

**Standard #1 – Student Development**

The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.

<b>Standard 1 – Quality Indicator 1: Human Growth and Development: The school counselor demonstrates knowledge of human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.</b>				
<b>1PS1 Pre-Service Counselor</b>	<b>1N1 New Counselor</b>	<b>1D1 Developing Counselor</b>	<b>1P1 Proficient Counselor</b>	<b>1S1 Distinguished Counselor</b>
<ul style="list-style-type: none"> <li>• The pre-service counselor demonstrates knowledge of:</li> <li>• theories of individual and family development, transitions across the life span, and the range of human developmental variation</li> <li>• theories of learning and personality development</li> <li>• theories of individual, family, cultural, and community resilience</li> <li>• factors that function as barriers to developing healthy life and learning styles, including but not</li> </ul>	<p>The new counselor begins to apply knowledge of theories of individual and family development, stages of individual growth, theories of learning and personality, resilience, factors that affect behavior, exceptional abilities, and principles of diverse learners to school counseling program activities.</p>	<p>The developing counselor consistently applies knowledge of theories of individual and family development, stages of individual growth, theories of learning and personality, resilience, factors that affect behavior, exceptional abilities, and principles of diverse learners to school counseling program activities.</p>	<p>The proficient counselor continues to provide developmentally and culturally appropriate program activities and interventions that are based on knowledge of current and emerging theories and periodically evaluates the impact of those interventions on identified student outcomes.</p>	<p>The distinguished counselor provides leadership and training, both to ensure that program activities and interventions are based on current and emerging theories that are developmentally and culturally appropriate and to encourage and support counselors to evaluate the impact of those interventions on identified student outcomes.</p>

<p>limited to, developmental crises, disability, addiction, psychopathology, and environmental factors</p> <ul style="list-style-type: none"><li>• exceptional abilities as they relate to development</li><li>• developmental principles in working with diverse learners in a variety of school counseling activities</li></ul>				
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<b>Standard 1 – Quality Indicator 2: Counseling Theories and Interventions: The school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.</b>				
<b>1PS2 Pre-Service Counselor</b>	<b>1N2 New Counselor</b>	<b>1D2 Developing Counselor</b>	<b>1P2 Proficient Counselor</b>	<b>1S2 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• established and emerging counseling theories</li> <li>• counseling theories in order to conceptualize student issues</li> <li>• counseling theories to generate developmentally and culturally appropriate counseling goals for individuals and groups</li> <li>• techniques and strategies for innovative and differentiated interventions that are developmentally and culturally appropriate</li> </ul>	<p>The new counselor begins to apply knowledge of counseling theories, techniques and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.</p>	<p>The developing counselor consistently applies knowledge of counseling theories, techniques and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.</p>	<p>The proficient counselor continues to provide theory-based, developmentally and culturally appropriate individual and small group counseling and periodically evaluates the impact of those interventions on identified student outcomes.</p>	<p>The distinguished counselor consistently provides high quality individual and small group counseling interventions that result in positive student outcomes and provides leadership at the school, district, and/or state level which enables other counselors to develop high quality individual and small group counseling interventions and to evaluate the results of those interventions on identified student outcomes.</p>

<b>Standard 1 – Quality Indicator 3: Helping Relationships: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the comprehensive school counseling program.</b>				
<b>1PS3 Pre-Service Counselor</b>	<b>1N3 New Counselor</b>	<b>1D3 Developing Counselor</b>	<b>1P3 Proficient Counselor</b>	<b>1S3 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of the following helping skills:</p> <ul style="list-style-type: none"> <li>• essential counseling skills to generate developmentally and culturally appropriate counseling relationships</li> <li>• strategies for applying a school, family, and community systems perspective to the counseling process</li> <li>• implementing a framework for understanding counselor dispositions and behaviors that influence helping processes</li> <li>• implementing established and emerging models and techniques for individual counseling, group work, classroom guidance,</li> </ul>	<p>The new counselor begins to use helping skills to develop healthy relationships with students that improve self concept and performance through the delivery of the district’s comprehensive school counseling program.</p>	<p>The developing counselor consistently uses helping skills to develop healthy relationships with students that improve self concept and performance through the delivery of the district’s comprehensive school counseling program.</p>	<p>The proficient counselor continually uses helping skills to deliver the district’s school counseling program; evaluates the quality of their use and impact on student outcomes; and begins to develop supervision skills.</p>	<p>The distinguished counselor continually uses helping skills to develop healthy relationships and deliver the school district’s comprehensive school counseling program; evaluates the impact of their use on relationships and outcomes; and provides leadership and supervision to assist other school counselors to improve their helping and communication skills.</p>

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<b>Standard 1 – Quality Indicator 4: Social and Cultural Diversity: The school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities, and interactions with students.</b>				
<b>1PS4 Pre-Service Counselor</b>	<b>1N4 New Counselor</b>	<b>1D4 Developing Counselor</b>	<b>1P4 Proficient Counselor</b>	<b>1S4 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• multicultural and pluralistic theories, issues, and trends</li> <li>• attitudes and behaviors related to culture and diversity</li> <li>• how culture and diversity in families impacts all students</li> <li>• how culture and diversity affect the counseling relationship</li> <li>• strategies that cultivate respect and advocacy for equity and fairness as they relate to culture, diversity and social justice</li> <li>• experiences that develop learners’ tolerance and respect for, and valuing of human culture and diversity</li> </ul>	<p>The new counselor begins to apply knowledge of social and cultural diversity issues, trends, and attitudes by incorporating social and cultural diversity content into counseling curriculum lessons and by demonstrating sensitivity to multicultural diversity when engaged in individual and small group counseling as well as in consultation activities.</p>	<p>The developing counselor consistently applies knowledge of social and cultural diversity issues, trends, and attitudes by incorporating social and cultural diversity content into counseling curriculum lessons and by demonstrating sensitivity to multicultural diversity when engaged in individual and small group counseling as well as in consultation activities.</p>	<p>The proficient counselor ensures that the knowledge of social and cultural diversity issues, trends, and attitudes are clearly reflected in the counseling curriculum, individual student planning, and responsive services components of the district’s comprehensive school counseling program and evaluates how knowledge of these issues, trends, and attitudes is incorporated in their own work as a culturally sensitive school counselor.</p>	<p>The distinguished counselor consistently models high levels of sensitivity to multicultural diversity in personal interactions; provides leadership to ensure that social and cultural diversity issues, trends, and attitudes are not only incorporated into the district’s comprehensive school counseling program but are also clearly reflected in the district’s mission statement, comprehensive school improvement plan, school and/or district policies and practices, and the curricula of the academic and career and technical education programs of the district; and leads and supports these efforts at the local, regional and/or state levels.</p>

<ul style="list-style-type: none"><li>• how to educate students, colleagues and others about culture and diversity and its impact on learning, growth, and relationships</li></ul>				
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<p><b>Standard 1 – Quality Indicator 5: Appraisal of Student Growth and Achievement: The school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and personal/social development of all students through full implementation of a comprehensive school counseling program and defines the counselor’s role in assessment consistent with level of training, expertise, and a fully implemented comprehensive school counseling program.</b></p>				
<p><b>1PS1 Pre-Service Counselor</b></p>	<p><b>1N5 New Counselor</b></p>	<p><b>1D5 Developing Counselor</b></p>	<p><b>1P5 Proficient Counselor</b></p>	<p><b>1S5 Distinguished Counselor</b></p>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>theoretical and historical bases for measurement and assessment</li> <li>statistical concepts including reliability and validity</li> <li>selection, administration and interpretation of qualitative and quantitative assessments typically used in comprehensive school counseling programs to assess the academic, career, and personal/social development of all students</li> <li>ethical principles of</li> </ul>	<p>The new counselor, guided by professional ethical assessment standards, begins to apply knowledge of measurement and assessment appropriate for level of training and consistent with a fully implemented comprehensive school counseling program and consults with a mentor to review existing assessment instruments to ensure each is developmentally and culturally appropriate, valid, and reliable.</p>	<p>The developing counselor, guided by professional ethical assessment standards, consistently applies knowledge of measurement and assessment in the use of instruments that are appropriate for level of training and specific role within the district’s comprehensive school counseling program by reviewing and using developmentally and culturally appropriate, valid, and reliable assessment instruments.</p>	<p>The proficient counselor, guided by professional ethical assessment standards, continues to use developmentally and culturally appropriate, valid, and reliable assessment instruments appropriate for level of training and specific role within the district’s comprehensive school counseling program, and, in addition, evaluates the use and effectiveness of the quantitative and qualitative assessments used with students.</p>	<p>The distinguished counselor consistently demonstrates expertise in the selection, use, and interpretation of assessments; provides leadership through targeted professional development for administrators, staff, and parents regarding use of assessments, the appropriate assessment role for school counselors based on level of training and the ethical assessment standards of the profession and for school counselors helping them expand and extend their assessment expertise.</p>



<p>assessment</p> <ul style="list-style-type: none"><li>• social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations</li><li>• the relationship between assessment and the counseling process</li></ul>				
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<b>Standard #1 – Quality Indicator 6: Career Development and Planning: The school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students in their career awareness, exploration, decision-making, and planning.</b>				
<b>1PS6 Pre-Service Counselor</b>	<b>1N6 New Counselor</b>	<b>1D6 Developing Counselor</b>	<b>1P6 Proficient Counselor</b>	<b>1S6 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• theories of career development, decision-making and planning for all students</li> <li>• career counseling models</li> <li>• strategies for promoting and supporting the career decision-making and planning of all students</li> <li>• career assessment instruments and techniques to assist students in understanding their abilities and career interests</li> <li>• current career information to assist students in understanding the world of work and in making career plans</li> </ul>	<p>The new counselor begins to apply knowledge of career development and planning (theories, models, instruments, information, and cultural and diversity influences) in work with all students by using developmentally and culturally appropriate counseling curriculum lessons, individual student planning formats and procedures (personal plan of study), and individual and small group counseling as defined by the School Counseling Grade Level Expectations and the Individual Student Planning process of the district’s comprehensive school counseling program.</p>	<p>The developing counselor consistently applies knowledge of career development and planning in work with all students by using developmentally and culturally appropriate counseling curriculum lessons, individual student planning formats and procedures (personal plan of study), and individual and small group counseling as defined by the School Counseling Grade Level Expectations and the Individual Student Planning process of the district’s comprehensive school counseling program.</p>	<p>The proficient counselor uses knowledge of career development and planning to evaluate the various career interventions used with students and, based on the data obtained, enhances them making sure that they are developmentally and culturally appropriate, are based on established career theories, and are evidence based.</p>	<p>The distinguished counselor consistently demonstrates expertise in the development and acquisition of appropriate career education resources; provides leadership in collaboratively developing the school and/or district wide K-12 career development component of the district’s comprehensive school counseling program; and provides targeted professional development for administrators, staff, parents and counselors regarding the value of the career development process that culminates in successful student transitions.</p>

and choices • the influence of culture and diversity on career development				
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END STANDARD 1

Standard #2 – Program Implementation

The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive school counseling program to advance the academic, career, and personal/social development of all students.

<b>Standard 2 – Quality Indicator 1: Structural Components: The school counselor knows and understands the structural components of a fully implemented comprehensive school counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.</b>				
<b>1PS1 Pre-Service Counselor</b>	<b>1N1 New Counselor</b>	<b>1D1 Developing Counselor</b>	<b>1P1 Proficient Counselor</b>	<b>1S1 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>comprehensive school counseling program philosophy and definition that align with school improvement plans and student success initiatives</li> <li>facilities, resources, budget and staffing patterns required for full program implementation</li> <li>use of school/community advisory councils to support full program implementation</li> </ul>	<p>The new counselor can describe how the structural components are incorporated into the district’s comprehensive school counseling program.</p>	<p>The developing counselor consistently uses knowledge to assess and improve the structural components of the district’s comprehensive school counseling program.</p>	<p>The proficient counselor provides leadership for the periodic review and revision of the structural components of the district’s comprehensive school counseling program.</p>	<p>The distinguished counselor leads the effort to fully implement the districts comprehensive school counseling program by collaborating with administrators and other district counselors (when appropriate) to periodically review and revise the structural components of the program which leads to full implementation of quality components.</p>

<b>Standard 2 – Quality Indicator 2 : Program Components: The school counselor knows, understands and implements the four program components of the district’s comprehensive school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the counseling curriculum, individual student planning, responsive services and system support.</b>				
<b>1PS2 Pre-Service Counselor</b>	<b>1N2 New Counselor</b>	<b>1D2 Developing Counselor</b>	<b>1P2 Proficient Counselor</b>	<b>1S2 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of the following four program components:</p> <ul style="list-style-type: none"> <li>• Counseling Curriculum – classroom and school-wide, results-based counseling activities that facilitate all students’ academic, career and personal/social development</li> <li>• Individual Student Planning - planning, goal setting and decision making (processes that all students need in order to develop personal plans of study that promote their academic, career, and personal/social development)</li> <li>• Responsive Services – various methods for delivering individual</li> </ul>	<p>The new counselor uses knowledge of the four program components to begin to provide students with developmentally appropriate school counseling activities and participates in the management and evaluation of the school district’s comprehensive school counseling program.</p>	<p>The developing counselor uses knowledge of the four program components to consistently provide students with developmentally appropriate school counseling activities and participates in the management and evaluation of the school district’s comprehensive school counseling program.</p>	<p>The proficient counselor provides leadership in the management and evaluation of the school district’s comprehensive school counseling program that supports the integration of the program components into the district’s educational program and continues to provide students with developmentally appropriate school counseling activities.</p>	<p>The distinguished counselor demonstrates leadership and initiative to advocate for the full implementation of the district’s comprehensive school counseling program components, which are integrated into the district’s overall educational program and evaluated on a regular basis.</p>

<p>counseling, small group counseling, consultation and referral</p> <ul style="list-style-type: none"> <li>• System Support – management of the district-wide comprehensive school counseling program, which is aligned with district/building mission, goals, and overall educational program</li> </ul>				
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<b>Standard 2 – Quality Indicator 3: Technology: The school counselor integrates and utilizes technology for program delivery and management to promote the academic, career, and personal/social development of all students.</b>				
<b>1PS3 Pre-Service Counselor</b>	<b>1N3 New Counselor</b>	<b>1D3 Developing Counselor</b>	<b>1P3 Proficient Counselor</b>	<b>1S3 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>the use of technology to plan, design, implement, evaluate, and enhance the comprehensive school counseling program</li> <li>the use of technology as a school counseling tool/intervention to promote the academic, career, and personal/social development of all students</li> </ul>	<p>The new counselor demonstrates initial competence in using required software programs and data systems and adapts to district technology is/can be used in the delivery and management of the district’s comprehensive school counseling program consistent with district policy.</p>	<p>The developing counselor demonstrates competence in using current technologies and programs and assesses how available technology may be effectively used in the delivery and management of the district’s comprehensive school counseling program.</p>	<p>The proficient counselor provides leadership to evaluate and enhance the effectiveness of technology in the delivery and management of the district’s comprehensive school counseling program.</p>	<p>The distinguished counselor acts as a leader and change agent to advocate for the acquisition of emerging technological resources that enhance the delivery and management of the district’s comprehensive school counseling program and facilitate its integration into the district’s overall educational program.</p>

<b>Standard 2 – Quality Indicator 4: Program, Personnel, and Results Evaluation: The school counselor knows, understands, and uses program, personnel, and results based evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive school counseling program.</b>				
<b>1PS4 Pre-Service Counselor</b>	<b>1N4 New Counselor</b>	<b>1D4 Developing Counselor</b>	<b>1P4 Proficient Counselor</b>	<b>1S4 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of program, personnel, and results based evaluation procedures:</p> <ul style="list-style-type: none"> <li>• Program evaluation using the Internal Improvement Review (IIR) process</li> <li>• Personnel evaluation using the Performance-Based School Counselor Evaluation (PBPSCE)</li> <li>• Results based evaluation using action research strategies such as Partnership for Results Based Evaluation (PRoBE)</li> </ul>	<p>The new counselor begins to use and promote program, personnel, and results-based evaluation procedures.</p>	<p>The developing counselor consistently uses and promotes program and results based evaluation procedures, while promoting personnel evaluation appropriate for school counselors.</p>	<p>The proficient counselor collaborates with administrators to utilize program, personnel, and results based evaluation procedures and analyze the results to facilitate school counseling program and school improvement.</p>	<p>The distinguished counselor serves as a leader and change agent, working with school and community leaders, to ensure that program, personnel, and results based evaluation are conducted annually, that the data are used to enhance the district’s comprehensive school counseling program and that periodic reports are provided to the administration, school board, and other stakeholders.</p>



**Standard # 3 – Professional Relationships**

**The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school and district.**

<p><b>Standard 3 – Quality Indicator 1: Interpersonal Skills: The school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a comprehensive school counseling program supportive of the academic, career, and personal/social success of all students.</b></p>				
<p><b>1PS1 Pre-Service Candidate</b></p>	<p><b>1N1 New Counselor</b></p>	<p><b>1D1 Developing Counselor</b></p>	<p><b>1P1 Proficient Counselor</b></p>	<p><b>1S1 Distinguished Counselor</b></p>
<p>The pre-service counselor demonstrates knowledge of and appreciation for the use of interpersonal skills which facilitate professional relationships that:</p> <ul style="list-style-type: none"> <li>• Support the implementation of a school counseling program</li> <li>• Enhance a positive school climate</li> <li>• Recognize the relationship between a positive school climate and student success</li> <li>• Encourage communication among school patrons</li> </ul>	<p>The new counselor begins to apply knowledge of, appreciation for, and uses interpersonal skills that facilitate professional relationships, communication, and positive school climate.</p>	<p>The developing counselor consistently demonstrates effective interpersonal skills to facilitate professional relationships, communication, positive school climate, and full implementation of the district’s school counseling program.</p>	<p>The proficient counselor collaborates with administrators to provide ongoing professional learning among staff and stakeholders to promote positive professional relationships, effective communication, and positive school climate.</p>	<p>The distinguished counselor serves as a leader and change agent by modeling effective interpersonal skills and empowering school and community members to create a school culture that is committed to enhancing the academic, career, and personal/social success of all students.</p>

<ul style="list-style-type: none"><li>• Develop positive working relationships</li><li>• Adhere to legal and ethical standards</li></ul>				
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<b>Standard 3 – Quality Indicator 2 : Collaboration: The school counselor develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other school counselors in order to promote the academic, career, and personal/social development success of all students.</b>				
<b>1PS2 Pre-Service Counselor</b>	<b>1N2 New Counselor</b>	<b>1D2 Developing Counselor</b>	<b>1P2 Proficient Counselor</b>	<b>1S2 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of collaboration skills such as:</p> <ul style="list-style-type: none"> <li>• Effective communication and listening</li> <li>• Rapport building</li> <li>• Understanding School Counselor roles and expectation clarification</li> <li>• Strategies to develop shared understanding and shared decision-making</li> <li>• Establishing and maintaining trusting relationships</li> <li>• Understanding the role of collaboration in fully implementing the school counseling program</li> <li>• How to implement appropriate models for collaboration</li> </ul>	<p>The new counselor begins to use collaboration skills.</p>	<p>The developing counselor consistently uses collaboration skills.</p>	<p>The proficient counselor continually uses, models, and promotes collaboration skills.</p>	<p>The distinguished counselor continually uses and models collaboration skills and mentors others in the use of collaboration skills.</p>

<b>Standard 3 – Quality Indicator 3: Consultation Theories and Strategies: The school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.</b>				
<b>1PS3 Pre-Service Counselor</b>	<b>1N3 New Counselor</b>	<b>1D3 Developing Counselor</b>	<b>1P3 Proficient Counselor</b>	<b>1S3 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of consultation skills:</p> <ul style="list-style-type: none"> <li>• System theories, models, and processes of consultation within a school system to enhance student development, well-being, and learning through family, school, and community collaboration</li> <li>• Consultation strategies designed to improve communication and promote teamwork</li> <li>• Use of consultation strategies to coordinate resources and the efforts of staff (teachers, administrators, and other school personnel) to promote school-home relationships through</li> </ul>	<p>The new counselor begins to use consultation skills.</p>	<p>The developing counselor consistently uses consultation skills.</p>	<p>The proficient counselor continually uses, models, and promotes consultation skills.</p>	<p>The distinguished counselor continually uses and models consultation skills and mentors others in the use of consultation skills.</p>

the involvement of parents and other family members and to involve private and public community agencies in students' academic, career, and personal/social development				
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<b>Standard 3 – Quality Indicator 4: School and Community Involvement: The school counselor is actively involved in school and community initiatives that promote the academic, career, and personal/social development of all students.</b>				
<b>1PS4 Pre-Service Counselor</b>	<b>1N4 New Counselor</b>	<b>1D4 Developing Counselor</b>	<b>1P4 Proficient Counselor</b>	<b>1S4 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of school and community involvement:</p> <ul style="list-style-type: none"> <li>• Identification, evaluation, and use of community resources</li> <li>• Referral procedures</li> <li>• Participation in and contribution to school and community activities/ organizations</li> <li>• Use of school counseling related educational programs for use with stakeholders</li> <li>• Use of school/community advisory councils</li> <li>• School and community crisis/disaster preparedness and response models</li> </ul>	<p>The new counselor begins to participate in school and community initiatives and to access and use school and community resources.</p>	<p>The developing counselor consistently participates in school and community initiatives and accesses and uses school and community resources.</p>	<p>The proficient counselor continuously participates in school and community initiatives and accesses and uses school and community resources.</p>	<p>The distinguished counselor serves as a leader within school and community to create and promote school and community initiatives.</p>

Standard #4 – Leadership and Advocacy

The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school district.

<b>Standard 4 – Quality Indicator 1: Personal Well-Being: The school counselor knows, understands, uses and models techniques of self-care.</b>				
<b>1PS1 Pre-Service Counselor</b>	<b>1N1 New Counselor</b>	<b>1D1 Developing Counselor</b>	<b>1P1 Proficient Counselor</b>	<b>1S1 Distinguished Counselor</b>
The pre-service counselor demonstrates knowledge of the value of self-care and begins to apply techniques of self-care. <ul style="list-style-type: none"> <li>• Uses supervision and consultation to promote self-care</li> <li>• Establishes and maintains personal/professional boundaries</li> </ul>	The new counselor applies techniques of self-care and uses supervision and consultation with a school counselor mentor and others to support well-being.	The developing counselor consistently applies techniques of self-care and uses supervision and consultation with others to support well-being.	The proficient counselor continues to apply techniques of self-care and monitors the impact of self-care on students and program implementation.	The distinguished counselor provides leadership in promoting techniques of self-care and well-being, monitors the impact of self-care on students and program implementation, and mentors and supervises others in the value and technique of self-care.

<b>Standard 4 – Quality Indicator 2 : Leadership and Professionalism: The school counselor knows, understands, models and promotes personal leadership and professionalism.</b>				
<b>1PS2 Pre-Service Counselor</b>	<b>1N2 New Counselor</b>	<b>1D2 Developing Counselor</b>	<b>1P2 Proficient Counselor</b>	<b>1S2 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>Professional Identity – history and philosophy, competencies, preparation standards, credentials, accreditation policies, and self-reflection as they relate to school counseling</li> <li>Professional Development – uses continuous learning and growth, personal reflection, and feedback from others to make and follow a professional development plan</li> <li>Professional Affiliation – membership in professional organizations</li> <li>Professional Involvement – active participation in and</li> </ul>	<p>The new counselor holds appropriate credentials for practice and uses reflection and feedback to develop a professional development plan to support personal, professional, and program improvement.</p>	<p>The developing counselor maintains appropriate credentials for practice and uses reflection and feedback to update the professional development plan to support personal, professional, and program improvement.</p>	<p>The proficient counselor maintains appropriate credentials for practice; uses reflection and feedback to update the professional development plan to support personal, professional, and program improvement; shares in the leadership responsibilities of professional organizations and/or local educator committees; and recruits and mentors new professionals.</p>	<p>The distinguished counselor advocates for and maintains appropriate credentials; uses reflection and feedback to refine the professional development plan; serves as a mentor, supporting/providing professional development for others; maintains leadership roles in local, regional, state and or national professional organizations; and recruits new professionals.</p>



contribution to the profession				
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<b>Standard 4 – Quality Indicator 3: Student Advocacy: The school counselor knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.</b>				
<b>1PS3 Pre-Service Counselor</b>	<b>1N3 New Counselor</b>	<b>1D3 Developing Counselor</b>	<b>1P3 Proficient Counselor</b>	<b>1S3 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Student Advocacy issues and processes</li> <li>• Individual, institutional, and social factors that influence access, equity, and student success</li> </ul>	<p>The new counselor identifies student advocacy issues, as well as individual, institutional and social factors that impact students, and begins to collaborate with stakeholders to make plans to apply advocacy processes</p>	<p>The developing counselor addresses student advocacy issues, as well as individual, institutional, and social factors that impact students, by collaborating with stakeholders to apply advocacy processes and plans.</p>	<p>The proficient counselor continuously seeks to identify and address student advocacy issues, as well as individual, institutional, and social factors that impact students, by collaborating with stakeholders to implement, evaluate, and refine advocacy processes and plans.</p>	<p>The distinguished counselor serves as a leader and change agent by educating stakeholders about student advocacy issues, as well as individual, institutional, and social factors that impact students, and by empowering students and others to become student advocates.</p>

<b>Standard 4 – Quality Indicator 4: Program Leadership: The school counselor uses knowledge of comprehensive school counseling program concepts to promote and enhance the success of students and the comprehensive school counseling program while contributing to school improvement.</b>				
<b>1PS4 Pre-Service Counselor</b>	<b>1N4 New Counselor</b>	<b>1D4 Developing Counselor</b>	<b>1P4 Proficient Counselor</b>	<b>1S4 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Program planning, design, implementation, evaluation, enhancement and advocacy</li> <li>• Leadership theories, roles, and processes</li> <li>• Change theories and processes</li> <li>• Policy development</li> </ul>	<p>The new counselor begins to use leadership and advocacy strategies for program planning, design, implementation, evaluation and enhancement.</p>	<p>The developing counselor consistently uses leadership, advocacy, and networking strategies for program planning, design, implementation, evaluation and enhancement.</p>	<p>The proficient counselor continually leads, advocates, and networks for ongoing program planning, design, implementation, evaluation and enhancement to positively impact school improvement and student success.</p>	<p>The distinguished counselor provides leadership in advocating for the integration of a fully implemented comprehensive school counseling program into the overall educational program to positively impact school improvement and student success.</p>

<b>Standard 4 – Quality Indicator 5: School Climate and Culture: The school counselor uses the comprehensive school counseling program to contribute to the development of a positive and safe school climate and culture.</b>				
<b>1PS4 Pre-Service Counselor</b>	<b>1N4 New Counselor</b>	<b>1D4 Developing Counselor</b>	<b>1P4 Proficient Counselor</b>	<b>1S4 Distinguished Counselor</b>
The pre-service counselor demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Characteristics of a positive and safe school climate/culture</li> <li>• How to use school counseling program activities and other resources to support a positive and safe school climate/culture</li> </ul>	The new counselor begins to identify characteristics of the school’s climate and culture to facilitate school counseling program activities that encourage a positive and safe climate and culture.	The developing counselor identifies and evaluates characteristics of the school’s climate and culture to facilitate school counseling program activities that maintain and strengthen a positive and safe climate and culture.	The proficient counselor continually collects and uses data to evaluate and improve the impact of school counseling program activities on the school climate and culture.	The distinguished counselor provides leadership, working with others, to integrate school counseling program activities with other district initiatives that maintain and strengthen a positive and safe climate and culture in order to better understand and respond to changing student needs.

**END STANDARD 4**

Standard #5 – Ethical and Professional Conduct

The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

<b>Standard 5 – Quality Indicator 1: Ethical Standards: The school counselor knows, understands and practices in accordance with ethical standards appropriate to the school counseling profession.</b>				
<b>5PS1 Pre-Service Counselor</b>	<b>5N1 New Counselor</b>	<b>5D1 Developing Counselor</b>	<b>5P1 Proficient Counselor</b>	<b>5S1 Distinguished Counselor</b>
The pre-service counselor demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Professional ethical standards for school counselors</li> <li>• Ethical decision-making models</li> </ul>	The new counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and communicates with administrators about the ethical standards of the school counseling profession.	The developing counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and educates school staff about the ethical standards of the school counseling profession.	The proficient counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and is a consultant for the school community regarding ethical decision-making.	The distinguished counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making and provides consultation, leadership and education for the school community regarding ethical decision-making.

<b>Standard 5 – Quality Indicator 2: Professional Standards: The school counselor knows, understands and practices in accordance with standards associated with the counseling profession.</b>				
<b>5PS2 Pre-Service Counselor</b>	<b>5N2 New Counselor</b>	<b>5D2 Developing Counselor</b>	<b>5P2 Proficient Counselor</b>	<b>5S2 Distinguished Counselor</b>
The pre-service counselor demonstrates knowledge of: <ul style="list-style-type: none"> <li>• MoSPE standards for school counselors</li> <li>• School Counselor Mentoring Program</li> <li>• Consultation resources</li> </ul>	The new counselor practices in accordance with MoSPE standards for school counselors, participates in a school counselor mentoring program, and seeks consultation to guide practice.	The developing counselor practices in accordance with the MoSPE standards for school counselors and seeks consultation to guide practice.	The proficient counselor practices in accordance with the MoSPE standards for school counselors, seeks consultation to guide practice, and supports other counselors in their personal and professional development.	The distinguished counselor practices in accordance with the MoSPE standards for school counselors and provides consultation, leadership and professional development for the school counseling community regarding the MoSPE standards.

<b>Standard 5 – Quality Indicator 3: District and School Policies: The school counselor knows, understands and practices in accordance with local school policy and procedures.</b>				
<b>5PS3 Pre-Service Counselor</b>	<b>5N3 New Counselor</b>	<b>5D3 Developing Counselor</b>	<b>5P3 Proficient Counselor</b>	<b>5S3 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Role of local district and school policies and procedures</li> <li>• How to access local district and school policies and procedures</li> </ul>	<p>The new counselor begins to practice in accordance with local district and school policies and procedures and consults with administrators about and practices in accordance with the local district and school policies and procedures.</p>	<p>The developing counselor practices in accordance with local district and school policies and procedures and reviews policies and procedures that impact the implementation of the district’s comprehensive school counseling program.</p>	<p>The proficient counselor practices in accordance with local district and school policies and procedures and, using data, works with administrators to identify policies and procedures that need to be revised or added to positively impact student success through a fully implemented comprehensive school counseling program.</p>	<p>The distinguished counselor practices in accordance with local district and school policies and procedures; and uses data to advocate for policy changes that address contemporary issues which impact student success.</p>

<b>Standard 5 – Quality Indicator 4: Legal Requirements: The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.</b>				
<b>5PS4 Pre-Service Counselor</b>	<b>5N4 New Counselor</b>	<b>5D4 Developing Counselor</b>	<b>5P4 Proficient Counselor</b>	<b>5S4 Distinguished Counselor</b>
<p>The pre-service counselor demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Local, state, and federal statutory requirements pertaining to education and the practice of school counseling</li> <li>• Legal resources and professional development available to inform and guide professional practice</li> </ul>	<p>The new counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources.</p>	<p>The developing counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling, accesses and uses legal resources, and can describe how local, state, and federal statutory requirements impact schools, students and families.</p>	<p>The proficient counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling, accesses and uses legal resources, identifies local, state, and federal statutory requirements that need to be revised or added, and collaborates with stakeholders to advocate for change.</p>	<p>The distinguished counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling, accesses and uses legal resources, identifies local, state, and federal statutory requirements that need to be revised or added, and takes a leadership role in collaboration with stakeholders to advocate for change.</p>