

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

Definition of an Effective School Counselor:

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

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School Counselors demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p>THE SCHOOL COUNSELOR:</p> <p>✓ Identifies the connections between counseling theory, human development theory, student learning theory, and student success.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <p>✓ Articulates knowledge of counseling theory, human development theory, student learning theory, and their influence on student success.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <p>☐ Applies counseling, human development and student learning theory in counseling programs and services designed to enhance student success.</p>	<p>... and</p> <p>STUDENTS:</p> <p>✓ Participate in the creation of their developmentally appropriate goals.</p>	<p>... and</p> <p>STUDENTS:</p> <p>☐ Articulate developmentally appropriate goals.</p> <p>☐ Articulate their plan to achieve developmentally appropriate goals to relevant stakeholders.</p>
Element b: School Counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				
<p>THE SCHOOL COUNSELOR:</p> <p>✓ Identifies ways in which the school counseling program relates to other content areas/disciplines.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <p>✓ Articulates the connection of the school counseling program and content areas</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <p>✓ Plans and implements services/instruction in the comprehensive counseling curriculum that supports students in the content areas.</p>	<p>... and</p> <p>STUDENTS:</p> <p>☐ Are aware of services/ specially designed instruction that reduces barriers & supports learning in lit, math & other content areas</p>	<p>... and</p> <p>STUDENTS:</p> <p>☐ Participate in services/specially designed instruction as needed to reduce barriers and support learning in lit, math & other content areas</p>

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: School Counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Recognizes the importance of evidence-based school counseling practices and related research. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Locates and selects appropriate evidence-based practices and related research. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Integrates evidence-based school counseling and related research into practice. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are aware of services and specially designed instruction that reflect evidence-based practices and related research. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in services and specially designed instruction that reflect evidence-based practices and related research.
Element d: School Counselors demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Recognizes that a student’s personal/social environment impacts their achievement. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Identifies unique characteristics of a student’s personal/social environment and the impact it has on student achievement. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides adaptive services based upon identified unique characteristics of students and communities. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are aware of interconnectedness of home, school, and community influences on their achievement. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in adaptive services that meet the unique characteristics of the student and their community.
Element e: School Counselors demonstrate knowledge of and expertise in their professions.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Understands the multifaceted role of the school counselor. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Acts based on knowledge of nationally recognized professional competencies. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Demonstrates in practice competencies that are in line with nationally recognized professional practice. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in activities offered by the counselor. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide feedback to the school counselor that informs best practice.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>			<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>	

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School counselors foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Recognizes the importance of an environment that is inviting, respectful, supportive, and inclusive. 	<p>.. and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Creates an environment within the counseling office that is inviting, respectful, supportive, and inclusive. 	<p>.. and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Supports staff and students in developing positive nurturing relationships. ✓ Assesses school culture and climate to implement programming that ensures an inviting, respectful, supportive, and inclusive school environment. 	<p>.. and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ☐ Participate in curricula or other activities that lead to positive and nurturing relationships. ✓ Engage in respectful and open dialogue with their school counselor. 	<p>.. and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ☐ Model respectful and open dialogue with each other and their school community.
Element b: School counselors demonstrate respect for diversity within the home, school, and local and global communities.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. 	<p>.. and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Explains the influences of culture, demographics and socio-economic status on a student's development and engagement. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Establishes routine processes that result in the delivery of programming and services that honor diversity within the home, school, and local and global communities. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Respect the backgrounds of fellow students. ✓ Participate in group and individual activities and programs to assist in elevating cultural awareness. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Actively seek a variety of perspectives to understand the diversity within the home, school, and local and global communities. ✓ Model/promote group and individual activities and programs to assist in elevating cultural awareness.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element c: School counselors engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Values the differences and contributions of each student. ✓ Seeks fullest potential for all students. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Identifies and prioritizes student needs based on knowledge of each student’s interests, strengths, and background. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Adapts services based on the academic, personal/social, and career needs of students. ✓ Facilitates student development of academic, personal/social and career goals based upon their unique strengths and talents. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience the services of the counselor as connected to their unique interests, strengths, needs and background. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize individually appropriate learning supports that will assist them in meeting or exceeding their individualized academic, personal/social, and career goals.
Element d: School counselors engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Understands essential components of effective communication. ✓ Responds to contacts from parents and community members in a timely and meaningful manner. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Promotes effective communication with students, families, and other significant adults and/or professionals. ✓ Invites parents and the community to share ideas and concerns. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Models exemplary communication skills. <input type="checkbox"/> Collaborates with parents and the community to establish communication patterns. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate freely and openly with School counselor. ✓ Meet regularly with School counselor to address concerns, successes, and needs. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate and maintain communication with significant adults to support their success and needs.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element e: School counselors select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.</p>				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Assists students to behave appropriately in the learning environments. ✓ Has established behavioral expectations for students to follow. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Puts procedures in place to maximize appropriate student behavior during counseling time. ✓ Expects the core school counseling curriculum to improve student behavior and the learning environment. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Actively leads and supports system-wide integration of positive behavioral supports for all students. ✓ Monitors counseling practice to improve behavior and use of time in the learning environment. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Stay on task during counseling and instructional times. ✓ Abide by school and class rules and expectations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ☐ Model/promote positive acceptable student behavior, efficient use of time, and appropriate behavioral strategies.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>		<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>		

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School counselors provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Is aware of requirements of educational and/or intervention plans that align with educational law and district policy. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Is able to articulate legal requirements including timelines for professional practices such as, but not limited to, ICAPs, 504, RtI, ASCENT, concurrent enrollment, and/or graduation plans/requirements. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Meets all legal requirements, including timelines for professional practices such as, but not limited to, ICAPs, 504, RtI, ASCENT, concurrent enrollment, and/or graduation plans/requirements. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in services/specially designed instruction appropriate for the individual. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have a developmentally appropriate understanding of the instruction/services they are participating in.
Element b: School counselors utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Has accessed data to develop a school counseling core curriculum. ✓ Monitors student achievement data or achievement-related data. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Accesses and understands the use of data to plan and write an instructional program that is comprehensive in scope, preventive in nature, and developmental in design. ✓ Uses achievement and achievement related data to identify gaps in learning. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Provides direct instruction in the delivery of a data driven, school counseling core curriculum. ✓ Monitors formal and informal data to set trends and create programs to close gaps in achievement. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in data collection events, such as pre/post-tests, formative/summative assessments. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students understand the results from data collection events, such as pre/post-tests, formative/summative assessments.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>Element c: School counselors plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.</p>				
<p>THE SCHOOL COUNSELOR: ✓ Has an awareness of the need and works to use data in meeting the individual needs of students.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR: ✓ Accesses and disaggregates data to understand individual students' needs and inform delivery of services. ✓ Provides evidence that the comprehensive school counseling program is responsive to the needs of students.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR: ✓ Works individually, with small groups, or with large groups of students to plan and deliver services based on the integration of multiple sources of data related to student abilities, interests, skills, and achievement. ✓ Helps students make decisions for future plans based on academic, career, and personal/social data.</p>	<p>... and</p> <p>STUDENTS: ✓ Use assessment information and other data as the basis for creating immediate and long-range plans.</p>	<p>... and</p> <p>STUDENTS: <input type="checkbox"/> Execute the immediate and long-range plans that were developed from the synthesis of their data.</p>
<p>Element d: School counselors support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.</p>				
<p>THE SCHOOL COUNSELOR: ✓ Has an understanding of available software and technology to support student success.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR: ✓ Selects appropriate technology to support student success.</p>	<p>... and</p> <p>THE SCHOOL COUNSELOR: ✓ Effectively uses software and technology to enhance student success.</p>	<p>... and</p> <p>STUDENTS: <input type="checkbox"/> Articulate an awareness of the software and technology that is available to them.</p>	<p>... and</p> <p>STUDENTS: <input type="checkbox"/> Demonstrate the appropriate use of technology when developing and executing academic, career, and personal/social goals and action plans.</p>

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element e: School counselors establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Has an awareness and understanding of a school counselor’s role in postsecondary workforce readiness and 21st century skills 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ With high expectations for students implements services to facilitate postsecondary workforce readiness and 21st century skills. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Communicates to stakeholders the importance of the school counselor’s role in increasing postsecondary workforce readiness and 21st century skills. ✓ Delivers services that reflect high expectations of students. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ☐ Responding to counselor expectations, learn problem-solving techniques that incorporate critical thinking and 21st Century skills. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ☐ In accordance with counselor expectations, demonstrate postsecondary workforce readiness and 21st century skills.
Element f: School counselors communicate effectively with students.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Listens responsively to students in order to identify issues and barriers that impede student success. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Demonstrates developmentally appropriate language with students. ✓ Uses a variety of appropriate delivery methods to communicate with students. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Uses and promotes the development of effective communication skills throughout the school community. ✓ Assists students in determining the most appropriate communication strategies to use in a variety of situations. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ Regularly engage in communication with significant adults. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ☐ Identify and communicate strengths and barriers to their individual success.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element g: School counselors develop and/or implement services and/or specially designed instruction unique to their professions.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Recognizes and responds to student mental health crises. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Evaluates student mental health crises and needs and plans counseling services accordingly. ✓ Understands the school/district's written crisis response policies and procedures. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Responds to student mental health crises and needs by offering education, prevention, and crisis/short-term counseling and makes referrals to community resources as needed. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize counseling services in order to navigate a short-term mental health need or crisis situation. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate mental health stabilization and resiliency through a crisis situation.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>			<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>	

Quality Standard IV: School counselors reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School counselors demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Thinks systemically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Conducts program audits to assess the impact of the comprehensive school counseling program on student academic, career, and personal/social development. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Interprets program audits to assess the progress of the school counseling program and makes changes as needed. 	<p>....and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Shares results of program audits with stakeholders and the advisory committee in order to elicit recommendations for change. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Confers with school administrators to seek improvements to the school counseling program and programs related to in accordance with recommendations.
Element b: School counselors link professional growth to their professional goals.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Uses performance feedback from supervisor and/or colleagues to improve practice. ✓ Completes required professional development. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Uses personal reflection, consultation, and supervision to plan professional development and develop professional goals. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Develops a professional growth plan based upon professional goals that are directly related to improving student success in the academic, personal/social, and/or career domains. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Participates in high quality professional development specific to school and based upon professional growth plan. ✓ Reflects on professional development and applies new knowledge and skills to the counseling program. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Develops and leads focused and rigorous professional development at the building, district, state and/or national level.
Element c: School counselors respond to complex, dynamic environments.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Understands the dynamic nature of the school environment. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Is sensitive to the larger pluralistic, multicultural, and technological society. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Prioritizes and responds effectively and efficiently to the needs of the complex school environment. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Develops and refines systems that address the needs of the complex school environment. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Leverages resources and develops external partnerships which support systems that address the needs of a complex school environment.

Quality Standard IV: School counselors reflect on their practice.

Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.

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

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
Element a: School counselors collaborate with internal and external stakeholders to meet the needs of students.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Identifies the relevant issues and contexts that impact family–school partnerships, including community and local resources. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Develops effective working relationships with parents and other educators, to support student success. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Develops effective working relationships with community members and agencies to support student success. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Builds effective teams by encouraging collaboration among students, teachers, administrators, and other school staff to work toward student success. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Leads effective teams that work collaboratively toward meeting common goals.
Element b: School counselors advocate for students, families, and schools.				
<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Understands the role of a school counselor as an advocate for all students 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Advocates responsibly within the school community on behalf of students. ✓ Identifies and actively builds relationships with stakeholders to serve as a foundation for advocacy. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Provides potential solutions when advocating for students. ✓ Teaches students appropriate self-advocacy skills. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Identifies and addresses systematic barriers to student success. ✓ Supports the students in the active use of self-advocacy skills. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ☐ Advocates responsibly for school board policy and local, state and federal statutory requirements that are in the best interests of students, families, and communities.

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

Element e: School counselors demonstrate high ethical standards.

<p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Maintains confidentiality of student records as required by law. ✓ Understands the need to hold high ethical standards for himself/herself and others. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. ✓ Abides by the educational laws, policies and procedures applicable. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Abides by ethical standards of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. ✓ Within the school setting, promotes ethical behavior, including honesty, integrity, fair treatment, and respect for others. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> ✓ Supports colleagues in the understanding of ASCA ethical standards for school counselors. ✓ Applies ethical decision making models. 	<p>... and</p> <p>THE SCHOOL COUNSELOR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes ethical standards and laws, policies and procedures of the school counseling profession at the district, state, or national level.
<p>Evaluator Comments (Required for Ratings of “Basic” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p>		<p>Comments of person being evaluated. Please indicate the element for which the comment applies if not for the standard as a whole.</p>		