

2015-16 Rubric for Evaluating Colorado’s Specialized Service Professionals: School Counselors

Definition of an Effective School Counselor

Effective school counselors are vital members of the education team. They are properly credentialed and have the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program. Effective school counselors strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective school counselors employ and adjust evidence-based practices to enhance the equitable access to educational services and programs. 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 advocacy, leadership and reflection, school counselors build frameworks for systemic change to support students in the areas of academic achievement and personal/social development; ensuring that their students become the productive, well-adjusted adults of tomorrow.

QUALITY STANDARD I				
School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.				
Basic	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.				
THE SCHOOL COUNSELOR: <input type="checkbox"/> Identifies the connections between counseling theory, human development theory, student learning theory and student success.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Articulates knowledge of counseling theory, human development theory, student learning theory and their influence on student success.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Applies counseling, human development and student learning theory in counseling programs and services designed to enhance student success.	... and STUDENTS, TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Understand that counseling services are appropriate for the students’ developmental levels.	... and STUDENTS: <input type="checkbox"/> Participate in counseling services appropriate for their developmental levels.
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.				
THE SCHOOL COUNSELOR: <input type="checkbox"/> Identifies ways in which the school counseling program relates to other content areas/disciplines.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Understands and can articulate the connection of the school counseling program to content areas.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Plans and implements services/instruction in the comprehensive counseling curriculum that supports students in the content areas.	... and STUDENTS AND/OR TEACHERS: <input type="checkbox"/> Are aware of services/ specially designed instruction that reduces barriers and supports learning in literature, math and other content areas.	... and STUDENTS: <input type="checkbox"/> Participate in services/specially designed instruction as needed to reduce barriers and support learning in literature, math and other content areas.

QUALITY STANDARD I

School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SCHOOL COUNSELOR: <input type="checkbox"/> Recognizes the importance of evidence-based school counseling practices and related research.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Locates and selects appropriate evidence-based practices and related research.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Integrates evidence-based school counseling and related research into practice.	... and TEACHERS AND/OR FAMILIES: <input type="checkbox"/> Demonstrate an awareness of evidence based strategies, practices and interventions to meet individual student needs.	... and STUDENTS: <input type="checkbox"/> Participate in services that reflect evidence-based practices.
ELEMENT D: School counselors demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
THE SCHOOL COUNSELOR: <input type="checkbox"/> Understands the interconnectedness of home, schools and community influences on student achievement.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Creates a service delivery plan for students recognizing the involvement of home, school and community in student achievement.	... and THE SCHOOL COUNSELOR: <input type="checkbox"/> Uses careful knowledge of students' homes, community and school to implement, evaluate and adapt services. <input type="checkbox"/> Has knowledge of community/local services.	... and STUDENTS, FAMILIES AND TEACHERS: <input type="checkbox"/> Are aware of interconnectedness of home, school and community influences on student achievement.	... and STUDENTS, FAMILIES AND TEACHERS <input type="checkbox"/> Participate in adaptive services that meet the unique characteristics of the student and their community.

QUALITY STANDARD I

School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E: School counselors demonstrate knowledge of and expertise in their professions.

<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Understands the multifaceted role of the school counselor.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Organizes own time and workloads based on knowledge of nationally recognized professional competencies.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates in practice competencies that are in line with nationally recognized professional practice.	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Actively participate in activities offered by the counselor.	<p>... and</p> <p>STUDENTS AND/OR TEACHERS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide feedback to the school counselor that informs best practice.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the importance of an environment that is inviting, respectful, supportive and inclusive where each student can experience a caring and nurturing relationship. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates an environment within the counseling office that is inviting, respectful, supportive and inclusive. <input type="checkbox"/> Supports staff and students in developing positive nurturing relationships. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assesses school culture and climate to implement programming that ensures an inviting, respectful, supportive and inclusive school environment. <input type="checkbox"/> Prioritizes effective interventions in which each student has a positive, nurturing relationship with a caring adult. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in curricula or other activities that lead to positive and nurturing relationships. <input type="checkbox"/> Engage in respectful and open dialogue with their school counselor. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model respectful and open dialogue with each other and their school community. <input type="checkbox"/> Experience positive nurturing relationships with others.

QUALITY STANDARD II

School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School counselors demonstrate respect for diversity within the home, school and local and global communities.				
THE SCHOOL COUNSELOR: <ul style="list-style-type: none"><input type="checkbox"/> Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"><input type="checkbox"/> Explains the influences of culture, demographics and socio-economic status on a student's development and engagement.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"><input type="checkbox"/> Utilizes materials and develops programming and services that honor diversity within the home, school and local and global communities based on culture, diverse demographics and socio-economic status.	... and STUDENTS, FAMILIES AND/OR TEACHERS: <ul style="list-style-type: none"><input type="checkbox"/> Respect the backgrounds of fellow students.<input type="checkbox"/> Participate in group and individual activities and programs to assist in elevating cultural awareness.	... and STUDENTS, FAMILIES AND/OR TEACHERS: <ul style="list-style-type: none"><input type="checkbox"/> Actively seek a variety of perspectives to understand the diversity within the home, school and local and global communities.<input type="checkbox"/> Model/promote group and individual activities and programs to assist in elevating cultural awareness.
ELEMENT C: School counselors engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SCHOOL COUNSELOR: <ul style="list-style-type: none"><input type="checkbox"/> Values the differences and contributions of each student.<input type="checkbox"/> Seeks fullest potential for all students.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"><input type="checkbox"/> Identifies and prioritizes student needs based on knowledge of each student's interests, strengths and background.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"><input type="checkbox"/> Adapts services based on the academic, personal/social and career needs of students.<input type="checkbox"/> Facilitates student development of academic, personal/social and career goals based upon their unique strengths and talents.	... and STUDENTS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Experience the services of the counselor as connected to their unique interests, strengths, needs and background.	... and STUDENTS AND/OR FAMILIES: <ul style="list-style-type: none"><input type="checkbox"/> Utilize individually appropriate learning supports that will assist them in meeting or exceeding their individualized academic, personal/social and career goals.

QUALITY STANDARD II

School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Understands essential components of effective communication.<input type="checkbox"/> Responds to contacts from parents and community members in a timely and meaningful manner.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Promotes effective communication with students, families and other significant adults and/or professionals.<input type="checkbox"/> Invites parents and the community to share ideas and concerns.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Monitors and adapts communication styles based on needs of the stakeholders.<input type="checkbox"/> Coordinates communication and information from families and significant adults with colleagues.	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"><input type="checkbox"/> Have an understanding of the tools by which they can communicate with the school counselor or other significant adults and/or professionals.<input type="checkbox"/> Initiate communication with school counselor to address successes, concerns and needs.	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"><input type="checkbox"/> Initiate and maintain communication with significant adults to support their success and needs.

QUALITY STANDARD II

School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists students to behave appropriately in the learning environments. <input type="checkbox"/> Has established behavioral expectations for students to follow. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Puts procedures in place to maximize appropriate student behavior during counseling time. <input type="checkbox"/> Expects the core school counseling curriculum to improve student behavior and the learning environment. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively leads and supports system-wide integration of positive behavioral supports for all students. <input type="checkbox"/> Monitors counseling practice to improve behavior and use of time in the learning environment. <input type="checkbox"/> Holds students accountable for adherence to school and class rules. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay on task during counseling and instructional times. <input type="checkbox"/> Abide by school and class rules and expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model/promote positive acceptable student behavior, efficient use of time and appropriate behavioral strategies.
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*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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>THE 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.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Is able to articulate legal requirements including timelines for professional practices such as, but not limited to, Individual Career and Academic Plans (ICAPs), 504, RtI, ASCENT, concurrent enrollment and/or graduation plans/requirements.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Meets all legal requirements, including timelines for professional practices in accordance with educational law and district policies and procedures. Items may include, but not limited to, ICAPs, 504, RtI, ASCENT, concurrent enrollment and/or graduation plans/requirements.	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Participate in services/specially designed instruction appropriate for the individual.<input type="checkbox"/> Have plans in place to ensure academic success.	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Have a developmentally appropriate understanding of the instruction/services they are participating in.

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collects data from multiple sources. <input type="checkbox"/> Has accessed data to develop a school counseling core curriculum. <input type="checkbox"/> Monitors student achievement data or achievement-related data. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accesses and understands the use of data to plan and write an instructional program that is comprehensive in scope, preventive in nature and developmental in design. <input type="checkbox"/> Uses achievement and achievement related data to identify gaps in learning. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides direct instruction in the delivery of a data driven, school counseling core curriculum. <input type="checkbox"/> Monitors formal and informal data to set trends and create programs to close gaps in achievement. 	<p>... and STUDENTS/TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of assessment results and individual student strengths and needs. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive programming and services that are informed by findings from multiple formal and informal assessments.
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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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses current and accurate data to identify student needs and inform delivery of services. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides evidence that the comprehensive school counseling program is responsive to the needs of students. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and delivers services based on the synthesis of multiple sources of data related to student abilities, interests, skills and achievement. <input type="checkbox"/> Helps students make decisions based on academic, career and personal/social data. 	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use assessment information and other data as the basis for creating immediate goals and long-range plans. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Execute the immediate goals and long-range plans that were developed from the synthesis of their data.
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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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: School counselors support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an understanding of available software and technology to support student success. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate technology to support student success. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses software and technology to enhance student success. 	<p>... and</p> <p>STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate an awareness of the software and technology that is available to them. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the appropriate use of technology when developing and executing academic, career and personal/social goals and action plans.
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>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>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements services to facilitate the development of postsecondary workforce readiness and 21st century skills. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to stakeholders the importance of the school counselor's role in increasing postsecondary workforce readiness and 21st century skills. <input type="checkbox"/> Delivers services that reflect high expectations of students. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond to counselor expectations and learn problem-solving techniques that incorporate critical thinking and 21st Century skills based on their developmental level. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate postsecondary workforce readiness and 21st century skills at their developmental level.

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.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT F: School counselors communicate effectively with students.

<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listens responsively and develops rapport with students in order to identify issues and barriers that impede student success. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates developmentally appropriate language with students. <input type="checkbox"/> Uses a variety of appropriate delivery methods to communicate with students. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses and promotes the development of effective communication skills throughout the school community. <input type="checkbox"/> Assists students in determining the most appropriate communication strategies to use in a variety of situations. 	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize feedback to enhance student learning and growth. 	<p>... and STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate effective communication related their needs.
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ELEMENT G: School counselors develop and/or implement services and/or specially designed instruction unique to their professions.

<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to student mental health crises. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates student mental health crises and needs and plans counseling services accordingly. <input type="checkbox"/> Understands the school/district's written crisis response policies and/or procedures. 	<p>... and THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds to student mental health crises and needs by offering education, prevention and crisis/short-term counseling and makes referrals to community resources as needed. 	<p>... and STUDENTS, TEACHERS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize counseling services in order to navigate a short-term mental health need or crisis situation. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate mental health stabilization and resiliency through crisis situations.
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QUALITY STANDARD IV

School counselors reflect on their practice.

Basic	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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Thinks systemically and critically about the impact of the comprehensive school counseling program on student academic, career and personal/social development.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Collects, compiles and analyzes a wide range of data in order to audit the impact of the comprehensive school counseling program on student academic, career and personal/social development.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Interprets program audits to assess the progress of the school counseling program and makes changes as needed.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Confers with school administrators to seek improvements to the school counseling program and other related programs in accordance with recommendations.	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"><input type="checkbox"/> Shares results of program audits with stakeholders and the advisory committee in order to elicit recommendations for change.

QUALITY STANDARD IV

School counselors reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT B: School counselors link professional growth to their professional goals.

<p>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. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses personal reflection, consultation and supervision to plan professional development and develop professional goals. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in high quality professional development specific to school counseling and based upon a professional growth plan. <input type="checkbox"/> Reflects on professional development and applies new knowledge and skills to the counseling program. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and/or 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>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility in his or her role in response to environmental changes. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapts professional practices based on new information about student or system needs. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prioritizes professional activities based on changing student needs and/or changes in the school and broader environments. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates changes and/or challenges in the school or practice environment and is prepared to respond. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expands his or her role in responding to changes in the school or student environments.
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QUALITY STANDARD V

School counselors demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School counselors collaborate with internal and external stakeholders to meet the needs of students.				
THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Identifies the relevant issues and contexts that impact family–school partnerships, including community and local resources.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Develops effective working relationships with parents and other educators, to support student success.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Develops effective working relationships with community members and agencies to support student success.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Participates in effective teams by encouraging collaboration among students, teachers, administrators and other school staff to work toward student success.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Builds/Leads effective teams that work collaboratively toward meeting common goals.
ELEMENT B: School counselors advocate for students, families and schools.				
THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Understands the role of a school counselor as an advocate for all students.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Advocates responsibly within the school community on behalf of students.Identifies and actively builds relationships with stakeholders.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Identifies and addresses systematic barriers to student success.Provides potential solutions when advocating for students.Teaches students appropriate self-advocacy skills.	... and THE SCHOOL COUNSELOR: <ul style="list-style-type: none">Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs and the diversity of the student population.Supports the students in the active use of self-advocacy skills.	... and THE SCHOOL COUNSELOR: <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.

QUALITY STANDARD V

School counselors demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School counselors demonstrate leadership in their educational setting(s).				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports school goals and initiatives. <input type="checkbox"/> Contributes to school or district teams. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks leadership roles as student, school, or district conditions indicate the need. <input type="checkbox"/> Recognizes opportunities to use leadership skills. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates effective leadership in the school counseling program, the school and/or district. <input type="checkbox"/> Is viewed as a leader within her/his area of expertise. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program and the school as a whole. <input type="checkbox"/> Is viewed by other professionals as an essential part of the school leadership team. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes on a district, state, or national leadership role relevant to the school counseling profession. <input type="checkbox"/> Advocates for the profession of school counseling.
ELEMENT D: School counselors contribute knowledge and skills to educational practices and their profession.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes professional knowledge and advice to colleagues when relevant and appropriate. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks evidence based research practices related to the counseling profession. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance on professional development activities for the school related to the counseling profession. <input type="checkbox"/> Adapts professional practice based upon current evidence-based research findings and needs of the environment. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts or coordinates professional development for the school and/or school community related to the school counseling profession. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the enhancement of the school counseling profession through publications or professional presentations.

QUALITY STANDARD V

School counselors demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E: School counselors demonstrate high ethical standards.

<p>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 ethical standards for himself/herself and others. 	<p>... and</p> <p>THE 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 educational laws, policies and/or procedures applicable. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abides by ethical standards of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Within the school setting, promotes ethical behavior, including honesty, integrity, fair treatment and respect for others. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports colleagues in the understanding of ASCA ethical standards for school counselors. <input type="checkbox"/> Applies ethical decision making models. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes ethical standards and laws, policies and/or procedures of the school counseling profession at the district, state, or national level.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

Observations, Required Measures and Other Evidence/Artifacts for School Counselors

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none">● Accountability Process Documentation● Accountability/Results Reports● Additional Certifications● Advisory Council Documentation● American School Counselor Association Legal and Ethical Specialist● American School Counselor Association National Model Action Plans and Results Data● Analysis of School and Counseling Program Data● Annual School Counseling Report● CEU's from the American School Counselor Association● Closing the Gap Action Plans and Results Reports● Counselor Administrator Annual Agreement● Curriculum Action Plan● Curriculum and Materials Utilized● Data Collection and Analysis Activities● Document of Student Re-entry Strategies● Documentation of Professional Development Participation (Conferences, Workshops, Webinars, etc.)● Environmental Scan Tools and Data/Results● Evidence of Classroom Guidance Curriculum Into Relevant Courses and Programs | <ul style="list-style-type: none">● Graduate Coursework● Individual Growth Plan● Learning Styles/Interest Inventories● Logs Documenting Interactions with Student Support Professionals and Programs (Agencies, School Nurses, School● Psychologists, Other Special Service Professionals, Employers, etc.)● Mentoring Documentation● Needs Assessment Tools and Data/Results● Operational Schedules (e.g. Daily, Weekly and Monthly Calendars)● Policy Documents● Pre-Post Tests● Professional Learning Community and Other Meeting Documentation● Program Website● Record of Professional Service, Articles Published, Presentations Made and Other Dissemination Activities |
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Observations, Required Measures and Other Evidence/Artifacts for School Counselors (*continued*)

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none">• Records of Multi-lingual Communication• Referral Documentation to Programs and Resources (School Leadership Opportunities, Tutoring, Mentoring, School-Based Mental Health, After-School Programs, Counseling, SAT Team, RTI Involvement, School-Wide Programs)• School Counseling Core Curriculum Maps• School Counseling Program Audit• School Improvement Plan and Implementation Documentation• School Programs Agendas, Sign-in Sheets, Outlines, Etc. | <ul style="list-style-type: none">• Self-appraisal• SMART Goals for Program Planning and Implementation• Stakeholder Meeting Notes, Agendas, Sign-in Sheets• Stakeholder Surveys• Student Progress Towards Post-Secondary and Workforce Readiness (ICAP)• Transition Strategies Documentation• Use-of-Time Analysis• Website |
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