

School Counseling Framework

Focus Elements



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 | | | |

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</p> <p>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</p> <p>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>2.5 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.

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|---|--|--|--|---|
| <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</p> <p>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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| <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>3.7 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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| <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.

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|---|---|---|--|---|
| <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.</p> <p>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.</p> <p>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"> • 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 | | | |

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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.

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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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| <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

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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.

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| <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 <p>Counselor use of data (i.e., School Experience Survey results, interest inventory results, etc.) to design counseling programs</p> | | | |

Standard 5: Leadership and Program Design

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|--|--|---|--|---|
| <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 <p>Completion of professional development to support counseling in the academic and college/career domain</p> | | | |