

School Counseling Framework



PREFACE: LAUSD School Counseling Framework

PURPOSE

The LAUSD School Counseling Framework describes clear expectations for effective counseling, identifying exemplary practices that will enable us to meet our goal of all students achieving. The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique needs. The School Counseling Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse population including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the School Counseling Framework describes counseling practices that will help to prepare all students to be successful and productive 21st Century citizens, prepared for college and ready for their career. As the foundation for counseling practices in LAUSD, the School Counseling Framework acts as a guide for counselors to analyze, reflect upon, and improve their counseling practice independently, with colleagues, and/or with their administrator as part of the counselor evaluation process, Educator Development and Support: Counselors (EDSC).

EVIDENCE COLLECTION PROCESS

In order to analyze counseling practice, evidence of a counselor's practice must be assessed against the School Counseling Framework. Evidence is collected using strategies including observation of practice, professional conversations and artifacts. This diversified evidence collection process helps to ensure that counselors' feedback, growth and development, and evaluation are informed by a variety of sources including students, administrators and counselors themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the School Counseling Framework, is representative of the counselor's practice, and is free of bias. The evidence collection source for each element in the School Counseling Framework is indicated by an abbreviation located below the name of each element.

- ▶ **Observations of Practice (OP)** provide an opportunity for counselors to demonstrate their practice in order to receive feedback that will support their professional growth and development. Observations of practice may include any visits/walkthroughs that take place as part of effective support practices in schools.
- ▶ **Professional conversations (PC)** include the Initial Planning Conference, the Pre-Observation Conference and the Post-Observation Conference that are part of the EDSC Observation of Practice cycle, as well as any additional meetings where the counselor and administrator discuss evidence of the counselor's practice.
- ▶ **Artifacts (A)** can include planning documents, meeting agendas, annotated data sheets, parent call logs, student work samples, or any other type of documentation that provides evidence of a counselor's practice for a given element in the School Counseling Framework.

KEY TERMS

21st Century Skills refer to the following "super skills" as identified in the Common Core State Standards:

- ▶ **Communication:** Sharing thoughts, questions, ideas and solutions
- ▶ **Collaboration:** Working together to reach a goal - putting talent, expertise, and intelligence to work
- ▶ **Critical Thinking:** Looking at problems in a new way, linking learning across subjects and disciplines
- ▶ **Creativity:** Trying new approaches to get things done leads to innovation and invention.



LAUSD School Counseling Framework, with Focus Elements for EDSC

STANDARD 1: Data-Based Decision Making	STANDARD 2: Communication and Collaboration
<ol style="list-style-type: none"> 1. Analyzing Data to Inform Decision Making 2. Using Data to Monitor Student Progress and Evaluate Services 3. Sharing Performance and Other Assessment Data with Stakeholders 4. Collaboratively Analyzing Data to Support Students 	<ol style="list-style-type: none"> 1. Consulting and Collaborating to Implement Counseling Services 2. Communicating with Students 3. Creating an Environment of Respect and Rapport 4. Establishing Networks with the School Community 5. Sharing Information with Families, Staff, and Community 6. Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)
STANDARD 5: Leadership and Program Design	STANDARD 3: Direct Counseling Services
<ol style="list-style-type: none"> 1. Taking a Leadership Role 2. Designing a Comprehensive Counseling Program 3. Designing Program Assessment 4. Managing Routines and Procedures 5. Demonstrating Knowledge of Students 6. Designing Programs for College and Career Readiness 	<ol style="list-style-type: none"> 1. Providing Crisis Intervention Services 2. Using Appropriate Strategies to Support Career Planning 3. Facilitating Connections between Academics, Personal Qualities, and Career Success 4. Supporting Academic Preparation for Post-Secondary Education 5. Supporting Students to Overcome Barriers to Learning 6. Using Appropriate Guidance Activities to Impact Academic Achievement
STANDARD 4: Professional Learning, Responsibilities and Ethical Practices	<ol style="list-style-type: none"> 7. Helping Students Establish Goals through the Graduation/Culmination Planning Process 8. Implementing School-Wide Positive Behavior Supports 9. Developing Student Awareness of Self and Others
<ol style="list-style-type: none"> 1. Establishing and Implementing Professional Goals 2. Reflecting on Practice 3. Growing and Developing Professionally 4. Adhering to Ethical Standards 5. Maintaining Accurate Records 6. Advocating for Students 	

- Highlighted elements are the Focus Elements for the EDSC process.
- Highlighted elements are the *unified* Focus Elements for the EDSC process.

Standard 1: Data-Based Decision Making

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Counselors analyze student, school and district data constantly. Effective data analysis not only ensures that appropriate services are targeted to meet specific needs, but also helps counselors to plan and design counseling programs that matter.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>1.1 Analyzing Data to Inform Decision Making</p> <p>Decisions are based on accurate data analysis.</p> <p>PC, A</p> <p>Focus Element</p>	<p>Does not analyze, integrate, or interpret data or use data to inform decisions; or interprets data inaccurately leading to inappropriate actions.</p>	<p>Analyzes, integrates and inconsistently interprets data accurately to inform decisions; data is from limited sources. Decisions lead to some confusion regarding appropriate action.</p>	<p>Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions which lead to appropriate actions.</p>	<p>Systematically analyzes, integrates, and interprets data from multiple sources at the individual, group and school level, and uses the data to inform systems-level decisions. Actions taken as a result of these decisions are deliberate and purposeful.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> ● Annotated student data reports: <ul style="list-style-type: none"> ○ Focus graduation progress reports ○ Individualized Graduation Plan (IGP) reports ○ Progress report data ○ Attendance data ○ Reclassification/English language development progress data ○ Assessment results ○ Advanced Placement (AP) data ● Intervention rosters ● Criteria used for placement in tier two and three programs ● Surveys and survey results ● Sample of Pre/Post Test from Counseling Lessons ● Results Reports ● Meeting notes documenting decision-making process ● Tier one and tier two action plans / planning tools 			

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<p>1.2 Using Data to Monitor Student Progress and Evaluate Services</p> <p>Services for students are evaluated by monitoring and analyzing progress data.</p> <p>PC, A</p> <p>*District Unified Focus Element</p>	<p>Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention or interprets data inaccurately leading to inappropriate actions.</p>	<p>Inconsistently uses data to monitor student progress and evaluate the effectiveness of academic instruction or intervention. Modifies interventions based on limited student data.</p>	<p>Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/ intervention, and modify interventions based on student data.</p>	<p>Uses individual, school and district data to monitor the effectiveness of a multi-tiered system of supports and intervention program outcomes. Modifications to interventions are based on accurate data analyses.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> ● Annotated student data reports disaggregated by subgroup: <ul style="list-style-type: none"> ○ Focus graduation progress reports ○ Progress report data (D/Fail reports) ○ Attendance data ○ Reclassification/English language development progress data ○ Assessment results ● Individualized Graduation Plans (IGPs) ● Intervention rosters ● Criteria used for placement in tier two and tier three programs ● Notes from meetings where student progress data is analyzed ● Annual Student Outcome Goal ● Tier one and tier two action plans ● Mid-year and end-of-year reports 			

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<p>1.3 Sharing Performance and Other Assessment Data with Stakeholders</p> <p>Counselor shares student data with stakeholders, providing support to ensure the data can be understood.</p> <p>OP, A</p>	<p>Student performance or other assessment data is not shared, or is presented in a way that results in little understanding. Does not provide feedback to stakeholders on student performance data.</p>	<p>Shares data in a way that results in limited understanding or relevance to stakeholder needs. Inconsistently provides feedback on student performance and other assessment data to some stakeholders.</p>	<p>Shares data in a way that is understandable and relevant to stakeholder interests or needs. Provides feedback on student performance and other assessment data to stakeholders (students, teachers, families, administrators, school teams).</p>	<p>Consistently shares, interprets and clarifies student performance and other assessment data in a way that is understandable and relevant to stakeholder interests and needs, providing actionable feedback on data to stakeholders.</p>
<p>1.4 Collaboratively Analyzing Data to Support Students</p> <p>Collaborative data analysis leads to better student outcomes.</p> <p>OP, PC, A</p>	<p>Does not collaboratively analyze data for the purpose of modifying or developing programming or interventions to assist students to acquire knowledge, attitudes or skills necessary for lifelong learning or career readiness. Multiple corrections have to be made due to lack of collaborative data analysis.</p>	<p>Collaborates when required to analyze available school data, modify or develop programming or interventions for the purpose of assisting students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning. Corrections sometimes are necessary.</p>	<p>Regularly collaborates with colleagues, analyzing available school data and collecting additional student data (e.g., screening, progress monitoring, and diagnostic assessments), to develop programming and interventions to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p>	<p>Initiates and leads opportunities to collaboratively analyze data, and develop programming and interventions to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p>

Standard 2: Communication and Collaboration

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Counselors should demonstrate strong listening, attending, and communicating skills. They need flexibility, self-awareness, empathy and multicultural sensitivity to ensure a lasting effect with students.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>2.1 Consulting and Collaborating to Implement Counseling Services</p> <p>Student services are developed and monitored in collaboration with stakeholders</p> <p>OP, A Focus Element</p>	<p>Does not consult or collaborate when planning, implementing, or evaluating academic and social-emotional, behavioral or health services.</p>	<p>Occasionally collaborates with some stakeholders to plan, implement, and evaluate academic, social-emotional, behavioral, or health services.</p>	<p>Consults and collaborates at the individual, family, group, and school levels to plan, implement, and evaluate academic, social-emotional, behavioral, or health services.</p>	<p>Consults and collaborates at the individual, family, group, school, or community levels to plan, implement, and evaluate academic and social-emotional, behavioral or health services. Develops systems to maximize communication and collaboration among stakeholders.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Meeting agendas and/or minutes (Counseling Professional Learning Community (PLC), SSPT, Postsecondary Leadership Teams, etc.) • Notes from collaborative conversations • Copy of the Yearly Counseling Calendar • Collaborative Planning Sheet on Counseling Projects in Shared Drive • Emails with stakeholders • Revised documents • Documentation in MiSiS Counseling Communication 			

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<p>2.2 Communicating with Students</p> <p>Clear, accurate and appropriate language is used to communicate with students about counseling.</p> <p>OP, A Focus Element</p>	<p>Rarely communicates with students. Communications contain major errors and/or are unclear. Vocabulary is inappropriate, vague, or used incorrectly. Communication is strictly one-way from counselor to students.</p>	<p>Attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. Spoken communication may be correct, but vocabulary is not fully appropriate for students. Does not take opportunities to explain academic or counseling vocabulary. Makes minimal efforts at two-way communication with students.</p>	<p>Regularly communicates with students. Spoken and written communications are clear and accurate. Use of academic and counseling vocabulary is precise and serves to extend understanding. Makes regular efforts at two-way communication with students.</p>	<p>Spoken and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the counselor and prevented through use of well-honed communication skills. Takes the opportunity to extend students' knowledge of concepts and vocabulary. Students use correct counseling terminology. Counselor frequently uses multiple means of soliciting input from, and communicating with students.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> ● Letters/notes to students ● Emails/Schoology messages between counselor and student ● Schoology updates posted to student groups ● Materials from presentations to students/counseling lessons ● Student surveys ● Documentation in MiSiS Counseling Communication ● Record of individual IGP conferences 			

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<p>2.3 <i>Creating an Environment of Respect and Rapport</i></p> <p>Interactions with others are positive, respectful and appropriate.</p> <p>OP, A</p>	<p>Interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Does not promote positive interactions among students, parents, or staff. Does not address or redirect disrespectful behavior. The counseling environment is not a place where students, teachers, and/or families feel safe or respected.</p>	<p>Interactions with students are generally appropriate but may reflect occasional inconsistencies and insensitivity. Makes occasional attempts to promote positive interactions among students, families, or staff. Attempts to respond to disrespectful behavior with uneven results. Students, teachers, and/or families feel somewhat safe and respected in the counseling environment.</p>	<p>Interactions with students, parents, and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students. Actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected.</p>	<p>Interactions with students, families, and staff are highly positive, respectful, and appropriate to the ages, cultures, and developmental levels of the students, reflecting genuine caring and sensitivity. Has successfully involved students in promoting positive student-to-student interactions. The counseling environment is one in which participants feel welcome, safe and respected.</p>

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<p>2.4 Establishing Networks with the School Community</p> <p>Counselors are resourceful, networking inside and outside the school to meet student needs.</p> <p>OP, A</p>	<p>Makes little effort to facilitate communication with families, colleagues, and/or community partnerships. Demonstrates limited awareness of situations that indicate a need to communicate with appropriate services.</p>	<p>Inconsistently communicates with families, colleagues, and community partnerships to fulfill the duties that the school or district requires. Recognizes situations that indicate a need to communicate with appropriate services but may not act on this awareness.</p>	<p>Regularly communicates with families, colleagues, and community partnerships to fulfill the duties that the school or district requires. Consistently acts on situations that indicate a need to communicate with appropriate services.</p>	<p>Successfully establishes rapport with families and establishes professional networks with colleagues and the community in support of student interests. Is proactive in communicating with administrators and other school staff regarding current and potential issues for concern. Contributes to development of appropriate programs that support establishment of relationships within the department and with the school community.</p>

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<p>2.5 Sharing Information with Families, Staff, and Community</p> <p>Stakeholders receive information that is accurate, appropriate, engaging, and understandable.</p> <p>OP, A</p> <p>Focus Element</p>	<p>Provides little, if any, information to families, staff, or community about counseling services. Does not attempt to engage families in the programs offered by the counseling department. Communications violate confidentiality guidelines. Communications are insensitive to cultural norms and language differences.</p>	<p>Provides limited though accurate information to families, staff, or community about counseling services. Attempts to engage families in the programs offered by the counseling department. Communications generally follow confidentiality guidelines. Communications are inconsistently sensitive to cultural norms and language differences.</p>	<p>Provides thorough and accurate information to families, staff, or community about counseling services. Frequently engages families in the programs offered by the counseling department. Consistently follows confidentiality guidelines. Communications are sensitive to cultural norms and language differences.</p>	<p>Counselor is proactive in providing information to families about the counseling program through a variety of means. Engages families in using and contributing to the resources of the counseling department. Consistently maintains and models confidentiality for all while appropriately communicating student needs. Communications are sensitive to cultural norms and language differences.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Messages shared various ways – email, phone, Schoology, newsletter, website, PA announcement, Blackboard Connect messages, etc. • Translated materials available and shared • Sample emails, letters (Off-track, graduation progress letters, etc.) • Materials from parent presentations or workshops • Posted guidelines regarding confidentiality • Documentation in MiSiS Counseling Communication • Counseling results report (mid-year or end-of-year) 			

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<p>2.6 Collaborating in Teams to Develop and Maintain a Multi-Tiered System of Support (MTSS)</p> <p>Counselors are active participants (and facilitators) in teams that focus on meeting diverse student needs.</p> <p>OP, A</p> <p>*District Unified Focus Element</p>	<p>Does not contribute to the development or implementation of MTSS at the school level. Infrequently attends support team meetings, e.g., Student Support and Progress Team (SSPT) or Individualized Education Program (IEP) meetings. No intervention is proposed.</p>	<p>Sometimes contributes to the development and implementation of MTSS at the school level. Attends team meetings, e.g., IEP or SSPT, where services are determined that match student needs, but not always as an active participant or leader. Makes reference to interventions.</p>	<p>Actively contributes to the development and implementation of MTSS at the school level by initiating, facilitating or leading team meetings, e.g., IEP or SSPT, to determine services, collaborating to provide interventions that match student needs.</p>	<p>Is instrumental in the development and implementation of MTSS at the school or district level by designing interventions that address systemic issues/concerns. Regularly leads teams such as SSPT and IEP meetings.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Meeting agenda or minutes (Counseling Professional Learning Community, SSPT, Postsecondary Leadership Teams, etc.) • Calendar of meetings with MTSS teams • SSPT notices/flyers • Handouts, resources, and information shared at IEP/SSPT/504 meetings • Communications with service providers regarding intervention for students • Tier one and tier two action plans • Menu of counseling services in each tier and domain 			

Standard 3: Direct Counseling Services

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The quality of counseling services provided affects the outcome. In order to successfully engage students in the counseling process, counselors need to be knowledgeable, resourceful, clear, reasonable, and understanding.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3.1 Providing Crisis Intervention Services</p> <p>In times of urgent need or crisis, the counselor is helpful, resourceful and involved.</p> <p>OP, PC, A Focus Element</p>	<p>In times of crisis, does not provide targeted counseling sessions for individual students or small groups to help them; little guidance is provided to lead students to appropriate actions. Does not participate in crisis intervention or preparedness efforts.</p>	<p>In response to urgent student needs or crisis, makes an attempt to meet with some individual students or small groups. Sessions are not goal-focused and offer only moderate assistance, resulting in confusion about the appropriate course of action. Attends meetings of crisis intervention teams but not as an active participant.</p>	<p>In response to crisis, addresses the diverse needs of students by providing differentiated individual and group counseling resulting in most students receiving appropriate services and interventions. Collaborates in crisis prevention, intervention and the design of a comprehensive follow up plan.</p>	<p>In response to crisis or urgent student needs, addresses the diverse needs of students by providing differentiated individual and group counseling, resulting in students receiving appropriate services and interventions. Counselor engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Crisis preparedness plan (including resources) • Participation in crisis team training • Active participation in crisis response • Communications during a crisis or communication regarding crisis prevention • Notes from debrief after crisis • Documentation of Tier 3 counseling services provided to students 			

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3.2 Using Appropriate Strategies to Support Career Planning</p> <p>Students research career options, make plans and decisions with counselor’s guidance.</p> <p>OP, A</p>	<p>Counseling strategies are inadequate to assist students with decision-making skills regarding course selection or career awareness. Is unaware of appropriate resources to obtain career information.</p>	<p>Uses limited counseling strategies to help students use decision-making skills to formulate personalized plans including course selection and career awareness. Rarely encourages students to use research and informational resources to obtain career information.</p>	<p>Uses a range of counseling strategies to help students understand and build decision-making skills to formulate clear, purposeful, and personalized plans, including decisions about course selection and career awareness. Ensures that students use research and informational resources to obtain career information.</p>	<p>Uses an extensive range of counseling strategies to help students use decision-making skills to formulate personal academic, social-emotional, and career plans, including decisions about course selection and career awareness. Ensures that students use multiple research and informational resources to obtain career information. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning.</p>

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<p>3.3 Facilitating Connections between Academics, Personal Qualities, and Career Success</p> <p>Students understand the connection between habits they exhibit and what they achieve during school and their success in the future.</p> <p>OP, A</p>	<p>The relationship between educational achievement and career success is not explained to students. Data is used indiscriminately or inappropriately. The importance of lifelong learning or building employability skills is not communicated.</p>	<p>The relationship between educational achievement and career success is explained, but not to all students, or the connection is not clear. Some assessment data is referenced to increase awareness of abilities and aptitude. Lifelong learning and employability skills are emphasized; connections are made to current student actions or habits.</p>	<p>Helps students understand the relationship between educational achievement and career success. Uses data from age-appropriate assessments to increase awareness of interests, abilities, aptitude, and values. Promotes lifelong learning and employability skills, making connections to student's current interests, actions, achievements and habits.</p>	<p>Helps all students understand the relationship between educational achievement and career success, and demonstrates knowledge of students' background, skills, and interests. Uses data from age-appropriate assessments, to increase awareness of interests, abilities, aptitude, and values. Uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and building employability skills.</p>

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<p>3.4 Supporting Academic Preparation for Post-Secondary Education</p> <p>Students prepare for college opportunities most suited to their needs.</p> <p>OP, A</p> <p>Focus Element</p>	<p>Inconsistently provides guidance that ensures students prepare academically for a wide variety of post-secondary educational options. Students identify post-secondary education options that are not aligned with their abilities and interests.</p>	<p>Rarely supports students in establishing challenging academic goals and understanding assessment results. Rarely assists students in applying knowledge of aptitudes and interests to course selection or goal setting and identification of post-secondary education options aligned with students' interests and abilities.</p>	<p>Guides and supports students in establishing challenging academic goals and understanding assessment results. Assists students in applying knowledge of aptitudes and interests to course selection, goal setting and identification of post-secondary education options aligned with students' interests and abilities.</p>	<p>Provides guidance and support that ensures all students establish challenging academic goals and understand assessment results. Assists all students in applying knowledge of aptitudes and interests to course selection, goal setting and identification of post-secondary options aligned with students' interests and abilities.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Individualized Graduation Plans (IGPs) • Interest inventory results • Goal setting lessons and activities • College and career lessons • Progress towards completion of A-G with a C or Better • Data from Advanced Placement (AP) / International Baccalaureate / Dual Enrollment/CTE pathway courses • Annotated assessment reports • Resources for varied options available (community college, four-year universities, military, etc.) • Sample Course of Study Planning Tool used in counseling session(s) 			

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<p>3.5 Supporting Students to Overcome Barriers to Learning</p> <p>Support is provided to identify and overcome barriers to learning.</p> <p>OP, A</p>	<p>Does not identify or inaccurately identifies barriers to learning. Does not connect students with resources that support positive outcomes or goals.</p>	<p>Identifies barriers to learning and assists some students to develop coping skills for dealing with problems, and resources that support positive student outcomes or goals. Sometimes monitors the effect of the resources provided on student progress.</p>	<p>Identifies barriers to learning and assists students to develop and practice effective coping skills for dealing with problems, and resources that support positive outcomes or goals, monitoring the effect of the resources provided on student progress.</p>	<p>Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and their families. Coping skills are taught, modeled and practiced. Counselor monitors and reports the effect of the resources that were provided on student progress.</p>
<p>3.6 Using Appropriate Guidance Activities to Impact Academic Achievement</p> <p>Activities help students make decisions, improving academic achievement</p> <p>OP, A</p>	<p>Guidance activities and materials are not appropriate for students and are not logically sequenced; the activities do not engage students in appropriate decision making. Effect on academic achievement is not measured.</p>	<p>Guidance activities and materials are partially appropriate for students; some are logically sequenced and engage some students in appropriate decision making. Counselor attempts to determine the impact of the activities on academic achievement.</p>	<p>Guidance activities and materials are generally appropriate for students, logically sequenced, designed to make content and concepts relevant, and engage most students in appropriate decision making. The impact of the activities on academic achievement is analyzed and discussed with stakeholders.</p>	<p>Guidance activities and materials are appropriate for students, logically sequenced, designed to make content and concepts relevant, and engage all students in appropriate decision making. Effect of the activities on academic achievement is discussed, analyzed and published; revisions are based on analysis results.</p>

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<p>3.7 Helping Students Establish Goals through the Graduation/ Culmination Planning Process</p> <p>Students understand culmination or graduation requirements and are clear about their own progress.</p> <p>OP, A</p> <p>*District Unified Focus Element</p>	<p>Some students do not meet with the counselor to develop Individualized Graduation Plans (IGP), or IGP goals are developed without student input. Families are not consulted, and students are not able to articulate their graduation/ culmination status or post-secondary goals.</p>	<p>Counselor develops a plan to conference with each student regarding IGP goals and progress toward graduation or culmination; however, some conferences do not take place. Families are sometimes involved in the development of the IGP. Students are not always clear about how the courses they choose have long range effects on their postsecondary goals and lives.</p>	<p>Counselor develops and closely follows a plan to conference with every student regarding the IGP. Families are engaged in the development of a middle school or high school course plan or career and technical education (CTE) pathway that is individualized to meet the needs and interests of the student. Students are able to articulate how the courses they choose have long range effects on their postsecondary plans and lives.</p>	<p>Counselor's plan to meet with each student for an IGP conference is well organized, providing differentiated support for diverse needs. Every student, with the participation of family, has established an up-to-date IGP incorporating an individualized middle school or high school course plan or CTE pathway. Students are able to articulate how the courses they choose have long range effects on their postsecondary plans and lives, and how the IGP process expands and personalizes the relationship among student, family and counselor.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • IGP counseling lessons – pre/post test results • Schedule/Calendar for IGP meetings • Communication with students or parents regarding IGPs • IGP Parent invitation letters • Credit recovery/Intervention/Acceleration/Enrichment Plans • Documentation of IGPs in MiSiS Counseling Communication • Resources shared during IGPs (i.e., documents used to explain culmination/graduation requirements, course of study, college journals, etc.) 			

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The quality of counseling services provided affects the outcome. In order to successfully engage students in the counseling process, counselors need to be knowledgeable, resourceful, clear, reasonable, and understanding.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3.8 Implementing School-Wide Positive Behavior Supports</p> <p>Positive behavior supports are promoted and sustained by counselor actions.</p> <p>OP, A</p>	<p>Does not support efforts to maintain a safe and nurturing school climate; does not or inconsistently models, advocates or enforces school behavioral guidelines. Accesses inappropriate or ineffective resources to assist students.</p>	<p>Complies with efforts to maintain a safe and nurturing school climate; sometimes models, advocates and enforces school behavioral guidelines. Uses appropriate resources to assist students; however, rarely collaborates with other staff members to implement plans for more supportive instruction.</p>	<p>Encourages efforts to maintain a safe and nurturing school climate; models, advocates and enforces school behavioral guidelines. Uses appropriate resources to assist students; collaborates with others in the school community to implement plans for more supportive and intensive instruction.</p>	<p>Demonstrates leadership in maintaining a safe and nurturing school climate; consistently models, advocates and enforces school behavioral guidelines. Collaborates with school, district and community resources to determine and access appropriate resources to assist students; monitors plans for more supportive and intensive instruction.</p>

Standard 3: Direct Counseling Services

The quality of counseling services provided affects the outcome. In order to successfully engage students in the counseling process, counselors need to be knowledgeable, resourceful, clear, reasonable, and understanding.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>3.9 Developing Student Awareness of Self and Others</p> <p>Students learn ways to understand and respect themselves and other people.</p> <p>OP, A Focus Element</p>	<p>Models inappropriate behaviors, does not support programs or strategies that increase personal and interpersonal awareness, social skills, or effective communication.</p>	<p>Usually models appropriate behaviors, supports programs or strategies that increase personal and interpersonal awareness, social skills, and effective communication, so that students can understand and respect self and others.</p>	<p>Models appropriate behaviors and implements programs and strategies that increase personal and interpersonal awareness, social skills, and effective communication, so that students can understand and respect self and others.</p>	<p>Consistently models appropriate behaviors; designs and implements programs and strategies that increase personal and interpersonal awareness, social skills, and effective communication. Leads efforts to ensure students demonstrate understanding and respect for self and others.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Materials from workshops, lessons, or displays for students or parents regarding SEL competencies and/or ASCA Mindsets and Behaviors • Pre and post-test results from social-emotional counseling lessons • Tier one action plans for the social-emotional domain • Use of tools to teach SEL competencies (i.e., reflection sheets) • Examples of counselor communications with stakeholders • Minutes from SSPT meetings • Counselor use of SEL data (i.e., School Experience Survey results) to design counseling programs 			

Standard 4: Professional Learning, Responsibilities and Ethical Practices

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Counselors display integrity and ethical conduct; they conduct themselves in ways consistent with a commitment to professional standards; they comply with school, district, state and federal regulations and procedures. Counselors are keenly alert to and advocate for the needs of students, manifesting a belief that all students can learn.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4.1 <i>Establishing and Implementing Professional Goals</i></p> <p>Efforts are made to meet goals through reflection and feedback.</p> <p>OP, PC, A</p>	<p>Professional goals are not established. The counselor does not pursue opportunities to acquire new knowledge and skills, demonstrates poor acceptance of constructive feedback, and rarely participates in the professional community.</p>	<p>Professional goals are sometimes established. The counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. Sometimes accepts/uses constructive feedback.</p>	<p>Professional goals are developed, and the counselor often pursues applicable opportunities to acquire knowledge and enhance skills. Counselor uses feedback from supervisor or colleagues for skill enhancement.</p>	<p>Professional goals are evidenced in improved personal, professional and program development. Counselor continually reflects on practice, incorporating feedback from supervisor and colleagues to enhance skills.</p>
<p>4.2 <i>Reflecting on Practice</i></p> <p>Accurate and frequent reflection leads to improved practice.</p> <p>OP, PC, A</p>	<p>Reflection on practice is inaccurate and not based on evidence. Counselor has no suggestions for how counseling services could be improved.</p>	<p>Reflection on practice is sometimes accurate and objective, but not based on evidence. Reflection includes some general suggestions for how counseling services might be improved.</p>	<p>Reflection on practice is accurate and objective, based on evidence, and cites both positive and negative characteristics of the practice. Counselor makes specific suggestions for improving practice.</p>	<p>Reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success. Counselor draws on evidence-based practices to suggest alternative strategies.</p>

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<p>4.3 Growing and Developing Professionally</p> <p>Efforts are made to meet goals through reflection and feedback.</p> <p>OP, PC, A</p>	<p>Does not participate in individual and/or collaborative professional development activities. Does not have professional conversations with colleagues and supervisors. Does not participate in activities that contribute to the collective knowledge of colleagues.</p>	<p>Participates in limited individual and/or collaborative professional development activities. Engages in limited professional conversations with colleagues and supervisors. Rarely assists other colleagues or contributes to the school community.</p>	<p>Regularly participates in opportunities for individual and/or collaborative professional development based on an individual assessment of need. Actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Frequently contributes to the collective knowledge of colleagues.</p>	<p>Actively pursues individual and/or collaborative professional development opportunities based on individual or collaborative assessment of need and makes a substantial contribution to the school community. Takes a leadership role in organizing opportunities for professional conversation, including feedback about practice. Initiates activities that contribute to the profession.</p>

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4.4 Adhering to Ethical Standards</p> <p>The counselor exhibits professional demeanor and actions and complies with all rules and regulations of the profession.</p> <p>OP, A</p> <p>Focus Element</p>	<p>Has breached confidentiality. Demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. Documentation is incomplete or inaccurate.</p>	<p>Counselor maintains confidentiality and partially complies with school and district regulations, policies or procedures or is inconsistent in modeling a professional demeanor. Documentation may contain some inaccuracies but is generally complete.</p>	<p>Demonstrates professional conduct and integrity, seeks appropriate intervention services for student consultation or supervision; abides by ethical and legal codes, and seeks consultation and supervision as needed. Confidentiality is maintained and actions/services are thoroughly and accurately documented.</p>	<p>Models professional conduct and integrity, insists upon appropriate intervention services for student consultation or supervision; ensures that all ethical and legal codes are strictly adhered to, and seeks consultation and supervision when questions arise. Confidentiality is maintained and actions/services are thoroughly and accurately documented.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Posted notices regarding confidentiality • Systems for documenting services • Comments on student records (i.e, MiSiS Counseling Communication) • Referrals to additional support providers (school-based and community-based) • Notes/Communications resulting from confidential actions/services, e.g., risk assessment, child abuse reporting • Self-assessment or reflection counseling practices (i.e., ASCA Professional Standards and Competencies) 			

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<p>4.5 Maintaining Accurate Records</p> <p>Documentation of practice is accurate, up to date, organized and complete.</p> <p>A</p> <p>Focus Element</p>	<p>Reports, records and documentation are missing, late, or inaccurate. Counselor does not maintain a reliable system of recordkeeping.</p>	<p>Reports, records and documentation are sometimes inaccurate and occasionally late. Counselor demonstrates a basic understanding of the safekeeping and maintenance of student information.</p>	<p>Reports, records and documentation are accurate and are submitted in a timely manner. Counselor's practices related to safekeeping and maintenance of student records are consistent with district standards.</p>	<p>Reports, records and documentation are always accurate and submitted on time. Practices related to record keeping are highly systematic and efficient. Maintenance and safekeeping practices are exemplary.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Maintenance of student records for counselor use (i.e., mini-cums, tracking sheets, student files) • Annotated data reports • Systems for documenting services (i.e, MiSiS Counseling Communication, logs) • Calendars 			

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>4.6 Advocating for Students</p> <p>The counselor is aware of student needs and advocates for all, particularly those who may be underserved.</p> <p>OP, PC, A</p> <p>Focus Element</p>	<p>Counselor is not alert to student needs and contributes to school practices that result in inequitable treatment for some students or groups of students.</p>	<p>Counselor recognizes that some students are subject to inequitable treatment and attempts to address school practices to correct the discrepancies.</p>	<p>Counselor is aware of student needs and works with colleagues to address inequitable school practices ensuring that all students receive opportunities to succeed.</p>	<p>Counselor is aware of student needs, and proactively leads efforts to establish high standards and equity in all practices, ensuring that all students, particularly those traditionally underserved, are honored in the school.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Notes or minutes from meetings • Communications (emails, letters, memos) • Annotated data reports • Referrals to resources • Data elements used to identify students for tier two and three services • Interventions designed to identify and close achievement and opportunity gaps • Systems for equitable student programming 			

Standard 5: Leadership and Program Design

Standard 5: Leadership and Program Design

True professional school counselors constantly review and revise counseling programs to meet the ever-changing needs of their students and their school community. They lead efforts to ensure students are well served by the programs and services offered at the school.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5.1 Taking a Leadership Role</p> <p>Counselors are school leaders.</p> <p>OP, A</p>	<p>Does not volunteer for or accept leadership opportunities in the counseling department or the school community.</p>	<p>Demonstrates some leadership skills but may not follow through appropriately or may not demonstrate an effective leadership style.</p>	<p>Regularly seeks out opportunities to lead, providing consistent and effective leadership in the school counseling program and the school.</p>	<p>Consistently models leadership skills in the school counseling program and in the school community, in a way that directly benefits students, families and/or staff.</p>

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5.2 <i>Designing a Comprehensive Counseling Program</i></p> <p>Implementation of school’s plan is organized, responsive, and supportive of the school vision.</p> <p>OP, A</p>	<p>Counselor's implementation of the school plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes. Counselor does not engage families, community, or stakeholders when designing the plan.</p>	<p>Counselor's implementation of the school plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals. There is little differentiation for students. Input from families, community and stakeholders is sometimes incorporated into designs.</p>	<p>Counselor's implementation of the school plan follows a guiding principle, includes multiple activities, and incorporates school objectives, addressing community needs. Counseling programs follow an organized progression with differentiation for different groups of students. Family, community, and stakeholder input is valued and incorporated into plans.</p>	<p>Counselor's implementation of the school plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. The plan provides opportunity for student choice. Stakeholders are actively involved in the design, evaluation and revision of the plan. Design serves as a model for other school counselors.</p>
<p><i>Examples of Evidence:</i></p>	<ul style="list-style-type: none"> • School Counseling Program Vision and Mission • Counseling Calendar • Annual Student Outcome Goal Plan • Tier one and two action plans • Multi-Tiered Multi-Domain System of Support (MTMDSS) Menu of Services • Counseling Lesson Plans • Pre/Post Test Results from Counseling Lessons or Groups • Results Reports 			

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5.3 <i>Designing Program Assessment</i></p> <p>Programs and services are assessed for effectiveness.</p> <p>OP, A</p>	<p>Has no plan to assess services or programs (e.g., summer school, articulation events, bridge program) or resists suggestions that such an evaluation is important.</p>	<p>Has a plan to assess services that is not fully developed. Program assessment criteria have been created, but they are not clear. Approach to using assessment data is partially developed and includes only some of the program outcomes.</p>	<p>Counselor's plan to assess services is organized around clear goals, criteria, and evidence. Counselor has a well-developed strategy for using program assessment data, and addresses program outcomes.</p>	<p>Counselor's assessment plan is comprehensive, with a variety of evidence sources and clear criteria for assessing program outcomes. The assessment plan includes multiple methodologies to ensure accurate assessment of program effectiveness for diverse student groups.</p>
<p>5.4 <i>Managing Routines and Procedures</i></p> <p>Smooth routines and logical organization keep counselors on track.</p> <p>OP, A</p>	<p>The counselor's office is disorderly. There are no procedures established for scheduling time with the counselor. Schedule or use-of-time data is not available. There is little evidence that students know or follow established routines.</p>	<p>Procedures for scheduling time with the counselor are established but have been communicated to only some students. Schedule or use-of-time data exist but are not used or maintained. Students are aware of some routines and procedures, but they are inconsistently followed.</p>	<p>The counselor's office is orderly. Procedures for scheduling time with the counselor are established, communicated to students, and followed. Schedule and use-of-time data are available, used, and fully maintained. Students know and follow established routines with minimal guidance and prompting.</p>	<p>The counseling center is organized and clean. Procedures for scheduling time with the counselor are established and well communicated to all stakeholders. Schedule and use-of-time data are detailed and used to make improvements. Routines and procedures are well understood and may be initiated or improved by students.</p>

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5.5 Demonstrating Knowledge of Students</p> <p>The counselor’s actions and the school’s programs are aligned to the needs of the students and the community.</p> <p>OP, PC, A</p> <p>Focus Element</p>	<p>Displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritage. Designs programs that do not take student characteristics into account.</p>	<p>Demonstrates some understanding of the typical developmental characteristics of the age group. Articulates some knowledge of students' skills, needs, interests and cultural heritage, incorporating this knowledge into plans for some students.</p>	<p>Demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritage, incorporating this knowledge into student programs.</p>	<p>Displays knowledge of the extent to which individual students follow the general patterns of development. Demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages. Ensures that programs are tailored to address the specific needs of all students.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> • Notes or minutes from SSPT or IEP meetings • Communications (emails, letters, memos) • Displays or flyers for events reflecting or responding to student interests/cultural heritage • Counselor use of data (i.e., School Experience Survey results, interest inventory results, etc.) to design counseling programs 			

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Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p>5.6 Designing Programs for College and Career Readiness</p> <p><i>The counselor prepares students by promoting healthy learning habits, time management, school spirit, and other activities to increase engagement.</i></p> <p>OP, PC, A</p> <p>Focus Element</p>	<p>Does not design programs that increase student engagement or prepare students for college and career options.</p>	<p>Develops or plans programs that increase engagement of some students, complies with established practices that support college and career readiness.</p>	<p>Develops or plans programs to increase student engagement, (e.g., focus on attendance, time management, participation in school activities, learning habits) supporting the attainment of college and career readiness.</p>	<p>Develops, plans, and implements school-level or system-level policies, interventions, or programs that support the attainment of college and career readiness.</p>
<p>Examples of Evidence:</p>	<ul style="list-style-type: none"> ● Flyers or agendas for events honoring students for: <ul style="list-style-type: none"> ○ Good attendance ○ Honor roll ○ High achievement ○ Improvement ● Notes or handouts from lessons or workshops for students or parents ● Planning documents for events that promote college and career awareness and readiness, e.g., Career Day, College Fair, College Signing Day, FAFSA workshops ● Participation in Postsecondary Leadership Teams ● Completion of professional development to support counseling in the academic and college/career domain 			