provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.							

Element b: Specialized Service Professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.						
Element c: School Counselors plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.						
Element d: School Counselors support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.						
Element e: School Counselors establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.						
Element f: School Counselors communicate effectively with students.						
Element g: School Counselors develop and/or implement services and/or specially designed instruction unique to their professions.						
0 to 5 Total Points = Not Evident 6 to 11 Total Points = Partially Proficient 12 to 17 Total Points = Proficient 18 to 23 Total Points = Accomplished 24 to 28 Total Points = Exemplary			Overall Rating for Standard III: <div style="background-color: #d9ead3; width: 100%; height: 20px; margin-top: 5px;"></div>			
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.						
Comments of person being evaluated. (Optional)						

Quality Standard IV: School Counselors reflect on their practice.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Counselors demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Thinks systemically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. ○ Uses student achievement and achievement-related data for program evaluation and modification. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Conducts a yearly program audit. ○ Monitors student achievement data or achievement-related data. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Conducts a yearly program audit but does not share the results or elicit recommendations for change. ○ Has awareness of data fluctuations which indicate student achievement trends but does not monitor data over time. □ Collects multiple examples of student work to determine student progress over time. 	<p>... and</p> <p>School Counselor</p> <ul style="list-style-type: none"> ○ Conducts a yearly program audit to assess the progress of the school counseling program and determine if changes are needed. ○ Determines the effectiveness of service delivery based on data. ○ Seeks feedback from stakeholder groups on the effectiveness of service delivery and needed changes. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Completes a yearly program audit, reviews the results of the audit with the advisory committee and other stakeholders, elicits and implements recommendations for changes are noted. ○ Monitors trends and creates programs to close the achievement gap. Presents results to stakeholders.
Element b: School Counselors link professional growth to their professional goals.				

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development. <input type="checkbox"/> Understands which professional development activities will help to address student and school needs. 	<p>The counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Uses personal reflection, consultation, and supervision to develop professional goals. 	<p>... and</p> <p>The counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Develops a professional growth plan based upon professional goals that are directly related to improving student success in the academic, personal/social, and/or career domains. 	<p>... and</p> <p>The counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Participates in high quality professional development specific to school and based upon professional growth plan. <input type="radio"/> Reflects on professional development and applies new knowledge and skills to the counseling program. 	<p>... and</p> <p>The counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Develops and leads focused and rigorous professional development at the building, district, state and/or national level.
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Element c: School Counselors respond to complex, dynamic environments.

<p>There is inadequate evidence that the School Counselor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the dynamic nature of the school environment and the need for targeted practice/activities to adequately address needs within that environment. 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks ideas to improve practice. <input type="checkbox"/> Is developing appropriate responses to a pluralistic, multicultural, and technological society that is consistent with legal and ethical practice. <input type="checkbox"/> Seeks evidence-based research related to the counseling profession. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively investigates and considers new ideas that improve the school counseling profession. <input type="checkbox"/> Responds to a pluralistic, multicultural, and technological society that is consistent with legal and ethical practice. <input type="checkbox"/> Evaluates critical events and responds effectively and efficiently. <input type="checkbox"/> Adapts professional practice based upon current evidence-based research findings and needs of the environment. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors the impact of adaptations to professional practice on student academic, career, and personal/social development. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares results of monitoring activities. <input type="checkbox"/> Leverages resources to integrate monitoring findings into ongoing practice. <input type="checkbox"/> Contributes to the enhancement of the school counseling profession.
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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:						
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Counselors demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.							
Element b: School Counselors link professional growth to their professional goals.							

Element c: School Counselors respond to complex, dynamic environments.									
0 to 1 Total Points = Not Evident 2 to 4 Total Points = Partially Proficient 5 to 7 Total Points = Proficient 6 to 10 Total Points = Accomplished 11 to 12 Total Points = Exemplary					Overall Rating for Standard IV: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>				
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.									
Comments of person being evaluated. (Optional)									

Quality Standard V: *School Counselors demonstrate collaboration, advocacy and leadership.*

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Counselors collaborate with internal and external stakeholders to meet the needs of students.				
<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Collaborates with school staff to create a positive learning environment. <input type="radio"/> Maintains a positive, productive and respectful relationship with colleagues. <input type="radio"/> Collaborates with external stakeholders. 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. <input type="checkbox"/> Identify internal and external stakeholders essential to meet the needs of students. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Contributes to committees and/or teams. <input type="checkbox"/> Collaborates with school personnel. <input type="radio"/> Collaborates with external stakeholders. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates and collaborates effectively with community professionals and agencies regarding student and school-related issues and identify appropriate resources, facilitate access to services and helps coordinate services as appropriate. <input type="radio"/> Collaboration with stakeholders facilitates a systemic approach to meeting the needs of students. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Has a well-developed network of internal and external stakeholders that meet the diverse and unique needs of students.

Element b: School Counselors advocate for students, families, and schools.

<p>There is inadequate evidence that the counselor:</p> <p>Understands and engages in advocacy on behalf of students</p>	<p>The counselor:</p> <ul style="list-style-type: none"> ○ Understands the role of a school counselor as an advocate for all students ○ Identifies potential stakeholders in advocacy efforts ○ Actively builds relationships with stakeholders to serve as a foundation for advocacy 	<p>... and</p> <p>The counselor:</p> <ul style="list-style-type: none"> ○ Advocates responsibly within the school community on behalf of students ○ Provides potential solutions when advocating for students ○ Teaches students appropriate self-advocacy skills ○ Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success. 	<p>... and</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Use self-advocacy skills <p>School Counselor...</p> <ul style="list-style-type: none"> ○ Establishes and effectively uses a school counseling advisory council to advocate for school counseling program ○ Identifies and addresses systematic barriers to student success. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Advocates responsibly for school board policy and local, state and federal statutory requirements that are in the best interests of students, families, and communities. ○ Effectively reduces or eliminates systematic barriers to student success.
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Element c: School Counselors demonstrate leadership in their educational setting(s).

<p>There is inadequate evidence that the counselor:</p> <p>Is developing her/his leadership skills.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> ○ Recognizes opportunities to develop leadership skills ○ Supports school goals and initiatives 	<p>... and</p> <p>The counselor:</p> <ul style="list-style-type: none"> ○ The school counselor demonstrates effective leadership in the school counseling program and the school. □ Is viewed as a leader within her/his area expertise 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program and the school as a whole. ○ The school counselor is viewed by other professionals as an essential part of school leadership team ○ Shares knowledge and helpful practices with colleagues. 	<p>... and</p> <p>School Counselor:</p> <p>Take on a district, state, or national leadership role</p> <p>Advocate for the profession of school counseling</p>
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Element d: School Counselors contribute knowledge and skills to educational practices and their profession.

<p>There is inadequate evidence that the School Counselors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to share expertise with colleagues. <input type="checkbox"/> Understands the importance of supporting colleagues. 	<p>School Counselor collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Contribute to school goals. <input type="checkbox"/> Enhance opportunities for professional growth. <input type="checkbox"/> Provide input into the management of the school. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Encourages collaboration among all school staff. <input type="radio"/> Conducts trainings, in-services or presentations based on assessed needs. <input type="radio"/> Promotes best practices for professional school counseling. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Participates in district-wide decision-making processes that impact the school. <input type="radio"/> Advocates for the profession of school counseling in the school and community. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="radio"/> Advocates for the inclusion of School Counselors in education and government decision-making processes.
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Element e: School Counselors demonstrate high ethical standards.

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for himself/herself and others. <input type="checkbox"/> Adheres to standards of professional practice. <input type="checkbox"/> Understands the laws, policies and procedures applicable to the school counseling profession. 	<p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. <input type="checkbox"/> Abides by the laws, policies and procedures applicable to the school counseling profession. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to the legal aspects of the role of the school counselor. <input type="checkbox"/> Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demands ethical behavior on the part of students. <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. <input type="checkbox"/> Supports colleagues in the understanding of ASCA ethical standards for school counselors. <input type="checkbox"/> Promotes understanding of the laws policies and procedures applicable to the school counseling profession. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others. <input type="checkbox"/> Promotes ethical standards and laws, policies and procedures of the school counseling profession at the district, state, or national level.
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:						
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Counselors collaborate with internal and external stakeholders to meet the needs of students.							
Element b: School Counselors advocate for students, families and schools.							
Element c: School Counselors demonstrate leadership in their educational setting(s).							
Element d: School Counselors contribute knowledge and skills to educational practices and their profession.							
Element e: School Counselors demonstrate high ethical standards.							
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary	Overall Rating for Standard V: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>						
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.							
Comments of person being evaluated. (Optional)							

Quality Standard VI: *School Counselors take responsibility for student outcomes.*

Element a: School Counselors demonstrate high levels of student outcomes consistent with the requirements of their respective professions.

Element b: School Counselors demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.

Quality Standard VI: <i>School Counselors take responsibility for student outcomes.</i>				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Counselors demonstrate high levels of student outcomes consistent with the requirements of their respective professions.				
<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> O Take an active role in assisting students and families with educational access, including McKinney-Vento and other underrepresented student populations. O Assist teachers, administrators, students and families with setting future goals through career and academic plans. 	<p>School Counselor:</p> <ul style="list-style-type: none"> O Knowledge of educational access for all students. O Understands career and academic plans. O Understands goal-setting. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Assists administrators and other school personnel with education access for all students. O Implements career and academic plans. O Implements goal-setting. O Engages families and other necessary stakeholders in implementation of career and academic plans. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Actively identifies barriers and takes action in advocating for education access for all students. O Assists other colleagues in implementation of career and academic plans. O Assists others in goal-setting. O Engages families and other necessary stakeholders in implementation of career and academic plans. O Mentors and supports colleagues on issues related to career and academic plans. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> O Leads the development career and academic plans as well as provides training assistance for others. O Leads goal-setting and/or career and academic plan activities for school or district.
Element b: School Counselors demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.				

<p>There is inadequate evidence that the School Counselor:</p> <ul style="list-style-type: none"> ○ Thinks systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. ○ Understands and implements strategies and tactics, such as environmental scans, needs assessments as well as formative and summative assessments to determine interventions and program effectiveness. 	<p>School Counselor:</p> <ul style="list-style-type: none"> ○ Develops and maintains a written plan of data driven goals and strategies for effective delivery of the school counseling program. ○ Understands environmental scans, needs assessments as well as formative and summative assessments as related to school counseling programs. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Seeks feedback from stakeholder groups on the effectiveness of service delivery and needed changes. ○ Determines the effectiveness of service delivery based on data. ○ Implements environmental scans, needs assessments as well as formative and summative assessments as related to school counseling programs. ○ Analyzes data from multiple sources to determine the impact of the school counseling program on students and the school. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> □ Collaborates with stakeholder groups to implement necessary changes. ○ Assists other in understanding and implementing environmental scans, needs assessments as well as formative and summative assessments as related to school counseling programs. 	<p>... and</p> <p>School Counselor:</p> <ul style="list-style-type: none"> ○ Makes decisions that create and impact systemic change within the school or district as a result of interpreting environmental scans, needs assessments as well as formative and summative assessments as related to school counseling programs.
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○ Professional Practice is **Observable** during an observation of a session.
□ Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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		Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
Element a: School Counselors collaborate with internal and external stakeholders to meet the needs of students.								
Element b: School Counselors advocate for students, families and schools.								
0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary		Overall Rating for Standard V: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>						
Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.								
Comments of person being evaluated. (Optional)								