

Revised July 2019

# *Derry Area School District*

## Differentiated Non-Teaching Professional Supervision Model Secondary School Counselor

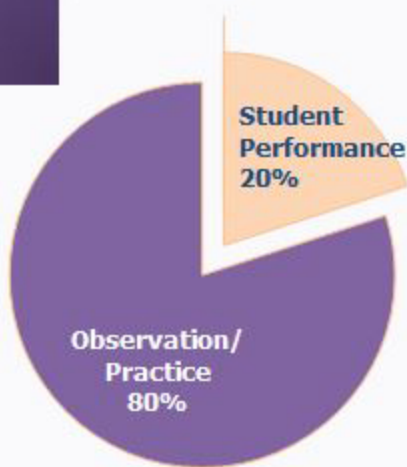


## Non Teaching Professional Employee Effectiveness System in Act 82 of 2012

### Observation and Practice

Planning and Preparation  
Educational Environment  
Delivery of Service  
Professional Development

Student Performance/School Performance Profile  
(SPP)



## Instructional Certifications Who Don't Provide Direct Instruction Legislative Alignment

Domain	Alignment with Legislative Categories	Component
Domain 1: Planning and Preparation	<ul style="list-style-type: none"> <li>• Planning and Preparation</li> </ul>	1a: Demonstrating Knowledge of Content and Pedagogy
	<ul style="list-style-type: none"> <li>• Planning and Preparation</li> </ul>	1b: Demonstrating Knowledge of Students
	<ul style="list-style-type: none"> <li>• Planning and Preparation</li> </ul>	1c: Setting Instructional Outcomes
	<ul style="list-style-type: none"> <li>• Planning and Preparation</li> </ul>	1d: Demonstrating Knowledge of Resources
	<ul style="list-style-type: none"> <li>• Planning and Preparation</li> </ul>	1e: Designing Coherent Instruction
	<ul style="list-style-type: none"> <li>• Planning and Preparation</li> </ul>	1f: Designing Student Assessments
Domain 2: The Classroom Environment	<ul style="list-style-type: none"> <li>• Educational Environment</li> </ul>	2a: Creating an Environment of Respect
	<ul style="list-style-type: none"> <li>• Educational Environment</li> </ul>	2b: Establishing a Culture for Learning
	<ul style="list-style-type: none"> <li>• Educational Environment</li> </ul>	2c: Managing Classroom Procedures
	<ul style="list-style-type: none"> <li>• Educational Environment</li> </ul>	2d: Managing Student Behavior
	<ul style="list-style-type: none"> <li>• Educational Environment</li> </ul>	2e: Organizing Physical Space
Domain 3: Instruction	<ul style="list-style-type: none"> <li>• Delivery of Service</li> </ul>	3a: Communicating with Students
	<ul style="list-style-type: none"> <li>• Delivery of Service</li> </ul>	3b: Using Questioning and Discussion Techniques
	<ul style="list-style-type: none"> <li>• Delivery of Service</li> </ul>	3c: Engaging Students in Learning
	<ul style="list-style-type: none"> <li>• Delivery of Service</li> </ul>	3d: Using Assessment in Instruction
	<ul style="list-style-type: none"> <li>• Delivery of Service</li> </ul>	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	4a: Reflecting on Teaching
	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	4b: Maintaining Accurate Records
	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	4c: Communicating with Families
	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	4d: Participating in the Professional Community
	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	4e: Growing and Developing Professionally

# Non-Teaching Professionals Action Plan

Due October 11

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Idea/Topic of Focus: \_\_\_\_\_

Explain your reason for choosing your Idea/Topic of Focus: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify focus components from Danielson's Framework for Non-Teaching Professionals rubric that support your Idea/Topic of Focus:

**Domain 1: Planning and Preparation**

Component (letter & description) \_\_\_\_\_

**Domain 2: Educational Environment**

Component (letter & description) \_\_\_\_\_

**Domain 3: Delivery of Service**

Component (letter & description) \_\_\_\_\_

**Domain 4: Professional Development**

Component (letter & description) \_\_\_\_\_

\*The rating tool requires principals/supervisors to provide a rating in the four domains for all non-instructional professionals every year regardless of their mode of supervision.

_____	Beginning of Year	_____
School Counselor's Signature & Date		Administrator's Signature & Date
_____	Mid Year	_____
School Counselor's Signature & Date		Administrator's Signature & Date
_____	End of Year	_____
School Counselor's Signature & Date		Administrator's Signature & Date

**RUBRIC ASSESSMENT: SCHOOL COUNSELOR, Elementary and Secondary (SC)**

Date  Self-Assessment  Evaluator Assessment

**Domain 1: Planning and Preparation**

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques</i></b>	<ul style="list-style-type: none"> <li>➤ Demonstrates limited knowledge of counseling theory, best practice, and techniques.</li> <li>➤ Uses a District-adopted comprehensive school counseling plan that does not reflect integrated knowledge of theory and techniques, or possess no plan at all.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates some knowledge of counseling theory, best practice, and techniques.</li> <li>➤ Uses a District-adopted comprehensive school counseling plan that reflects limited integration of this knowledge, theory, technique, and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates a working knowledge of counseling theory, best practice, and techniques.</li> <li>➤ Uses a District-adopted comprehensive school counseling plan that reflects the integration of knowledge, theory, and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Displays extensive knowledge of counseling theory, best practice, and techniques.</li> <li>➤ Uses a District-adopted comprehensive school counseling plan that reflects and integrates extensive knowledge, theory and best practice.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><i>(1a continued)</i> <i>Evidence/Examples</i></p>	<ul style="list-style-type: none"> <li>➤ Uses classroom guidance lessons that are not supported by theory or research.</li> <li>➤ Provides no evidence of a written standards-based curriculum that is aligned with the ASCA National Model Delivery System and addresses academic, career, and social/emotional domains.</li> <li>➤ Does not demonstrate understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development).</li> <li>➤ Refuses to provide individual counseling services with a middle school student who has test anxiety issues impacting his/ her grades in a social studies class. States there is no time in his/her schedule.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses classroom guidance lessons that are sometimes based upon theory and research.</li> <li>➤ Has a written, standards-based curriculum that includes some relevant domains (academic, career, and social/emotional).</li> <li>➤ Demonstrates partial understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development).</li> <li>➤ Conducts a small group with fifth-grade girls. Students are selected by ability to attend the group during scheduled time, no data is collected pre- or post-group, and SC does not have evidence-based curriculum or lesson plans during small group sessions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develops comprehensive services based upon sound knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence-based practices.</li> <li>➤ An elementary SC advocates for district-wide implementation of the Second Step Program. SC aligns Second Step goals with Common Core Curriculum, and ASCA National model competencies and domains (academic, career, and social/emotional)</li> <li>➤ Applies theories and research about human development and student learning within counseling programs and services.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develops comprehensive services based upon extensive knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence-based practices.</li> <li>➤ Designs, implements, and disseminates a developmental standards-based curriculum that comprehensively addresses student needs through consistent use of all three domains (academic, career, and social/emotional).</li> <li>➤ Works collaboratively with other disciplines to implement and evaluate evidence-based practices and build capacity of individuals and the system.</li> <li>➤ Uses social justice theory to develop an anger management group with tenth-grade males with high numbers of office disciplinary referrals. Provides evidence that office disciplinary referrals (also suspensions and detentions) are reduced by 40% after the group's implementation.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>Ib: Demonstrating Knowledge of Child and Adolescent Development</i></b>	➤ Demonstrates little/no knowledge of child and adolescent development.	➤ Demonstrates some knowledge of child and adolescent development. Is learning to develop services that are differentiated and developmentally appropriate.	➤ Demonstrates adequate knowledge of child and adolescent development and provides services that are differentiated and developmentally appropriate.	➤ Demonstrates extensive knowledge of child and adolescent development and provides comprehensive services that are highly customized and developmentally appropriate, using a continuum of evidence-based methodologies.
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Is unable to respond when asked a question about typical second-grade development, skills, and interests.</li> <li>➤ Uses strategies and materials that are too difficult for a kindergarten student with behavioral difficulties to understand.</li> <li>➤ Prepares the same career lesson on college preparedness for all students in grades 9-12.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is able to discuss some examples and how services align with examples when asked a question about typical second grade development, skills, and interests.</li> <li>➤ Identifies some effective strategies and developmentally appropriate social skills activities for use with a kindergarten student who has significant behavioral difficulties.</li> <li>➤ Develops Check and Connect for four second-grade students, but does not include pre- or post-intervention data collection strategies or strategies to share progress with parents, teachers, or other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is able to discuss a variety of examples and how services align with examples when asked a question about typical second-grade development, skills, and interests.</li> <li>➤ Identifies many effective strategies and developmentally appropriate social skills activities for use with a kindergarten student who has significant behavioral difficulties.</li> <li>➤ Utilizes RtII universal behavior screening data to assign students to middle school Skillstreaming (Skillstreaming the adolescent) group in Classroom Survival Skills for eight week, 30-minute sessions. Measures pre- and post-outcome data (missing assignments, disciplinary referrals, academic performance), and utilizes student perception data on skill progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ During an interdisciplinary team meeting, is able to discuss the needs of a subset of the second-grade class and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes.</li> <li>➤ Reviews standardized and state test results, diagnostic test results, and report cards for a group of 9th graders who are at-risk for drop-out and discusses and advocates for evidence-based interventions (ALAS, Job Corps) with an interdisciplinary school improvement team.</li> <li>➤ Utilizes SWPBS data to determine need for school-wide evidence-based program to address tier one interventions. Upon research, SC advocates, supports, and assists with school-wide implementation of the Responsive Classroom in the building.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b><i>Ic: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services</i></b></p>	<ul style="list-style-type: none"> <li>➤ Sets goals for the school counseling program that do not focus on the academic, career, and social/emotional development of students; lack relevance and rigor; are not measurable; are not data driven; and are not aligned with the needs of the population and system goals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sets goals for the school counseling program that sometimes focus on the academic, career, and social/emotional development of students; are characterized by increasing relevance and rigor; are measurable; are marginally data driven; and are partially aligned with the needs of the population and system goals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sets goals for the school counseling program that focus on the academic, career, and social/emotional development of students; are characterized by relevance and rigor; are measurable; are generally data driven; and are aligned with the needs of the population and system goals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Based on the gathering, assessment, and analysis of data, sets goals for the school counseling program that are reviewed, modified, and evaluated by both the school’s interdisciplinary team and the school counseling program advisory council. Initiates program review for relevance and rigor, measurability, and coherence/alignment with the needs of the population and system goals. Uses program outcomes to continuously evaluate and improve school counseling service delivery that focuses on the academic, career, and social/emotional development of students.</li> </ul>
<p><b><i>Evidence/Examples</i></b></p>	<ul style="list-style-type: none"> <li>➤ Does not analyze data to assess student needs and does not evaluate outcomes.</li> <li>➤ Is a member of the bullying prevention committee, but is not aware of behavioral incidences related to bullying, the skills students need to acquire, or how to measure the impact.</li> <li>➤ Utilizes a non-evidence based bully prevention program that does not align with district or school goals because the publisher offers complimentary materials.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sometimes analyzes data to assess student needs and evaluate outcomes.</li> <li>➤ Asks students if they “feel better” following their participation in a divorce counseling program.</li> <li>➤ Is a member of the bullying-prevention committee and discusses the incidences that he/she is aware of but is not familiar with evidence-based violence prevention strategies or programs.</li> <li>➤ Uses Olweus Bullying Prevention data and focuses on bully prevention lessons with all 6<sup>th</sup>-grade students instead of focusing on 8<sup>th</sup>-grade females as the data indicates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses a continuum of reliable and valid data sources to evaluate the relevance and quality of services.</li> <li>➤ Conducts pre-post surveys to determine the impact of social skills training sessions.</li> <li>➤ Reviews pre and post discipline, teacher rating, student grades, and attendance data to determine the impact of a school-wide positive behavior support initiative.</li> <li>➤ Identifies needs of school population, sets goals to meet those needs, and delivers evidence-based interventions that address the needs.</li> <li>➤ Annually analyzes data from multiple sources to determine the impact of the school counseling program on the students and school.</li> <li>➤ Creates data-driven goals and strategies that align with the school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shares program evaluation results with stakeholders and solicits input to further hone services and outcomes.</li> <li>➤ As a member of the school improvement committee, gathers and shares the research related to drop-out prevention and pre and post discipline, teacher rating, student grades and attendance data to determine the impact of current efforts.</li> <li>➤ A middle school SC recognizes need for universal note-taking system after assessing standardized writing skills and participation in grade-level team meetings. Gathers information and prepares strategies to adopt The Cornell note-taking system as a school-wide and/or district-wide offering.</li> </ul>



Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>Id: Demonstrating Knowledge of Resources</i></b>	<ul style="list-style-type: none"> <li>➤ Demonstrates limited knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources.</li> <li>➤ There is no evidence that the SC is expanding his/her knowledge of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates some knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources.</li> <li>➤ Evidences some expansion of his/her knowledge of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates adequate knowledge of evidence-based and/or high-quality informational and programmatic resources, as well as multidisciplinary and community resources.</li> <li>➤ Evidences continuing expansion of his/her knowledge of resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates extensive knowledge of evidence-based and/or high-quality informational and programmatic resources as well as local, state, and national resources. Actively researches, utilizes, and collaborates with other stakeholders to build capacity.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Relies on one or two resources to remedy all issues.</li> <li>➤ Has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services.</li> <li>➤ Does not have knowledge of websites that address evidence-based practices.</li> <li>➤ Refers a high school student to a Christian counseling center because the counselor has a friend who works there.</li> <li>➤ Is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has an ongoing relationship with one professional association that she uses as needed.</li> <li>➤ Has limited knowledge of local community mental health centers that provide counseling services for divorced/separated families.</li> <li>➤ Is working to establish a partnership with the community library to expand the list of books related to adolescent depression that are accessible to high school students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gathers and shares nationally acclaimed stories and activities related to bullying prevention with a third-grade team to consider for use across classrooms.</li> <li>➤ Invites representatives from three partial hospitalization programs to discuss their services and a way to partner more effectively with the school.</li> <li>➤ Shares knowledge of local behavioral health services and provides contact names to a family in “separation.”</li> <li>➤ Has a working relationship with personnel from community agencies and is able to connect students and families to their services.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings.</li> <li>➤ Seeks out professional development opportunities on School-wide Positive Behavior Support (SWPBS) and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1e: Designing Coherent Service Delivery and School Counseling Program</i></b>	<ul style="list-style-type: none"> <li>➤ Designs school counseling program that is comprised of unrelated activities and services that lack efficacy and meaning for the population.</li> <li>➤ Designs program and services that do not appear to be integrated with other services and/or aligned with the needs of the population, ASCA National Model, and PDE guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs school counseling program that is comprised of some related activities and services that have efficacy and meaning for the population.</li> <li>➤ Designs program and services that are partially integrated with other services and aligned with the needs of the population, ASCA National Model, and PDE guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs school counseling program that is comprised of related activities and services that have efficacy and meaning for the population.</li> <li>➤ Designs program and services that are integrated with other services and aligned with the needs of the population, ASCA National Model, and PDE guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Designs school counseling program that is comprised of highly related activities and effective services that are equitable and accessible to the population.</li> <li>➤ Designs program and services that are annually reviewed to ensure continued alignment with ASCA National Model and PDE guidelines to maximize positive outcomes for all students.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Asks, "Career Education and Work (CEW) Standards... what are they?"</li> <li>➤ Spends a disproportionate amount of time providing services to one grade level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows the CEW standards but says he/she does not have time to implement them.</li> <li>➤ Attempts to allocate service time in an equitable manner across grade levels but efforts are inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develops and implements lessons based on the CEW standards.</li> <li>➤ Provides equitable coverage to all grade levels based upon teacher and student feedback.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies significant career development needs and works with colleagues to develop a career guidance curriculum and/or program based in the Missouri model.</li> <li>➤ Takes the lead on planning for an advisory program that focuses on career planning and ensures that every student has a significant adult with whom to relate.</li> <li>➤ Collaborates with the curriculum coordinator and faculty to design a comprehensive plan for delivering the PA Academic Standards for Career Education and Work.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>If: Designing, Implementing and/or Utilizing Student Assessments</i></b>	<ul style="list-style-type: none"> <li>➤ Does not design, conduct or utilize assessment in planning and or evaluating the service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conducts/uses some assessment but does not consistently use assessment results to plan or evaluate service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently conducts and utilizes assessment and matches assessment results to student needs and service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conducts reliable and valid assessments and is consistently able to make meaningful contributions to data-analysis teams, make accurate interpretation of student needs, and inform the content and process associated with effective and efficient service delivery and programming.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Does not assist with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading.</li> <li>➤ Does not assist with systematic universal screening for students with behavioral disorders or work to establish tiered supports that match their needs.</li> <li>➤ Is unaware of the career assessments required by the PA Academic Standards for Career Education and Work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Offers some assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading.</li> <li>➤ Provides some assistance with systematic universal screening for students with behavioral disorders and works to establish tiered supports that match their needs.</li> <li>➤ Administers career interest inventories to second graders, provides them with the results, but does not follow through with explanations to students and/or parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Offers adequate assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading.</li> <li>➤ Provides adequate assistance with systematic universal screening for students with behavioral disorders and works to establish tiered supports that match their needs.</li> <li>➤ Ensures that every student in eighth-grade has developed an individualized career planning portfolio that includes as a minimum: achievements, awards and recognitions, career exploration results, career plans, community service involvement/projects, interests/hobbies, personal career goals, selected school work, and self-inventories.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Offers extensive assistance with record reviews, group assessment, data analysis, or intervention matching for a group of students who are experiencing significant difficulties in reading.</li> <li>➤ Provides extensive assistance with systematic universal screening for students with behavioral disorders and works to establish tiered supports that match their needs.</li> <li>➤ Identifies inequity in school-wide practice of offering PSAT testing to students taking only advanced courses. Provides research evidence and data to support opening the testing group to a larger capacity resulting in system change and allowing a wider network of students the opportunity.</li> </ul>

**Domain 2: The Environment**

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2a: Creating an Environment of Respect and Rapport</b>	<ul style="list-style-type: none"> <li>➤ Demonstrates patterns of interactions with SCs and students that are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates patterns of interactions with SCs and students that are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. There is little evidence of collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has interactions among the SCs, colleagues, and individual students that are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals.</li> <li>➤ Models respect and rapport for his/her colleagues and the students and leads in the development of policies and programs that promote equity, access, and inclusion for all students.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not know or call students by name.</li> <li>➤ Does not appear to use or model active listening skills with students.</li> <li>➤ Does not establish a collaborative environment that promotes exploration of individual differences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows some students by name.</li> <li>➤ Attempts to model active listening skills with students and has inconsistent results and student response.</li> <li>➤ Attempts to create a collaborative and positive environment but does not fully understand developmental levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reaches out to a family of a student with selective mutism to learn more about the student.</li> <li>➤ Makes an effort to mentor a student who is practicing self-control skills.</li> <li>➤ Interacts with students and knows significant interests of students.</li> <li>➤ Uses Solution-focused counseling to assist an over-stressed student organize his/her time, and shares this information with students' teachers with permission.</li> <li>➤ Provides culturally responsive activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develops an annual recognition program that celebrates varied achievements of students and engages parents and teachers in the recognition.</li> <li>➤ Ensures parents and teachers to feel comfortable coming to him/her for assistance with their children/students.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2b: Supporting a Culture for Positive Mental Health and Learning</b>	<ul style="list-style-type: none"> <li>➤ Does not collaborate with stakeholders to foster a school climate that promotes a culture for learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Occasionally collaborates with stakeholders to foster a school climate that promotes a culture for learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently collaborates with stakeholders to foster a school climate that promotes a culture for learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has a high degree of engagement with stakeholders, with particular emphasis on students, to foster a school climate that promotes a culture for learning.</li> </ul>
<b>Evidence/ Examples</b>	<ul style="list-style-type: none"> <li>➤ Conveys a negative attitude toward a bullying-prevention program.</li> <li>➤ Does not set annual school counseling goals.</li> <li>➤ Exhibits negative attitude towards communicating goals or data with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Occasionally provides activities or strategies to help students prepare for, participate in, and succeed in rigorous academic programs.</li> <li>➤ Conveys that bullying prevention is important but with little conviction and student buy-in is limited.</li> <li>➤ Implements random counseling activities with student with no connection to program goals.</li> <li>➤ Does not communicate goals or data with stakeholders.</li> <li>➤ Reactively helps student set goals once problems arise. Appears to be only going through the motions.</li> <li>➤ Conveys that student success is the result of natural ability rather than hard work. High expectations for learning are reserved for those students thought to have a natural aptitude for learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides classroom activities, group counseling, and individual sessions that promote equity and access to rigorous academic programs.</li> <li>➤ Conveys genuine enthusiasm for Olweus bullying-prevention program and students convey commitment to the school-wide program.</li> <li>➤ Proactively helps students learn from goal setting process.</li> <li>➤ Assists some students in monitoring college/career process.</li> <li>➤ Identifies a group of high school students with disabilities at risk for class failing. Works closely with students, parents, classroom teachers, and special education teachers to provide support and ensure students are receiving available resources and advocates for implementation of empirically based reading interventions.</li> <li>➤ Models and teaches stakeholders behaviors that lead to positive, nurturing relationships.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensures that students value the importance of the bullying prevention program, evidenced by active participation, curiosity, and taking initiative.</li> <li>➤ Gathers pre and post data on the attendance, grades, discipline referrals, and suspensions of program participants to determine program impact.</li> <li>➤ Creates annual agreement with building Principal, Advisory Council, and other stakeholders to share systems-oriented counseling program goals and monitor progress towards goals quarterly. Revises and changes goals as needed.</li> </ul>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c: Managing Procedures</b>	<ul style="list-style-type: none"> <li>➤ Uses routines and procedures that are either nonexistent or inefficient, resulting in the loss of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses routines and procedures that have been established but function unevenly or inconsistently, with some loss of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses routines and procedures that have been established and function efficiently for the most part, with little loss of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses routines and procedures that are seamless in their operation, and students assume considerable responsibility for their effective functioning.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Fails to develop and/or circulate clear operational schedules.</li> <li>➤ Does not engage students in classroom guidance lessons.</li> <li>➤ Does not follow district protocols for dealing with crises.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Occasionally develops and/or circulates operational schedules.</li> <li>➤ Engages some students in the classroom guidance lessons.</li> <li>➤ Is familiar with the district policy for dealing with crises but is inconsistent in following the guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is cognizant and respectful of staff time, by sharing schedules and changes in a timely manner.</li> <li>➤ Ensures classroom guidance is well organized and most students are productively engaged while SC works with other students.</li> <li>➤ Develops and distributes a monthly newsletter to relay important information to parents and other stakeholders.</li> <li>➤ Is able to access materials and resources when called upon.</li> <li>➤ Uses data from RtII behavior screening to prioritize student need for tier two and three intervention and outside agency referrals.</li> <li>➤ Follows district protocols and policies related to suicide threats.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media and multiple venues.</li> <li>➤ Ensures classroom guidance is well organized, students assume responsibility for productivity, and students are actively engaged at all times.</li> <li>➤ Develops and conducts monthly “coffee with the counselor” discussions to relay information and receive feedback from parents and community members.</li> <li>➤ Anticipates student need based on data gathering and disseminates materials and resources proactively in conjunction with school-wide activities and mailings.</li> <li>➤ Serves on the annual review committee that assesses and updates the protocols and policies related to crisis intervention.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2d: Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>➤ Demonstrates little/no knowledge of management techniques appropriate for various situations. Responds to student's misbehavior in a manner that is repressive or disrespectful.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations.</li> <li>➤ Inconsistently implements the standards of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations.</li> <li>➤ Responds to student misbehavior in a manner that is consistent, proportionate, respectful to students, and effective.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior.</li> <li>➤ Monitors student behavior in a manner that is subtle and preventive, and responds to student misbehavior in a manner that is sensitive to individual student needs and respects students' dignity.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ During an in-class lesson, fails to stop misbehavior, instead sitting down at the desk and reading the news on the computer.</li> <li>➤ Students are running around the room, resulting in chaos.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others.</li> <li>➤ Classroom rules are posted, but neither counselor nor students refer to them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asks for student participation during classroom presentations, and students respond positively.</li> <li>➤ Recommends use of positive behavior support strategy with student who exhibits motivational difficulties and monitors the student's response.</li> <li>➤ Using Crisis Prevention Intervention (CPI), is able to effectively de-escalate a student who is acting out physically by using calming words and an even tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effectively utilizes a nonverbal communication system to elicit communication, and then quiet, during a classroom presentation.</li> <li>➤ Advocates for school-wide positive behavior support (SWPBS) and universal rules and expectations with students and staff. Acts as lead for SWPBS team, in conjunction with Building Principal and other stakeholders.</li> </ul>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>2e: Organizing Physical Space</i></b>	<ul style="list-style-type: none"> <li>➤ Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the physical space and counseling activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensures the physical environment is safe and essential learning is accessible to all, but the physical space only partially supports activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensures the physical environment is safe and contributes to ensuring that the physical environment supports the counseling activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensures the physical environment is safe and learning is accessible to all; uses physical resources well and ensures that the physical space supports the counseling activities.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Does not arrange furniture to support activities. Runs a group from behind a desk.</li> <li>➤ Keeps office disorganized and cluttered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arranges furniture to support activities, but while the physical environment is not an impediment, it does not enhance the activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arranges office and/or classroom to support and enhance the school counseling program activities.</li> <li>➤ Offers evidence-based and effective strategies upon request.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arranges the physical environment to thoroughly support learning.</li> <li>➤ Models behavior for creating a safe and effective environment such that students then take initiative and arrange chairs side-by-side for a peer mediation session.</li> <li>➤ Is viewed as a resource for organizing physical space to enhance climate and student safety and belonging.</li> <li>➤ Provides in-service and resources on reducing environmental distractions for students who are off-task.</li> </ul>



**Domain 3: Service Delivery/Delivery System**

Component	Failing	Needs Improvement	Proficient	Distinguished
<p><b>3a: Communicating Clearly and Accurately</b></p>	<ul style="list-style-type: none"> <li>➤ Demonstrates oral and written communication that contains errors or is unclear or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates oral and written communication that does not contain errors, but may not be completely appropriate or may require further explanations to avoid confusion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicates clearly and accurately to students both orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses varied and innovative methods to communicate with students. Oral and written communication is clear and expressive, anticipating possible misconceptions.</li> <li>➤ Demonstrates effective oral and written communication skills, resulting in community-building, enhancement, and trust in school counseling services.</li> </ul>
<p><b>Evidence/Examples</b></p>	<ul style="list-style-type: none"> <li>➤ Displays poor use of individual counseling skills and there is inadequate student response.</li> <li>➤ Uses advanced terminology and reading materials that are above the recognized reading level of second graders.</li> <li>➤ Reviews an 8<sup>th</sup>-grade student's available achievement and ability data and informs the student that he or she should not plan to go to college.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates that individual counseling skills are evolving but result in inconsistent student response.</li> <li>➤ Administers a Holland Code inventory with 10<sup>th</sup>-grade students, but does not review outcome or explain results to students.</li> <li>➤ Fails to engage students in a dialogue regarding the classroom lesson at hand.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates that individual counseling skills are effective in encouraging student response.</li> <li>➤ Utilizes Skillstreaming, the Elementary School Child social skills training, communicates session goals and skills to students at the beginning of six weekly sessions, and assesses student response to intervention with communication with students.</li> <li>➤ Student uses bibliotherapy to assist an elementary-aged student with anxiety issues.</li> <li>➤ Utilizes process and perception data to streamline yearly goals and lesson plans specific to bully prevention, using Olweus Bully Prevention Program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilizes reality therapy techniques, which are highly effective in encouraging student response and result in student knowledge and self-discovery as evidenced by student self-assessment and increased student attendance and academic achievement.</li> <li>➤ Utilizes a Kuder explore lesson in grade 5, collaborates with librarian and technology instructor to allow students to explore and research a career of their choosing, and facilitates student career research presentations with students, teachers, and parents in attendance.</li> <li>➤ Creates a website or wiki to share both current and upcoming events, activities, and recommended tasks that are age- and developmentally appropriate for students.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3b: Using Questioning and Discussion Techniques</b>	<ul style="list-style-type: none"> <li>➤ Does not utilize evidence-based and best practice strategies for individual and group counseling or classroom guidance activities.</li> <li>➤ Asks questions that are of poor quality and lack accuracy, clarity, and/or substantive content.</li> <li>➤ Does not give students time to think before responding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inconsistently utilizes evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities.</li> <li>➤ Asks questions that are of adequate quality and invite inconsistent response patterns.</li> <li>➤ Allows time for students to think before responding.</li> <li>➤ Uses some discussion techniques.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities.</li> <li>➤ Asks questions that are high quality and characterized by accuracy, clarity, and substantive content.</li> <li>➤ Provides adequate time for students to think before responding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses varied evidence-based and best practice strategies for individual and group counseling as well as classroom guidance activities to best meet the needs of the individual or group receiving the intervention.</li> <li>➤ Asks questions and uses discussion techniques that are of uniformly high quality.</li> <li>➤ Provides adequate time for students to think before responding.</li> <li>➤ Ensures that students are actively engaged, and when appropriate, formulates questions related to the content.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ During a classroom guidance lesson, remains in 1:1 discussion with a student about student's career interest in video game development.</li> <li>➤ During a small group counseling session on promoting a positive self-identity, addresses a question to one student, but quickly moves onto another student when the first fails to respond immediately.</li> </ul>	<ul style="list-style-type: none"> <li>➤ During a school counseling curriculum lesson on test-taking skills, calls on one student during majority of the lesson, without eliciting responses from other students.</li> <li>➤ Conducts individual counseling with a student who recently had a parent die, and uses closed questions (e.g., When did it happen, Are you sad?), instead of asking open-ended questions (e.g., How are you feeling today?).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilizes think/pair/share strategy to engage students to participate in discussion about career interest inventories during curriculum lessons.</li> <li>➤ Knowing use of FM system is in a child's IEP, SC wears the system during a school counseling curriculum lesson in the student's classroom to ensure the student receives the information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensures that every student is engaged by creating teams/subgroups within the class, each with a student leader who is charged with gaining feedback from each member of the team/group.</li> <li>➤ Collaborates with the classroom teacher to create cooperative learning groups that meet student learning styles while preparing for a school counseling curriculum activity. These cooperative groups work together to formulate and present a response to task/question.</li> <li>➤ When facilitating student-advisory groups about learning styles, students demonstrate an understanding of the material by creating their own personal study plan that represents their style of learning.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3c: Engaging Students in Learning and Development</b>	<ul style="list-style-type: none"> <li>➤ Engages in a relationship with students but the nature of the relationship or purpose is not clearly defined.</li> <li>➤ Meets too frequently or not enough with students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engages in a relationship with students and the nature of the relationship or purpose is usually clear to students.</li> <li>➤ Attempts to meet with students at a rate that is consistent with their needs but this is not always successful or consistent.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engages in a relationship with students that promotes their academic, career, and social/emotional development.</li> <li>➤ Provides equitable services to students and “triages” effectively.</li> <li>➤ Develops and conducts activities that assist students in developing their educational and career goals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regularly utilizes a continuum of evidenced-based strategies for engaging students in SC services that are appropriately matched to their academic, career, and/or social/emotional needs.</li> <li>➤ Invites students to self-reflect on growth and progress.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not initiate, analyze, or evaluate scenarios for role plays that are authentic to students’ lives.</li> <li>➤ Does not engage the students in conversations about setting future goals.</li> <li>➤ Does not allow a sensory break for a student with autism who is struggling to stay engaged.</li> <li>➤ Refuses to meet with a child after behavior incident.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses role play scenarios that are not necessarily pertinent to the students or their concerns.</li> <li>➤ Sometimes engages students in conversations on future goals but does not take measures to help them reach those goals.</li> <li>➤ Recognizes that sensory breaks are good for a student with autism.</li> <li>➤ Meets with student who has behavior concerns as the teacher alerts him/her.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advocates for adequate time for direct and indirect counseling services at the school.</li> <li>➤ Creates role play scenarios pertinent to the student concerns and, when appropriate, repeats the role play to illustrate alternate solutions/responses.</li> <li>➤ Engages all students in systematic, developmentally appropriate goal-setting activities to determine future plans using computer-based career exploration programs.</li> <li>➤ Recognizes that a student with autism needs a sensory break in order to stay engaged during instruction and provides break as needed and indicated in child’s IEP.</li> <li>➤ Regularly meets with a fifth-grade male who is identified as a student requiring tier two behavior interventions for anger management. Monitors progress and utilizes Cognitive Behavior Therapy interventions to assist the student in reaching goals.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students suggest/develop role play scenarios.</li> <li>➤ Provides guest speakers, career shadowing, college tours, and other programming to provide personalized opportunities for students to set future goals specific to his/her strengths and areas of interest. Students design their own job shadowing experiences and voluntarily share the planning and results with the SC.</li> <li>➤ While using Reality Therapy, works with a student who has autism on strategies for goal setting that align with his/ her learning needs. Notes that the student is more engaged after receiving a sensory break.</li> <li>➤ Utilizes the Behavior Education Program with a third-grade female with a high amount of office disciplinary and bus referrals. The student checks in and receives feedback daily for positive behavior. SC monitors progress and shares monthly with parents, teachers, students, and other vested stakeholders.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services</b>	<ul style="list-style-type: none"> <li>➤ Conducts little/no assessment or monitoring of student learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inconsistently uses assessment to support student learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensures that students are aware of the goals that have been established and the criteria for determining whether progress has been made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develops, in conjunction with students, the goals and criteria for determining whether progress has been made.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not empower a student who is working on self-control issues with knowledge of how to measure whether the new strategies were successful.</li> <li>➤ Provides no feedback or feedback of poor quality.</li> <li>➤ Students do not appear to be aware of the assessment criteria for determining whether progress has been made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides general feedback to students.</li> <li>➤ Students are only partially aware of the assessment criteria used to evaluate their progress.</li> <li>➤ Disregards academic and national assessments in student course planning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses student assessment data to advocate for enhanced rigor in course selection.</li> <li>➤ Uses evidence-based assessments to assist students in making connections between their personal interests and abilities and the curriculum.</li> <li>➤ Is aware that there are some students who need extra time on a test and tries to accommodate the need.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implements and/or assists the school staff in implementing instructional and other strategies to make connections between their personal interests and abilities and the curriculum.</li> <li>➤ Recognizes that a 10<sup>th</sup>-grade female student needs extra time on her test, and arranges for a room for her to use. Advocates for student in other school setting to receive the same level of accommodations to meet her needs.</li> <li>➤ Ensures students self-assess and monitor their progress, and contributes to the development of new goals when they are ready.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>	<ul style="list-style-type: none"> <li>➤ Adheres to the direct and indirect service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accepts responsibility for the quality of direct and indirect service delivery outcomes but has only a limited repertoire of strategies to use to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses data to promote the successful goal achievement of all students and makes adjustments as needed to direct and indirect service delivery plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Actively solicits the feedback from all stakeholders to inform continuous improvement efforts and related outcomes as a function of SC direct and indirect service delivery plans.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not utilize district approved crisis prevention techniques with a first grader who is screaming, even though the counselor is trained.</li> <li>➤ Communicates to a student that the reason they are failing is because they are lazy.</li> <li>➤ Is not knowledgeable about at-risk factors for school dropout.</li> <li>➤ Does not believe that the school counseling program needs to address the academic, career, and social/emotional needs of all students and, to that end, delivers primarily responsive services in the social/emotional domain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accepts responsibility for using an inappropriate technique with a student who was screaming but does not research more effective techniques or consult with other experts in this area.</li> <li>➤ Communicates to a student that the reason they are failing is because they are lazy, but works to develop a home-school plan with the student's family.</li> <li>➤ Is aware of at-risk factors for school dropout but does not utilize them with his/her caseload.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accepts responsibility for using a less effective technique with a student who was screaming and replaces it in a timely fashion with a more effective technique as a result of consultation with other stakeholders and review of reliable resources and research.</li> <li>➤ Gathers and analyzes data to identify students at risk for dropping out of school and follows up with evidence-based strategies to address the risks.</li> <li>➤ Builds on student needs, skills, and interests to incorporate 21st Century skills and content into the school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career, and social/emotional development.</li> <li>➤ Convenes a meeting with the student and all relevant parties to weigh the value of making a change to a student's schedule (removal of music) in place of more academic support time due to failing grades in reading and mathematics.</li> <li>➤ Looks at school-wide screening data with bully prevention statistics and office disciplinary referrals, and advocates with his/her advisory council for a change of school-wide focus from cafeteria behavior to bus behavior interventions to meet the needs of a middle school building.</li> <li>➤ Identifies school-wide/system-wide policies that have potential for placing students at risk for dropping out, and works to address/change those policies.</li> </ul>

**Domain 4: Professional Development/Professional SC Responsibilities and Ethical Standards**

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>4a: Reflecting on Professional Practice</i></b>	<ul style="list-style-type: none"> <li>➤ Does not reflect on practice and/or reflections are inaccurate or self-serving.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on practice but is moderately accurate and objective, with global suggestions for program improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on practice, providing an accurate and objective description of practice and citing specific suggestions for ways to improve the school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reflects on practice and is consistently highly accurate and insightful and demonstrates an effort to integrate evidence-based methodologies and strategies to improve practice and outcomes.</li> </ul>
<b><i>Evidence/Examples</i></b>	<ul style="list-style-type: none"> <li>➤ Is not interested in exploring evidence-based strategies for helping a high percentage of students who are presenting with chronic anxiety issues.</li> <li>➤ Does not gather feedback from stakeholders regarding activities or the school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Acknowledges that he/she does not know a lot about how to help students with drug and alcohol problems, but does not have a plan for improving skills in this area.</li> <li>➤ Gathers feedback from students regarding individual program activities but files it away without looking at it.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In response to administrative feedback regarding prevention of crisis situations, consults the American School Counselor Association (ASCA) to get evidence-based resources to begin to improve his/her ability to contribute at the building and district level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ As a result of conducting a needs assessment with students and faculty, determines that there is a need to improve the treatment of adolescent depression. Consults ASCA, Pennsylvania School Counselors Association (PSCA), and local resources, and chooses to utilize the SOS curriculum to address this need.</li> <li>➤ Actively seeks feedback through an advisory council made up of parents, students, teachers, SCs, administrators, and community members.</li> <li>➤ Advocates at the building and district level for equitable student-centered policies and procedures that positively impact student learning.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4b: Maintaining Accurate And Confidential Records</b>	<ul style="list-style-type: none"> <li>➤ Is missing reports of student progress, records, and documentation, or they are late, inaccurate, resulting in confusion, and/or noncompliance with district policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completes reports of student progress, records, and documentation that are generally adequate, timely, and compliant with district policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completes reports, records, and documentation that are accurate and compliant with district policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses an approach to record keeping that is highly accurate, systematic, comprehensive, compliant, and serves as a model.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not keep records that reflect engagement in the school counseling program delivery services.</li> <li>➤ Lacks a system of record keeping, reports, and documentation, or record keeping is in such disarray so as to provide incorrect or confusing information.</li> <li>➤ Leaves confidential information out in plain view.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tracks student involvement in school counseling program delivery services but does not utilize that information for intervention.</li> <li>➤ Has a process for recording student progress and keeping counseling notes and records. However, it may be out-of-date.</li> <li>➤ Leaves confidential student information in unlocked filing cabinet.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tracks student involvement in school counseling delivery services and uses that information in program planning and implementation.</li> <li>➤ Uses a system for recording student progress, counseling notes, and records that is efficient and effective.</li> <li>➤ Keeps confidential student information locked and secured at all times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Notices inconsistencies in record keeping across the district. Advocates for a more ethically consistent method for all SCs in the district.</li> <li>➤ Is highly effective in adhering to the laws, rules, policies, and ethical standards related to confidentiality of student records and other information, and reviews records annually.</li> <li>➤ Demonstrates a high level of awareness of the need for confidentiality related to student records and actively works to communicate and maintain confidential procedures.</li> </ul>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4c: Communicating with Stakeholders</b>	<ul style="list-style-type: none"> <li>➤ Has relationships with families that are negative, self-serving, and/or culturally insensitive.</li> <li>➤ Presents little/no evidence of effective communication with families.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes inconsistent attempts to engage families in home-school partnerships or school counseling services</li> <li>➤ Inconsistently communicates with some families.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently establishes effective home-school partnerships.</li> <li>➤ Consistently and effectively communicates with families.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is highly effective in establishing and maintaining effective home-school partnerships, which enhance student achievement.</li> <li>➤ Is identified as a role model for other school counselors on how to communicate and collaborate effectively with families.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Provides little/no information to parents about the School Counseling Program.</li> <li>➤ Prefers to only meet with parents in person and is unwilling to talk on the telephone or email.</li> <li>➤ Does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has a brochure that is available if parents would like it on Back-to-School night.</li> <li>➤ Only contacts the family in emergency situations.</li> <li>➤ Sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Researches the cultural values of a family and student who just moved to the U.S. and who are experiencing stress as a result of the transition. Engages an interpreter to assist with the meeting.</li> <li>➤ High School SC annually meets individually with students and their parents to review the student's Individual Career Plan and Program of Studies, and addresses credit recovery options, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Empowers students to create a welcome packet of information to send home to families of all new students.</li> <li>➤ Posts weekly calendar on district website.</li> <li>➤ Initiates survey of stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement.</li> <li>➤ Plans an annual program for seniors and their parents/guardians to address post-secondary transition.</li> </ul>



Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4d: Participating in a Professional Community</b>	<ul style="list-style-type: none"> <li>➤ Has relationships with colleagues that are limited, negative, or self-serving.</li> <li>➤ Avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has relationships that are cordial and fulfill the minimum required school/district duties and include limited involvement in a culture of inquiry, school events, and/or school/district projects when asked.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has relationships that are characterized by mutual support and cooperation and include active participation in a culture of inquiry, school events, and school/district projects, with SC making substantial contributions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has relationships that are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.</li> <li>➤ Demonstrates exemplary leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Avoids interactions with faculty and staff. Steadfastly refuses event invitations for evening activities.</li> <li>➤ Has relationships with colleagues that are characterized by negativity.</li> <li>➤ Does not attend optional school district workshops.</li> <li>➤ Does not attend professional development workshops offered by local, state, or national school counseling associations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attends one local school counseling association workshop.</li> <li>➤ Attends a few professional development webinars.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishes a professional learning community (PLC) and provides updates on SC resources.</li> <li>➤ Provides information/articles for a once-a-month feature in the local newspaper.</li> <li>➤ Mentors and supports colleagues on issues related to counseling students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regularly attends local, state, and national school counseling workshops and conferences.</li> <li>➤ Is sought out for leadership roles in school counseling associations.</li> <li>➤ Seeks opportunities to communicate and collaborate with other SCs at the local, state, and national levels to share and/or learn best practices.</li> <li>➤ Presents Olweus Bully Prevention training to district faculty and staff at district in-service.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4e: Growing and Developing Professionally</b>	<ul style="list-style-type: none"> <li>➤ Engages in very limited professional development activities and/or resists feedback on professional performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engages in professional development activities to a limited extent.</li> <li>➤ Does not seek out opportunities for professional development and/or accepts feedback on professional performance with some reluctance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistently seeks out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other SCs and the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeks out opportunities for professional development, contributes to the professional development of other school counselors, makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession.</li> <li>➤ Takes a leadership role both within the learning community and the school counseling community.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Does not participate in departmental activities aimed at sharing knowledge.</li> <li>➤ Does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participates in departmental activities to a limited extent.</li> <li>➤ Participates in a professional opportunity when specifically asked or required to do so.</li> <li>➤ Aware of but not “conversant with” the ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reviews annually the ASCA Ethical Standards for School Counselors.</li> <li>➤ Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.</li> <li>➤ Actively shares his/her expertise with other members of the department.</li> <li>➤ Attends the annual PSCA conference for SCs and/or other appropriate related conferences or workshops.</li> <li>➤ Regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, and in-services; reads professional journals) and incorporates new evidence-based practices and skills in his/her daily work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Takes an active leadership role in professional organizations to contribute to the school counseling profession.</li> <li>➤ Presents a workshop at PSCA conference on how to collect data to show the effectiveness of an evidence-based practice.</li> <li>➤ Provides professional development at the district, state, or national level.</li> <li>➤ Conducts annual discussion forum on ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.</li> </ul>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4f: Demonstrating Professionalism</b>	<ul style="list-style-type: none"> <li>➤ Demonstrates little/no evidence of ethical practice and professionalism, and engages in practices that are self-serving or harmful to students, parents, colleagues, and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ethical and professional in serving students, parents, colleagues, and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Displays a high level of ethical and professional behavior in dealing with students, parents, and colleagues; and complies fully and voluntarily with professional, school, district, and state regulations and policies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is proactive and assumes a leadership role (indeed, is seen as a role model) in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.</li> </ul>
<b>Evidence/Examples</b>	<ul style="list-style-type: none"> <li>➤ Changes a grade on a student transcript without teacher knowledge/input.</li> <li>➤ Does not understand the parameters of PA's Professional Standards and Practices and wonders why it is inappropriate for an educator to date a student.</li> <li>➤ Reports to work in an intoxicated/impaired condition.</li> <li>➤ Fails to comply with school and district regulations and timelines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discusses a student's concerns with his teacher during dinner at a local restaurant within hearing distance of other diners.</li> <li>➤ Assumes a limited role in resolving parent and/or teacher dissention.</li> <li>➤ Is unable to accurately demonstrate how a student's GPA is determined.</li> <li>➤ At times, attempts to serve students are limited.</li> <li>➤ Complies minimally with school and district regulations, doing just enough to get by.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annually reviews the ASCA Ethical Standards for School Counselors.</li> <li>➤ Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.</li> <li>➤ Provides supervision to intern and/or practicum student, being sensitive to the individual's professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conducts annual discussion forum on ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the SC position.</li> <li>➤ Displays the highest levels of ethical conduct and takes a leadership role in complying with professional, school, district, and state regulations and policies.</li> </ul>

# **Possible Guiding Questions: Conversations Between Principals and Teachers**

## **ROLE: School Counselor**

*This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.*

*Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.*

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## Domain 1: Planning and Preparation

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***1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques***

**Possible Guiding Questions:**

- How does your program interface with the ASCA National Standards?
- What theoretical framework in counseling do you intend to apply in this instance?
- What student outcomes do you expect from this activity?

***1b: Demonstrating Knowledge of Child and Adolescent Development***

**Possible Guiding Questions:**

- How do you ensure that your program is differentiated and developmentally appropriate?
- In planning for your program, how do you adapt to the varying needs of your students?
- Tell me what your greatest challenges are in meeting the needs of all students.

***1c: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services***

**Possible Guiding Questions:**

- What data are you using to establish your outcomes/goals?
- How do you plan your activities to achieve your goals?
- How do you involve students in the goal setting process?
- How do you use your evaluation outcomes to improve your school counseling services?

***1d: Demonstrating Knowledge of Resources***

**Possible Guiding Questions:**

- What evidence-based programs are you using?
- How do you collaborate with stakeholders to identify and locate resources?
- What are your “go to” resources?

***1e: Designing Coherent Service Delivery and School Counseling Program***

**Possible Guiding Questions:**

- How do you collaborate within the school community to design your school counseling program?
- How do you integrate support services into your program?
- How do you utilize the ASCA National Model in designing a coherent program of services?

***1f: Designing and Implementing Student Assessments***

**Possible Guiding Questions:**

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## Domain 1: Planning and Preparation

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- How do you use multiple forms of assessment to measure student outcomes?
- Before you design your program how do you use assessment data to establish student outcomes?
- How do you work with other stakeholders to use the assessment to develop intervention strategies?
- Explain the ways in which you provide students with feedback concerning their progress toward their identified goals.

## Domain 2: The Environment

### *2a: Creating an Environment of Respect and Rapport*

#### **Possible Guiding Questions:**

- How do you model respect and rapport for all students and staff?
- How do you see your modeling of respect and rapport influencing student behavior?

### *2b: Supporting a Culture for Positive Mental Health and Learning*

#### **Possible Guiding Questions:**

- How do you demonstrate that you have high expectations for your students?
- How have you contributed to the establishment of a positive culture of learning within your school system?
- How do you collaborate with faculty to ensure that strategies and supports are in place for student success?

### *2c: Managing Procedures*

#### **Possible Guiding Questions:**

- How have you incorporated an understanding of student responsibility into your procedures?
- How do you ensure the most effective use of your time in providing services?

### *2d: Managing Student Behavior*

#### **Possible Guiding Questions:**

- How does your management program take into account child development theory?
- How do you exhibit respect for students while refusing to accept negative behavior?

### *2e: Organizing Physical Space*

#### **Possible Guiding Questions:**

- How do you make the best use of your physical space when delivering services to students?
- Does your use of physical space promote your role as a counselor?
- Is your physical space arranged to promote confidentiality when working with students and others?

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## Domain 3: Service Delivery/Delivery System

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***3a: Communicating Clearly and Accurately***

**Possible Guiding Questions:**

- How do you check for student understanding when delivering services?
- What media do you use to communicate with your stakeholders?
- How do you view your role in communicating with stakeholders?

***3b: Using Questioning and Discussion Techniques***

**Possible Guiding Questions:**

- How do you employ questioning and discussion techniques to improve your students' understanding?
- How do you encourage students to ask questions?
- Are you comfortable with permitting open discussion in a student group?

***3c: Engaging Students in Learning and Development***

**Possible Guiding Questions:**

- What strategies do you employ to ensure that all students are actively engaged in the activity you are conducting?
- How do you identify and address the role a student may be playing in a group activity?

***3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services***

**Possible Guiding Questions:**

- How do you use assessment in program planning and overall student planning?
- What methods of assessment do you regularly use to monitor student progress?

***3e: Demonstrating Flexibility and Responsiveness***

**Possible Guiding Questions:**

- How do you respond when a student challenges your presentation?
- How do you demonstrate flexibility when a student(s) does not appear to be responding to your presentation?
- When results are unfavorable or unexpected how do you modify your approach?



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## Domain 4: Professional Development/Professional SC Responsibilities/Ethical Standards

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### *4a: Reflecting on Professional Practice*

#### **Possible Guiding Questions:**

- How do you employ evidence-based methodology to improve practice?
- Give an example of how you have modified your program due to reflecting upon prior performance?

### *4b: Maintaining Accurate And Confidential Records*

#### **Possible Guiding Questions:**

- How do you share individual as well as overall progress to promote system change?
- Provide examples of how your records management system supports the requirements of FERPA.
- How can your management of the records system support program, improvement?

### *4.c Communicating with Stakeholders*

#### **Possible Guiding Questions:**

- How do you manage difficult situations involving family members?
- How can you deliver bad news and still maintain a working relationship?
- How do you maintain appropriate boundaries between your professional and personal relationships with families?

### *4d: Participating in a Professional Community*

#### **Possible Guiding Questions:**

- On what committees or task forces for school improvement are you currently serving?
- How do you view your role and/or relationships within your building and inform the faculty of your appropriate role?

### *4e: Growing and Developing Professionally*

#### **Possible Guiding Questions:**

- How do you view professional development?
- What professional development activities have you participated in during the past year?

### *4f: Demonstrating Professionalism*

#### **Possible Guiding Questions:**

- To what professional organizations do you belong?
- Are you knowledgeable of the ethics of your profession?