

School Counselor Evaluation Growth Guide

School Counseling
Missouri Department of Elementary and Secondary Education

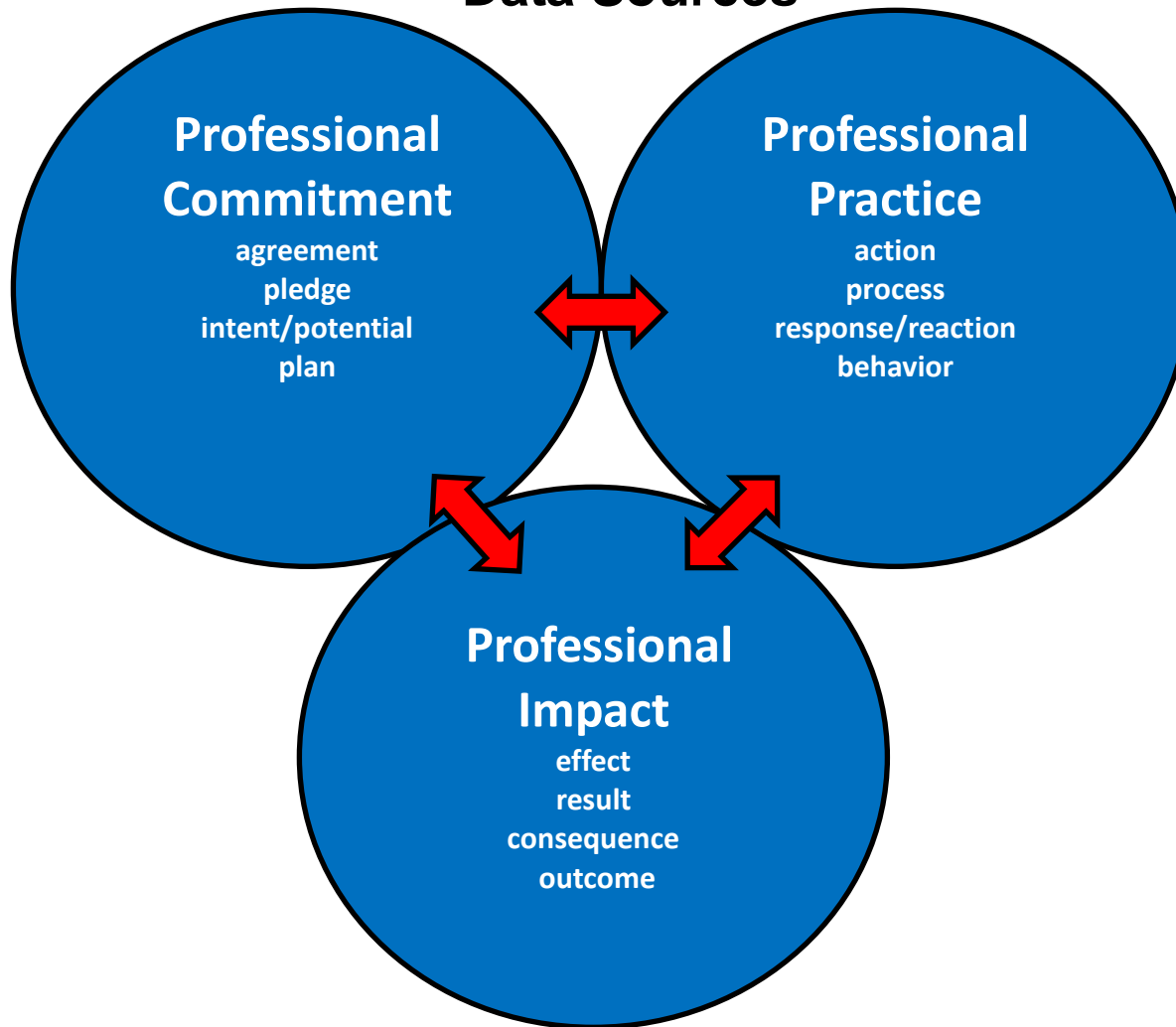
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School Counselor Evaluation Growth Guide

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Data Sources



School Counselor Standards and Quality Indicators School Counselor Growth Guide

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.

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/her work with learners.

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.

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 school counseling program.

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.

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 school counseling program and defines the counselor's role in assessment consistent with level of training, expertise, and a fully implemented school counseling program.

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 with career awareness, exploration, decision-making, and planning.

Standard 2: School Counseling Program Implementation

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

Quality Indicator 1 - Structural Components: The school counselor knows and understands the structural components of a fully implemented school counseling program, including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.

Quality Indicator 2 - School counseling Program Components: The school counselor knows, understands and implements the four program components of the district's 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.

Quality Indicator 3 - Technology: The school counselor integrates and utilizes technology for school counseling program delivery and management to promote the academic, career, and personal/social development of all students.

Quality Indicator 4 - School counseling Program, Personnel, and Results Evaluation: The school counselor knows, understands, and uses school counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a school counseling program.

Standard 3: Professional Relationships

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

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 school counseling program supportive of the academic, career, and personal/social success of all students.

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.

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.

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.

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 school counseling program, and the school district.

Quality Indicator 1 - Personal Well-Being: The school counselor knows, understands, uses, and models techniques of self-care.

Quality Indicator 2 - Leadership and Professionalism: The school counselor knows, understands, models, and promotes personal leadership and professionalism.

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.

Quality Indicator 4 - School counseling Program Leadership: The school counselor uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement.

Quality Indicator 5 - School Climate and Culture: The school counselor uses the school counseling program to contribute to the development of a positive and safe school climate and culture.

Standard 5: Ethical and Professional Conduct

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

Quality Indicator 1 - Ethical Standards: The school counselor knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession.

Quality Indicator 2 - Professional Standards: The school counselor knows, understands, and practices in accordance with standards associated with the counseling profession.

Quality Indicator 3 - District and School Policies: The school counselor knows, understands, and practices in accordance with local school policy and procedures.

Quality Indicator 4 - Legal Requirements: The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.

Possible Sources of Evidence

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.

Professional Commitment		
<ul style="list-style-type: none"> • Plans and designs needs based activities across the school counseling program components • Posts behavioral norms/routines/procedures relevant to work across school counseling program components • Student goals/objectives articulated across and within school counseling program activities • Program activities are aligned with student learning outcomes as indicated by BIP, CSIP, and/or MSIP5 performance targets 	<ul style="list-style-type: none"> • Activity planning links to School Counseling GLEs • Lesson plans include objectives and School Counseling GLEs • Substitute lesson plans include GLEs • Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Parent/guardian outreach • Professional growth plan attends to school counseling program management and delivery 	<ul style="list-style-type: none"> • Research integration plan • Agenda/meeting notes from grade level/content area team • Parent/student conferences/reports • Professional learning • Professional networking • Bulletin boards
Professional Practice		
<ul style="list-style-type: none"> • Alignment between school counseling plans and implementation • Builds student understanding of self/others utilizing a variety of global perspectives • Utilizes methods of best practice across school counseling program activities • Encourages student responsibility and articulates clear student expectations • Implements program activities that are within the role of the school counselor • Provides frequent opportunities for students to use critical thinking/problem solving 	<ul style="list-style-type: none"> • Facilitates student directed counseling activities • Engages students, families, and colleagues in school counseling program activities across the school counseling program components • Implements interdisciplinary school counseling curriculum experiences • Facilitates student action to address relevant real-world issues • Properly maintains all required documentation (confidentiality) 	<ul style="list-style-type: none"> • Shows unconditional positive regard • Builds positive, healthy relationships with others • Uses appropriate classroom management strategies • Demonstrates classroom/school awareness • Provides a safe learning environment • Participates in professional development and uses new ideas when appropriate • Self-Reflection • Acts as a change agent • Participates in a mentor program • Mentoring others
Professional Impact		
<ul style="list-style-type: none"> • Observation/verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • Student performance/growth reports • Personal Plans of Study are documented • Graduate follow-up data • Uses perceptual data to reflect 	<ul style="list-style-type: none"> • Student discussions/questions • Structured interviews with students • Results based evaluation • Non-academic records of individual progress (attendance, class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments of school counselor 	<ul style="list-style-type: none"> • Student engagement and participation reflected in time/task analysis logs • Student, parent, and/or staff survey results • Student products/projects • Parent/community attendance at school counseling program functions • IIR data is analyzed • Student assessment data analyzed from developmental perspective

Possible Sources of Evidence

Standard 2: School Counseling Program Implementation

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

Professional Commitment		
<ul style="list-style-type: none"> • Written school counseling program plan • Written and defined program evaluation plan • Agenda/meeting notes from program advisory committee • Agenda/meeting notes from program steering committee • List of proposed school and community collaboration 	<ul style="list-style-type: none"> • Components of the written school counseling program plan is consistently updated • Family, school, community partnership plan • Strategies to strengthen and sustain positive relationships with key stakeholders • Example presentations to stakeholders • List of available community resources 	<ul style="list-style-type: none"> • Surveys • Outline of process used to engage community input and buy-in • Documentation of on-going relationships with local businesses and community organizations • Professional reading/research documentation • Collaboration strategies
Professional Practice		
<ul style="list-style-type: none"> • Builds student background knowledge utilizing a variety of global perspectives • Articulates and uses a common language to develop understanding of a school counseling program • Incorporates new research-based materials and resources • Uses instructional and engagement strategies • Maintains School Counseling Resources/Tools for student/parents/community on building webpage 	<ul style="list-style-type: none"> • Implements collaborative practices in program planning/delivery • Uses data to facilitate student/staff action to address relevant student/school issue • Collaborates with families to support student learning at home and school • Maintains visibility and involvement in school and community events • Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations 	<ul style="list-style-type: none"> • Integrates technology resources in program delivery and management • Organizes appropriate work groups to design/redesign the written school counseling plan • Organizes appropriate groups to implement the school counseling plan • Time Task Analysis • IIR
Professional Impact		
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • Time/Task Analysis shows time spent in all 4 program components as desired by the district school counseling plan • Examples of family/community involvement in school celebrations • New practices that have been implemented as a result of school/community partnerships 	<ul style="list-style-type: none"> • Student discussions/questions • Academic records of individual student progress (ex. grade cards, IEPs, 504s) • Student completion data on homework/projects • Performance assessments • Multi-lingual newsletters/memos • Documentation of community interests and needs addressed through involvement and visibility • Data on family and community participation in school events • Collaborative implementation and analysis of IIR • Collaborative planning for program renewal 	<ul style="list-style-type: none"> • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions • Student, parent/family, staff, and community survey data • Examples of building positive relationships with key stakeholders • Non-instructional records of individual student progress (participation, engagement, motivation, behavior, attendance, 504s, etc.)

Possible Sources of Evidence

Standard 3: Professional Relationships

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

Professional Commitment			
<ul style="list-style-type: none"> • Knowledge of school/ student data & needs • Lesson/unit plans responsive to school/student data and needs • Substitute counselor plan 	<ul style="list-style-type: none"> • Maintains list of school community resources • PD training in collaborative processes • Meeting agendas 	<ul style="list-style-type: none"> • IEP conferences/reports • Counselor reports • Professional learning community member 	<ul style="list-style-type: none"> • Maintains a calendar of activities • Maintains a schedule of activities • School Counseling advisory committee meetings are scheduled
Professional Practice			
<ul style="list-style-type: none"> • Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed decisions and develop resources • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction 	<ul style="list-style-type: none"> • Connects appropriate resources to students' needs • School Counseling advisory committee • Facilitates district/building long- and short-term goal setting • Modifies interventions based on a determined need (i.e. student learning, research, etc.) • Engages in community activities • Completion of Pre-Consultation planning guide and completed consultation record form • Creates a safe risk-free environment for communication 	<ul style="list-style-type: none"> • Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" decisions/changes to support needs • Provides focused, objective, relevant, valid, specific, and purposeful feedback to others • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff 	<ul style="list-style-type: none"> • Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new counselors • Reflects on practice • Uses student/parent surveys to inform practice • Documentation of activities with School Counseling advisory committee
Professional Impact			
<ul style="list-style-type: none"> • Observation of counselor interactions • Time/task documents participation in school/community activities • Time/task documents reflect high level of engagement in direct services with students and with others 	<ul style="list-style-type: none"> • Student reflection/journals • Student /parent feedback/comments • Student and/or parent survey results • Structured interviews with students • Student products/projects 	<ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) or group progress • Academic records of individual student progress or group progress 	<ul style="list-style-type: none"> • School Counselor logs • Written evaluation of student outcomes attained through consultation • Data on effectiveness of program activities • Program/activity improvement plans

Possible Sources of Evidence

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 school counseling program, and the school district.

Professional Commitment			
<ul style="list-style-type: none"> • Holds appropriate credentials • Has an ongoing agenda for professional development • Membership in professional organizations relative to school counseling 	<ul style="list-style-type: none"> • Professional reading/research documented (self-care, advocacy, school culture) • Plans classroom school counseling lessons that support self- advocacy, school climate and a positive school/community culture 	<ul style="list-style-type: none"> • Establishes appropriate personal/professional boundaries • Attends GSOS workshops for program information and resources • Engages in Professional Development about advocacy 	<ul style="list-style-type: none"> • Knows where to find the program component resource guides on the MoDESE web pages • Knows concepts of school counseling program
Professional Practice			
<ul style="list-style-type: none"> • Establishes collaborative relationships with various school personnel • Speaks to student academic, personal/social, and/or career needs • Implements classroom school counseling lessons that support self-advocacy, school climate and a positive school/community culture • Implements school counseling program needs assessment 	<ul style="list-style-type: none"> • Works with other school counselors on strategies to advocate for school counseling program planning, design, implementation, evaluation and enhancement • Uses the IIR in identifying programmatic strengths and weaknesses • Monitors personal/professional boundaries • Monitors impact of self- care on school counseling program activities/relationships 	<ul style="list-style-type: none"> • Engages in Professional Development on related to self-care • Accesses resources that deal with school counseling • Learns about the culture of the school and community; joins school/district committees that deal with school climate and culture 	<ul style="list-style-type: none"> • Notifies parents as needed about student concerns • Provides information on school counseling implementation when requested • Engages in Professional Development on school climate and school/community culture
Professional Impact			
<ul style="list-style-type: none"> • <i>Participates in leadership responsibilities of professional organizations and/or local educator committees</i> • <i>Recruits and mentors new professionals.</i> 	<ul style="list-style-type: none"> • Positively influences policies and practices • Others demonstrate self-advocacy • Policies and practices are changed to address advocacy issues • Program goals are tied to school/district improvement goals 	<ul style="list-style-type: none"> • School Improvement Data improves (Graduation rates improve, Office discipline referrals decrease, Student grades/achievement improve) • <i>Supports/provides professional development for others</i> 	

Possible Sources of Evidence

Standard 5: Ethical and Professional Conduct

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

Professional Commitment			
<ul style="list-style-type: none"> • Personnel Files reflect appropriate certification for work assignment • Membership in professional organizations • Professional development (ethical conduct, professionalism, legal issues) 	<ul style="list-style-type: none"> • Ethical standards are articulated in the written Comprehensive School Counseling plan • Referral policies and processes are adopted 	<ul style="list-style-type: none"> • Relevant local policies and procedures are articulated in the written Comprehensive School Counseling plan • Staff development agendas 	<ul style="list-style-type: none"> • Mentoring plans/logs • Schedules and calendars reflect activity within scope of training/practice
Professional Practice			
<ul style="list-style-type: none"> • Ethical issues are identified • Referral policies and processes are implemented • Logs indicate referral policies and procedures are implemented as planned 	<ul style="list-style-type: none"> • Revision dates reflect that referral policies and procedural guidelines are updated • Agendas reflect planning/discussion of policy/procedures 	<ul style="list-style-type: none"> • Logs document consultations regarding ethical/policy/legal dilemmas • Student contact data table • Classroom/Small group guidelines are posted 	<ul style="list-style-type: none"> • Limits of confidentiality are posted to inform students • Agendas reflect discussion of ethical responsibilities
Professional Impact			
<ul style="list-style-type: none"> • Observation of school counselor interactions • Time/task documents participation in school/community activities • Copies of policy revisions 	<ul style="list-style-type: none"> • Student reflection/journals • Student /parent feedback/comments • Student and/or parent survey results • Structured interviews with students • Student products/projects • Roles in professional organizations 	<ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) or group progress • Academic records of individual student progress or group progress 	<ul style="list-style-type: none"> • Referral data/records monitored • Time/task documents reflect appropriate scope of practice • Time/task documents reflect high level of engagement in direct services with students and with others

School Counselor Growth Guide 1.1

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.

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/her work with learners.

New & Emerging		Developing		Proficient		Distinguished	
1E1) The emerging counselor...		1D1) The developing counselor also...		1P1) The proficient counselor also...		1S1) The distinguished counselor also...	
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.		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.		Continues to provide developmentally and culturally appropriate program activities and interventions based on knowledge of current and emerging theories and periodically evaluates the impact of those interventions on identified student outcomes.		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.	
Professional Frames							
<p>Evidence of Commitment <i>Individual, group, and classroom counseling plans usually reflect best-practice and attend to applications of developmental theories.</i></p> <p>Evidence of Practice <i>Alignment usually exists between individual, group, and classroom counseling plans and what is delivered to the students.</i></p> <p>Evidence of Impact <i>Results based measures indicate students are engaged in program activities.</i></p>		<p>Evidence of Commitment <i>Individual, group, and classroom counseling plans consistently reflect best-practice and attend to applications of developmental theories.</i></p> <p>Evidence of Practice <i>Alignment consistently exists between individual, group, and classroom counseling plans and what is delivered to the students.</i></p> <p>Evidence of Impact <i>Results based measures indicate that students are engaged and utilizing tools from program activities.</i></p>		<p>Evidence of Commitment <i>Individual, group, and classroom counseling plans are connected to identified student outcomes and reflect planned and intentional evaluation of student progress using emerging best-practice and developmental theories.</i></p> <p>Evidence of Practice <i>Implements planned and intentional evaluation of student progress within a developmentally appropriate intervention.</i></p> <p>Evidence of Impact <i>Results based measures are reported as part of program evaluation processes and used for intervention and program improvement.</i></p>		<p>Evidence of Commitment <i>Individual, group, and classroom counseling plans are connected to identified student outcomes and reflect planned and intentional evaluation of student progress using emerging best-practice and developmental theories.</i></p> <p>Evidence of Practice <i>Implements planned and intentional evaluation of student progress within developmentally appropriate interventions; and advocates for and trains others to do the same.</i></p> <p>Evidence of Impact <i>Results based measures are reported as part of program evaluation processes and used for intervention and program improvement as well as program advocacy.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 1.2

Standard 1: Student Development

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.

New & Emerging		Developing		Proficient		Distinguished	
1E2) The emerging counselor...		1D2) The developing counselor ...		1P2) The proficient counselor also...		1S2) The distinguished counselor also...	
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.		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.		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.		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.	
Professional Frames							
<p>Evidence of Commitment <i>Counseling plans usually reflect consideration for best-practices and incorporate theory-based techniques.</i></p> <p>Evidence of Practice <i>Alignment usually exists between counseling plans and intervention that is delivered.</i></p> <p>Evidence of Impact <i>Student outcomes are usually measured for the plan that was implemented.</i></p>		<p>Evidence of Commitment <i>Counseling plans consistently reflect consideration for best-practices and incorporate theory-based techniques.</i></p> <p>Evidence of Practice <i>Alignment consistently exists between counseling plans and intervention that is delivered.</i></p> <p>Evidence of Impact <i>Student outcomes are consistently measured for the plan that was implemented and outcomes are analyzed to determine impact on students.</i></p>		<p>Evidence of Commitment <i>Counseling plans are connected to desired student outcomes and reflect planned and intentional evaluation of student progress within theory-based interventions.</i></p> <p>Evidence of Practice <i>Implements planned and intentional evaluation of student progress within theory-based interventions that are connected to desired student outcomes.</i></p> <p>Evidence of Impact <i>Interventions are evaluated and there is evidence that students have reached desired outcomes of the intervention, and/or that outcomes initiated further interventions.</i></p>		<p>Evidence of Commitment <i>Counseling plans are connected to desired student outcomes and reflect planned and intentional evaluation of student progress within theory-based interventions.</i></p> <p>Evidence of Practice <i>Implements planned and intentional evaluation of student progress within theory-based interventions that are connected to desired student outcomes; and advocates for and trains others to do the same.</i></p> <p>Evidence of Impact <i>Interventions are consistently evaluated for outcomes and results are reported as part of program evaluation processes and used for intervention and program improvement as well as program advocacy.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 1.3

Standard 1: Student Development

Quality Indicator 3 - Helping Relationships: The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling lessons, and mental health and well-being activities within the school counseling program.

New & Emerging	Developing	Proficient	Distinguished				
<p>1E3) The emerging counselor...</p> <p>Begins to use helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district's school counseling program.</p>	<p>1D3) The developing counselor also...</p> <p>Consistently uses helping skills to develop healthy relationships with students that improve self- concept and performance through the delivery of the district's school counseling program.</p>	<p>1P3) The proficient counselor also...</p> <p>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>1S3) The distinguished counselor also...</p> <p>Continually uses helping skills to develop healthy relationships and deliver the school district's school counseling program; evaluates the impact of their use on relationships and outcomes; and provides effective leadership and supervision to assist other school counselors to improve their helping and communication skills.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Posted norms indicate counselor establishes helping relationships.</i></p> <p>Evidence of Practice <i>Use of helping skills are observed within program activities and counselor logs reflect that students engage in school counseling program activities/services.</i></p> <p>Evidence of Impact <i>Students can identify their assigned counselor and direct observations indicate positive and helpful interactions occur.</i></p>	<p>Evidence of Commitment</p> <p>Evidence of Practice <i>Reflects on the intentional use of helping skills to engage students in school counseling program activities/services.</i></p> <p>Evidence of Impact <i>Perceptual data or direct observations indicate that positive helping relationships are being established with stakeholders.</i></p>	<p>Evidence of Commitment</p> <p>Evidence of Practice <i>Helping skills are evaluated for impact on relationships, school counseling program delivery and student outcomes.</i></p> <p>Evidence of Impact <i>Perceptual data or direct observations indicate that positive helping relationships are being established and are positively impacting student outcomes.</i></p>	<p>Evidence of Commitment <i>Models effective helping skills in program delivery</i></p> <p>Evidence of Practice <i>Others look to the counselor as a model and mentor and learn positive, helpful interactions to improve their helping and communication skills.</i></p> <p>Evidence of Impact <i>Perceptual data or direct observations indicates that counselor establishes positive helping relationships and mentor and learn positive, helpful interactions to improve their helping and communication skills.</i></p>				
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 1.4

Standard 1: Student Development

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.

New & Emerging		Developing		Proficient		Distinguished	
1E4) The emerging counselor...		1D4) The developing counselor also...		1P4) The proficient counselor also...		1S4) The distinguished counselor also...	
Begins to apply knowledge of diversity issues, trends, and attitudes by incorporating diversity content into counseling curriculum and by demonstrating sensitivity to diversity when engaged in individual and small group counseling as well as in consultation activities.		Consistently applies knowledge of diversity issues, trends, and attitudes by incorporating diversity content into counseling curriculum and by demonstrating sensitivity to diversity when engaged in individual and small group counseling as well as in consultation activities.		Ensures that the knowledge of diversity issues, trends, and attitudes are clearly reflected in the counseling curriculum, individual student planning, and responsive services components of the district's 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.		Consistently models high levels of sensitivity to diversity in personal interactions; provides leadership to ensure that diversity issues, trends, and attitudes are incorporated into the district's school counseling program and are reflected in the district's mission statement, comprehensive school improvement plan, policies and practices, and all curricula of the district; and leads and supports these efforts at the local, regional and/or state levels.	
Professional Frames							
<p>Evidence of Commitment <i>Incorporates social and cultural diversity education into school counseling program activity planning.</i></p> <p>Evidence of Practice <i>Implements counseling activities and plans that incorporate social and cultural diversity education. Demonstrates sensitivity to multicultural diversity during the implementation of school counseling program activities.</i></p> <p>Evidence of Impact <i>Understanding of social and cultural diversity in the school grows.</i></p>		<p>Evidence of Commitment <i>Incorporates social and cultural diversity education into school counseling program activity planning, examining bias, and being attuned to school needs.</i></p> <p>Evidence of Practice <i>Implements counseling activities and plans that incorporate social and cultural diversity education and examines bias while being attuned to school needs. Demonstrates sensitivity to multicultural diversity during the implementation of counseling program activities.</i></p> <p>Evidence of Impact <i>Attunes to/relates to diverse social and cultural perspectives in the school.</i></p>		<p>Evidence of Commitment <i>Conducts evaluation and research to build background knowledge and incorporate a variety of perspectives into all school counseling program activities.</i></p> <p>Evidence of Practice <i>Implements school counseling activities that are socially and culturally sensitive and includes changes and adjustments based on feedback, reviews, and research.</i></p> <p>Evidence of Impact <i>Challenges personal assumptions and societal practices to improve school counseling program.</i></p>		<p>Evidence of Commitment <i>Shares results of evaluation and research to build background knowledge for self and others and incorporates a variety of perspectives into all school counseling program activities.</i></p> <p>Evidence of Practice <i>Implements school counseling activities that are socially and culturally sensitive and includes changes and adjustments based on feedback, reviews, and research.</i></p> <p>Evidence of Impact <i>Helps staff and students consider a variety of social and/or cultural perspectives to address real world issues that improve school and community life.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 1.5

Standard 1: Student Development

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 school counseling program and defines the counselor’s role in assessment consistent with level of training, expertise, and a fully implemented school counseling program.

New & Emerging		Developing		Proficient		Distinguished	
1E5) The emerging 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 school counseling program and consults with a mentor to review existing assessment instruments to ensure each is developmentally and culturally appropriate, valid, and reliable.		1D5) The developing counselor also... 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 school counseling program by reviewing and using developmentally and culturally appropriate, valid, and reliable assessment instruments.		1P5) The proficient counselor also 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 school counseling program, and, in addition, evaluates the use and effectiveness of the quantitative and qualitative assessments used with students.		1S5) The distinguished counselor also... Consistently demonstrates expertise in the use, and interpretation of assessments. Provides leadership through targeted training 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 for school counselors helping them expand and extend their assessment expertise.	
Professional Frames							
<p>Evidence of Commitment <i>Identifies ethical assessment strategies in planning interventions and program activities within the school counseling program resources and/or the program plan.</i></p> <p>Evidence of Practice <i>Implements ethically sound formal and/or informal assessments to address specific goals within student intervention and school counseling program activities.</i></p> <p>Evidence of Impact <i>Summarizes assessment results.</i></p>		<p>Evidence of Commitment <i>Identifies multiple assessment strategies and approaches that are ethically sound in planning interventions and program activities within school counseling program resources and/or the program plan.</i></p> <p>Evidence of Practice <i>Implements ethical review and use of a variety of formal and informal assessments to provide data about progress before, during, and after interventions and activities across school counseling program implementation.</i></p> <p>Evidence of Impact <i>Summarizes assessment results and uses them to inform practice.</i></p>		<p>Evidence of Commitment <i>Identifies multiple ethical assessment strategies and approaches within school counseling program resources and/or the program plan to implement interventions and program activities and has a system to evaluate the effectiveness of the strategies.</i></p> <p>Evidence of Practice <i>Evaluates the use and effectiveness of formal and informal assessment to monitor student growth and achievement.</i></p> <p>Evidence of Impact <i>Summarizes assessment results and uses them to monitor student growth and achievement.</i></p>		<p>Evidence of Commitment <i>Identifies multiple ethical assessment strategies and approaches within school counseling program resources and/or plan to implement interventions and program activities. Evaluates the effectiveness of the strategies and helps others monitor student growth and achievement.</i></p> <p>Evidence of Practice <i>Shares with and helps others accurately and consistently use data to evaluate the use and effectiveness of assessments to monitor student growth and achievement as well as ethical practice.</i></p> <p>Evidence of Impact <i>Summarizes assessment results and uses them to impact student growth and achievement.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 1.6

Standard 1: Student Development

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.

New & Emerging	Developing	Proficient	Distinguished
<p>1E6) The emerging counselor...</p> <p>Begins to apply knowledge of career development and planning (theories, models, instruments, information, and cultural and diversity influences) in their work with all students by using developmentally and culturally appropriate counseling curriculum, 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 (GLEs) and the Individual Student Planning process of the district's school counseling program.</p>	<p>1D6) The developing counselor also...</p> <p>Consistently applies knowledge of career development and planning in their work with all students by using developmentally and culturally appropriate counseling curriculum, 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 (GLEs) and the Individual Student Planning process of the district's school counseling program.</p>	<p>1P6) The proficient counselor also...</p> <p>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>1S6) The distinguished counselor also...</p> <p>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 school counseling program; and provides targeted training for administrators, staff, parents and counselors regarding the value of the career development process that culminates in successful student transitions.</p>
Professional Frames			
<p>Evidence of Commitment <i>School counseling program activity plans incorporate knowledge of career development and career focused School Counseling GLEs.</i></p> <p>Evidence of Practice <i>Alignment begins to exist between the school counseling program activity plans and the instruction/intervention that is delivered.</i></p> <p>Evidence of Impact</p>	<p>Evidence of Commitment <i>School counseling program activity plans consistently incorporate knowledge of career development theory and career focused School Counseling GLEs.</i></p> <p>Evidence of Practice <i>Alignment consistently exists between school counseling program activity plans and the instruction/intervention that is being delivered.</i></p> <p>Evidence of Impact</p>	<p>Evidence of Commitment <i>School counseling program plans are connected to identified student outcomes within the career focused School Counseling GLEs and reflect planned and intentional evaluation of student career knowledge, exploration, and planning.</i></p> <p>Evidence of Practice <i>Delivers and implements planned and intentional school counseling program activity plans and evaluates the students' career knowledge, exploration, and planning.</i></p> <p>Evidence of Impact <i>Program evaluation results indicate</i></p>	<p>Evidence of Commitment <i>School counseling program plans are connected to identified student outcomes within the career focused School Counseling GLEs and reflect planned and intentional evaluation of student progress using emerging best-practice and career development theory to design instruction/intervention.</i></p> <p>Evidence of Practice <i>Delivers and implements planned and intentional school counseling program activity plans and evaluates the students' career knowledge, exploration and planning; and advocates for and trains others to do the same.</i></p> <p>Evidence of Impact</p>

<i>Students demonstrate career knowledge, exploration, and planning through grade appropriate activities and assessments.</i>		<i>Students demonstrate career knowledge, exploration, and planning through planned evaluation of grade appropriate activities and assessments.</i>		<i>students have career knowledge, exploration, and planning experiences appropriate to their grade level, including career goals/aspirations.</i>		<i>Program evaluation results are reported as part of program evaluation processes and used for intervention and program improvement to further College and Career Readiness.</i>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 2.1

Standard 2: School Counseling Program Implementation

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

Quality Indicator 1 - Structural Components: The school counselor knows and understands the structural components of a fully implemented school counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.

New & Emerging		Developing		Proficient		Distinguished	
2E1) The emerging counselor...		2D1) The developing counselor also...		2P1) The proficient counselor also...		2S1) The distinguished counselor also...	
Describes how the structural components are incorporated into the district's school counseling program.		Consistently uses knowledge to assess and improve the structural components of the district's school counseling program.		Provides leadership for the periodic review and revision of the structural components of the district's school counseling program.		Collaborates with administrators and other district counselors (when appropriate) to periodically review and revise the structural components of the district's school counseling program which leads to full implementation of quality components.	
Professional Frames							
<p>Evidence of Commitment <i>Advocates for collaborative discussion of the structural components in the district's written school counseling program plan with mentor and administrator to understand the structural components</i></p> <p>Evidence of Practice <i>Participates in collaborative discussion of the structural components in the district's written school counseling program plan with mentor and administrator</i></p> <p>Evidence of Impact</p>		<p>Evidence of Commitment <i>Advocates for structural components to be regularly reviewed and revised in the written school counseling program to support program implementation</i></p> <p>Evidence of Practice <i>Utilizes the IIR to review and evaluate the structural components.</i></p> <p>Evidence of Impact <i>Analyzes the IIR results to review and evaluate the structural components, and discusses with building stakeholders to determine if structures support implementation of the program components</i></p>		<p>Evidence of Commitment <i>Advocates for a collaborative evaluation process to update and maintain the structural components.</i></p> <p>Evidence of Practice <i>Collaborates with building stakeholders to implement the IIR and gather additional data to review effectiveness of the structural components and report recommendations</i></p> <p>Evidence of Impact <i>Program resources improve to support full program implementation (i.e. policy is revised, budget is revised, facilities are updated; inventory and equipment is secured to support program delivery)</i></p>		<p>Evidence of Commitment <i>Advocates for a collaborative evaluation process, written in the school counseling program plan, and monitored as part of ongoing program evaluation to update and maintain the structural components.</i></p> <p>Evidence of Practice <i>With collaborative input, assesses effectiveness of the structural components and leads to modify them for program support.</i></p> <p>Evidence of Impact <i>Program resources improve to support full program implementation (i.e. policy is revised, budget is revised, facilities are updated; inventory and equipment is secured to support program delivery)</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 2.2

Standard 2: School Counseling Program Implementation

Quality Indicator 2 - School Counseling Program Components: The school counselor knows, understands and implements the four program components of the district’s school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the school counseling curriculum, individual student planning, responsive services and system support.

New & Emerging	Developing	Proficient	Distinguished				
<p>2E2) The emerging counselor...</p> <p>Uses knowledge of the four school counseling 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 school counseling program.</p>	<p>2D2) The developing counselor also</p> <p>Uses knowledge of the four school counseling program components to consistently provide students with developmentally appropriate school counseling activities and participates in the management and evaluation of the school district’s school counseling program.</p>	<p>2P2) The proficient counselor also...</p> <p>Provides leadership in the management and evaluation of the school district’s school counseling program that supports the integration of program components into the district’s overall educational program and continues to provide students with developmentally appropriate school counseling activities.</p>	<p>2S2) The distinguished counselor also...</p> <p>Demonstrates leadership and initiative to advocate for the full implementation of the district’s school counseling program components, which are integrated into the district’s overall education program, and the school counseling program evaluated on a regular basis.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Advocates for collaborative review of the District’s written school counseling program plan with mentor and administrator to understand the school counseling program components..</i></p> <p>Evidence of Practice <i>Utilizes time task analysis to track implementation of the comprehensive school program components described by the written plan.</i></p> <p>Evidence of Impact <i>Analyzes the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and mentor</i></p>	<p>Evidence of Commitment <i>Advocates for a written school counseling program plan and resources for each program component to be acquired and developed.</i></p> <p>Evidence of Practice <i>Utilizes time task analysis and the Internal Improvement Review (IIR) to evaluate the degree to which program components are implemented, supported and evaluated as described by the written plan.</i></p> <p>Evidence of Impact <i>Analyzes the time task analysis and the IIR results to review and evaluate the implementation of the school counseling program components described by the written plan and discusses with building stakeholders.</i></p>	<p>Evidence of Commitment <i>Advocates for a collaborative review of the written program plan to explore how the school counseling program component activities are integral to the BIP, CSIP, and MSIP performance goals.</i></p> <p>Evidence of Practice <i>Collaborates with building stakeholders to implement the IIR and gather additional data for review of how to maintain/improve integration of the school counseling program activities with district initiatives (student learning outcomes, BIP, CSIP, and MSIP performance goals).</i></p> <p>Evidence of Impact <i>Collaborates with building stakeholders to analyze data and plan ways to maintain/improve integration of the school counseling program activities with district initiatives (student learning outcomes, BIP, CSIP, and MSIP performance goals).</i></p>	<p>Evidence of Commitment <i>Advocates for continuous review and maintenance of a written program plan that articulates program components based on current district/building data that supports collaborative program delivery and results based evaluation.</i></p> <p>Evidence of Practice <i>Facilitates a collaborative and systematic process to regularly deliver, evaluate and redesign the school counseling program components to meet student academic, career, and personal/social needs.</i></p> <p>Evidence of Impact <i>Collaborates with building stakeholders to analyze data and redesign the school counseling program activities to meet student academic, career, and personal/social needs</i></p>				
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 2.3

Standard 2: School Counseling Program Implementation

Quality Indicator 3 - Technology: The school counselor integrates and utilizes technology for school counseling program delivery and management to promote the academic, career, and personal/social development of all students.

New & Emerging		Developing		Proficient		Distinguished	
2E3) The emerging counselor...		2D3) The developing counselor also...		2P3) The proficient counselor also...		2S3) The distinguished counselor also...	
Demonstrates initial competence in using software programs and data systems within the district and assesses how district technology is/can be used in the delivery and management of the district's school counseling program.		Demonstrates competence in using current technologies and programs and adapts to available technology in the delivery and management of the district's school counseling program.		Provides leadership to evaluate and enhance the effectiveness of technology in the delivery and management of the district's school counseling program.		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 school counseling program and facilitate its integration into the district's overall educational program.	
Professional Frames							
Evidence of Commitment <i>Program management and activity plans begin to include technologies to enhance processes.</i>		Evidence of Commitment <i>Program management and activity plans consistently include technologies to enhance processes.</i>		Evidence of Commitment <i>Technology needs are considered in a written plan for evaluating program resources and written into program budgets.</i>		Evidence of Commitment <i>Research based technologies are integrated into a written plan for evaluating program resources and written into program budgets.</i>	
Evidence of Practice <i>Uses some available technologies to deliver and manage the school counseling program.</i>		Evidence of Practice <i>Uses available technologies to deliver and manage the school counseling program.</i>		Evidence of Practice <i>Uses existing updates and/or new technology and media tools appropriate for school counseling program activities to enhance program delivery and management.</i>		Evidence of Practice <i>Uses strategies to evaluate the need and effectiveness of technologies in the delivery and management of the school counseling program delivery and advocates for the acquisition of emerging technologies to enhance the program.</i>	
Evidence of Impact <i>Students use technology to engage in school counseling program delivery.</i>		Evidence of Impact <i>Students and colleagues use technology to engage in school counseling program activities.</i>		Evidence of Impact <i>Students and colleagues are able to use technology to successfully engage in school counseling program activities and meet program objectives.</i>		Evidence of Impact <i>Students and colleagues effectively use technologies and are able to participate in creating/developing the activities and resources needed to meet school counseling program objectives.</i>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 2.4

Standard 2: School Counseling Program Implementation

Quality Indicator 4 - School Counseling Program, Personnel, and Results Evaluation: The school counselor knows, understands, and uses school counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a school counseling program.

New & Emerging		Developing		Proficient		Distinguished	
2E4) The emerging counselor... Begins to use and promote school counseling program, personnel, and results-based evaluation procedures.		2D4) The developing counselor also... Consistently uses and promotes school counseling program and results based evaluation procedures, while promoting personnel evaluation appropriate for school counselors.		2P4) The proficient counselor also... Collaborates with administrators to utilize program, personnel, and results based evaluation procedures and analyze the results to facilitate school counseling program and school improvement.		2S4) The distinguished counselor also... Serves as a leader and change agent, working with school and community leaders, to ensure that school counseling program, personnel, and results based evaluation are conducted annually, that the data are used to enhance the district's school counseling program and that periodic reports are provided to the administration, school board, and other stakeholders.	
Professional Frames							
<p>Evidence of Commitment <i>Advocates for collaborative review of the District's written school counseling program plan with mentor and administrator to understand the processes for personnel, program and results based evaluation</i></p> <p>Evidence of Practice <i>Utilizes annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.</i></p> <p>Evidence of Impact <i>Counselor behavior is adjusted, as needed, based on personnel evaluation.</i></p>		<p>Evidence of Commitment <i>Advocates for a written school counseling program plan that describes processes for personnel, program and results based evaluation</i></p> <p>Evidence of Practice <i>Evaluation processes for personnel, program and results based evaluation described in the written school counseling program plan are implemented annually and summarized in the Internal Improvement Review (IIR).</i></p> <p>Evidence of Impact <i>Data are analyzed and activities with students are updated and adjusted based on data collected during activity implementation; counselor behavior is adjusted based on personnel evaluation and effective instructional and assessment practices are consistently used.</i></p>		<p>Evidence of Commitment <i>Advocates for a collaborative method to annually implement and review the processes for personnel, program and results based evaluation in the written school counseling program plan.</i></p> <p>Evidence of Practice <i>Collaborates with building stakeholders to implement and review evaluation processes for personnel, program and results based evaluation; collaborates to summarize the results in the Internal Improvement Review (IIR).</i></p> <p>Evidence of Impact <i>Data are analyzed and activities with students are updated and adjusted based on data collected during activity implementation; counselor behavior is adjusted based on personnel evaluation and effective instructional and assessment practices are consistently used.</i></p>		<p>Evidence of Commitment <i>Advocates for continuous review and maintenance of a written program plan that articulates processes for personnel, program and results based evaluation</i></p> <p>Evidence of Practice <i>The Internal Improvement Review (IIR), is completed and supported by documented personnel, program and results evaluation and reflects evidence of a systematic collaborative process for program implementation.</i></p> <p>Evidence of Impact <i>Data are analyzed and activities with students are updated and adjusted based on data collected during activity implementation; counselor behavior is adjusted based on personnel evaluation and effective instructional and assessment practices are consistently used.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 3.1

Standard 3: Professional Relationships

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 school counseling program supportive of the academic, career, and personal/social success of all students.

New & Emerging	Developing	Proficient	Distinguished				
<p>3D1) The emerging counselor...</p> <p>Begins to apply knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate.</p>	<p>3D1) The developing counselor also...</p> <p>Consistently demonstrates effective interpersonal skills that facilitate professional relationships, communication, positive school climate, and full implementation of the district's school counseling program.</p>	<p>3P1) The proficient counselor also...</p> <p>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>3S1) The distinguished counselor also...</p> <p>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>				
Professional Frames							
<p>Evidence of Commitment <i>Includes time in schedule to develop professional networks/interactions.</i></p> <p>Evidence of Practice <i>Begins to actively engage in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other school counselors.</i></p> <p>Evidence of Impact <i>Administrators, staff, students, families, community members, agency representatives, and other school counselors communicate having a positive working relationship with the school counselor.</i></p>	<p>Evidence of Commitment <i>Includes time in schedule and on calendar to develop and grow professional networks/interactions.</i></p> <p>Evidence of Practice <i>Consistently and actively engages in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other school counselors.</i></p> <p>Evidence of Impact <i>Brings administrators, staff, students, families, community members, agency representatives, and other school counselors together to support students as evidenced in school counselor logs.</i></p>	<p>Evidence of Commitment <i>Includes time in schedule and on calendar to develop and grow professional networks/interactions..</i></p> <p>Evidence of Practice <i>Uses processes to collaborate with administrators to provide ongoing professional learning among staff and stakeholders to promote positive professional relationships, effective communication, and positive school climate.</i></p> <p>Evidence of Impact <i>Brings administrators, staff, students, families, community members, agency representatives, and other school counselors together to support academic, career, or personal/social success of all students.</i></p>	<p>Evidence of Commitment <i>Includes time in schedule and on calendar to maintain professional networks/interactions.</i></p> <p>Evidence of Practice <i>Acts 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.</i></p> <p>Evidence of Impact <i>Brings administrators, staff, students, families, community members, agency representatives, and other school counselors together to support academic, career, and personal/social success of all students.</i></p>				
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 3.2

Standard 3: Professional Relationships

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.

New & Emerging		Developing		Proficient		Distinguished	
3E2) The emerging counselor... Begins to use collaboration skills.		3D2) The developing counselor also... Consistently uses collaboration skills.		3P2) The proficient counselor also... Continually uses, models, and promotes collaboration skills.		3S2) The distinguished counselor also... Continually uses and models collaboration skills and mentors others in the use of collaboration skills.	
Professional Frames							
<p>Evidence of Commitment <i>Reviews school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.</i></p> <p>Evidence of Practice <i>Works collaboratively with colleagues and key stakeholders to build relationships and begins to understand and promote services, resources, and support needed for students' academic, career, and personal/social success needs.</i></p> <p>Evidence of Impact <i>Appropriate resources and strategies are identified. .</i></p>		<p>Evidence of Commitment <i>Promotes an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment.</i></p> <p>Evidence of Practice <i>Participates with other colleagues and key stakeholders in a professional community structure and in meetings to examine needs and services necessary for students' academic, career, and personal/social success needs.</i></p> <p>Evidence of Impact <i>Appropriate services, resources, and strategies are developed and implemented and there is documentation that academic, career, and personal/social success needs of students are being addressed.</i></p>		<p>Evidence of Commitment <i>Promotes an effective process for examining student needs, including review of relevant data, to improve student support and build collective commitment.</i></p> <p>Evidence of Practice <i>Is an active and engaged member of the professional learning community within the school and works to establish strategies to address the academic, career, and personal/social success needs of students.</i></p> <p>Evidence of Impact <i>Appropriate services, resources, and strategies are developed and implemented and there is ongoing documentation and data analysis to suggest that academic, career, and personal/social success needs of students are being addressed.</i></p>		<p>Evidence of Commitment <i>Promotes an effective process for examining student needs, including review of relevant data, to improve student support and build collective commitment.</i></p> <p>Evidence of Practice <i>Actively leads in the implementation and evaluation of strategies that address the academic, career, and personal/social success needs of students and helps others build collaborative skills.</i></p> <p>Evidence of Impact <i>Support services related to student academic, career, and personal/social success are implemented and routinely evaluated. School personnel and key stakeholders are knowledgeable of and generally support the district's School counseling Program and are knowledgeable of how the Program supports students' academic, career, and personal/social success.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 3.3

Standard 3: Professional Relationships

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.

New & Emerging		Developing		Proficient		Distinguished	
3E3) The emerging counselor... Begins to use consultation skills.		3D3) The developing counselor also... Consistently uses consultation skills.		3P3) The proficient counselor also... Continually uses, models, and promotes consultation skills.		3S3) The distinguished counselor also... Continually uses and models consultation skills and mentors others in the use of consultation skills.	
Professional Frames							
<p>Evidence of Commitment <i>Identifies stakeholders and community resources for consultation and adheres to ethical standards and HIPAA/ FERPA guidelines.</i></p> <p>Evidence of Practice <i>Begins a list of potential school/community resources and identifies a process to actively involve self and others in effective consultation.</i></p> <p>Evidence of Impact <i>Examples of consultation activities and coordination of resources is documented in school counselor logs and a plan to collect data to inform resources and processes is articulated.</i></p>		<p>Evidence of Commitment <i>Articulates stakeholders and community resources for consultation with and adheres to ethical standards and HIPAA/FERPA guidelines.</i></p> <p>Evidence of Practice <i>Builds a list of potential school/community resources and engages in a process to actively involve self and others in effective consultation.</i></p> <p>Evidence of Impact <i>Examples of consultation activities and coordination of resources is consistently documented in school counselor logs and data is collected to improve resources processes.</i></p>		<p>Evidence of Commitment <i>Advocates for collaboration in the school and community and adheres to ethical standards and HIPAA/FERPA guidelines.</i></p> <p>Evidence of Practice <i>Utilizes a list of potential school/community resources and engages in a process to actively involve self and others in effective consultation and gathers data to expand resources and improve processes.</i></p> <p>Evidence of Impact <i>Examples of consultation activities and coordination of resources is consistently documented in school counselor logs and data is analyzed to improve resources, processes and student outcomes.</i></p>		<p>Evidence of Commitment <i>Advocates and models collaboration in the school and community and adheres to ethical standards and HIPAA/FERPA guidelines.</i></p> <p>Evidence of Practice <i>Utilizes a list of potential school/community resources and engages a process to actively involve self and others in effective consultation; gathers data to expand resources, improve processes and determine outcomes for students; and/or mentors others to build consultation skills.</i></p> <p>Evidence of Impact <i>Examples of consultation activities and coordination of resources is consistently documented in school counselor logs and data is analyzed to improve resources processes. Data is used to improve outcomes for students.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 3.4

Standard 3: Professional Relationships

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.

New & Emerging		Developing		Proficient		Distinguished
3E4) The emerging counselor... Begins to participate in school and community initiatives and to access and use school and community resources.		3D4) The developing counselor also... Consistently participates in school and community initiatives and accesses and uses school and community resources.		3P4) The proficient counselor also... Continuously participates in school and community initiatives and accesses and uses school and community resources.		3S4) The distinguished counselor also... Serves as a leader within school and community to create and promote school and community initiatives.
Professional Frames						
Evidence of Commitment <i>Develops a calendar of activities to include school community involvement.</i>		Evidence of Commitment <i>Maintains a calendar of activities to include school community involvement.</i>		Evidence of Commitment <i>Maintains a list of community resources and keeps an up to date calendar of activities.</i>		Evidence of Commitment <i>Assumes leadership position in school and community initiatives and maintains updated list of resources and calendar of activities.</i>
Evidence of Practice <i>Identifies school and community initiatives and resources and initiates contact and involvement.</i>		Evidence of Practice <i>Consistently participates in school and community initiatives, uses resources and initiates contact and involvement.</i>		Evidence of Practice <i>Continuously participates in school and community initiatives, uses resources and maintains contact and involvement.</i>		Evidence of Practice <i>Provides leadership in school and community initiatives, uses resources and maintains contact and involvement.</i>
Score = 0	1	2	3	4	5	6
					6	7

School Counselor Growth Guide 4.1

Standard 4: Leadership and Advocacy

Quality Indicator 1 - Personal Well-Being: The school counselor knows, understands, uses, and models techniques of self-care.

New & Emerging		Developing		Proficient		Distinguished	
4E1) The emerging counselor...		4D1) The developing counselor also...		4P1) The proficient counselor also...		4S1) The distinguished counselor also...	
Applies techniques of self-care and uses supervision and consultation with a school counselor mentor and others to support well-being.		Consistently applies techniques of self-care and uses supervision and consultation with others to support well-being.		Continues to apply techniques of self-care and monitors the impact of self-care on students and school counseling program implementation.		Provides leadership in promoting techniques of self-care and well-being, monitors the impact of self-care on students and school counseling program implementation, and mentors and supervises others in the value and technique of self-care.	
Professional Frames							
Evidence of Commitment <i>Establishes appropriate personal and professional boundaries</i>		Evidence of Commitment <i>Establishes and adheres to appropriate personal and professional boundaries</i>		Evidence of Commitment <i>Establishes and adheres to appropriate personal and professional boundaries</i>		Evidence of Commitment <i>Establishes and adheres to appropriate personal and professional boundaries</i>	
Evidence of Practice <i>Uses supervision and consultation with a school counselor mentor to support appropriate personal and professional boundaries</i>		Evidence of Practice <i>Initiates supervision and consultation with professional colleagues to support appropriate personal and professional boundaries for self</i>		Evidence of Practice <i>Initiates supervision and consultation with professional colleagues to support appropriate personal and professional boundaries for self and others</i>		Evidence of Practice <i>Mentors and supervises others to support appropriate personal and professional boundaries</i>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 4.2

Standard 4: Leadership and Advocacy

Quality Indicator 2 - Leadership and Professionalism: The school counselor knows, understands, models, and promotes personal leadership and professionalism.

New & Emerging		Developing		Proficient		Distinguished	
4E2) The emerging counselor...		4D2) The developing counselor also...		4P2) The proficient counselor also...		4S2) The distinguished counselor also...	
<p>Holds appropriate credentials for practice and uses reflection and feedback to develop a professional development plan to support personal, professional, and school counseling program improvement.</p>		<p>Maintains appropriate credentials for practice and uses reflection and feedback to update the professional development plan to support personal, professional, and school counseling program improvement.</p>		<p>Maintains appropriate credentials for practice; uses reflection and feedback to update the professional development plan to support personal, professional, and school counseling program improvement; shares in the leadership responsibilities of professional organizations and/or local educator committees; and recruits and mentors new professionals.</p>		<p>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>	
Professional Frames							
<p>Evidence of Commitment <i>Holds appropriate credentials for practice</i></p> <p>Evidence of Practice <i>Uses reflection and feedback to develop a professional development plan to support personal, professional, and school counseling program improvement.</i></p>		<p>Evidence of Commitment <i>Seeks professional development and maintains appropriate credentials for practice</i></p> <p>Evidence of Practice <i>Uses reflection and feedback to update the professional development plan to support personal, professional, and school counseling program improvement.</i></p>		<p>Evidence of Commitment <i>Seeks professional development and maintains appropriate credentials for practice</i></p> <p>Evidence of Practice <i>Uses reflection and feedback to update the professional development plan to support personal, professional, and school counseling program improvement</i></p> <p>Evidence of Impact <i>Participates in leadership responsibilities of professional organizations and/or local educator committees; and recruits and mentors new professionals.</i></p>		<p>Evidence of Commitment <i>Seeks professional developments and advocates for and maintains appropriate credentials for practice</i></p> <p>Evidence of Practice <i>Uses reflection and feedback to refine the professional development plan to support personal, professional, and school counseling program improvement</i></p> <p>Evidence of Impact <i>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.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 4.3

Standard 4: Leadership and Advocacy

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.

New & Emerging		Developing		Proficient		Distinguished	
4E3) The emerging counselor...		4D3) The developing counselor also...		4P3) The proficient counselor also...		4S3) The distinguished counselor also...	
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.		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.		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.		Serves as a leader and change agent to educate stakeholders about student advocacy issues, as well as individual, institutional, and social factors that impact students, by empowering students and others to become self-advocates.	
Professional Frames							
<p>Evidence of Commitment <i>Identifies student advocacy issues/processes and individual, institutional, and social factors that impact students.</i></p> <p>Evidence of Practice <i>Begins collaborative discussions about advocacy issues and processes with building level stakeholders</i></p> <p>Evidence of Impact <i>Shared understanding between building stakeholders of advocacy issues and processes begins to develop.</i></p>		<p>Evidence of Commitment <i>Identifies student advocacy issues and individual, institutional, and social factors that impact students.</i></p> <p>Evidence of Practice <i>Collaborates with stakeholders to apply advocacy processes</i></p> <p>Evidence of Impact <i>Policies and practices are adjusted to meet student needs</i></p>		<p>Evidence of Commitment <i>Continuously identifies student advocacy issues and individual, institutional, and social factors that impact students.</i></p> <p>Evidence of Practice <i>Collaborates with stakeholders to implement, evaluate, and refine advocacy processes, and collaborates to address advocacy issues.</i></p> <p>Evidence of Impact <i>Advocacy processes are strengthened and policies and practices are adjusted to meet student needs</i></p>		<p>Evidence of Commitment <i>Continuously identifies student advocacy issues and individual, institutional and social factors that impact students, and identifies ways to evaluate and improve advocacy processes.</i></p> <p>Evidence of Practice <i>Educates stakeholders about student advocacy issues and individual, institutional, and social factors that impact students</i></p> <p>Evidence of Impact <i>Students and others follow appropriate processes for self-advocacy.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 4.4

Standard 4: Leadership and Advocacy

Quality Indicator 4 - School counseling program Leadership: The school counselor uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement.

New & Emerging		Developing		Proficient		Distinguished	
4E4) The emerging counselor... Begins to use leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement.		4D4) The developing counselor also... Consistently uses leadership, advocacy, and networking strategies for school counseling program planning, design, implementation, evaluation, and enhancement.		4P4) The proficient counselor also... Continually leads, advocates, and networks for ongoing school counseling program planning, design, implementation, evaluation, and enhancement to positively impact school improvement and student success.		4S4) The distinguished counselor also... Provides leadership, working with others, to integrate a fully implemented school counseling program into the overall educational program to positively impact school improvement and student success.	
Professional Frames							
<p>Evidence of Commitment <i>Know and understands the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.</i></p> <p>Evidence of Practice <i>Initiates implementation of the IIR to assess the current status of the school counseling program and communicates program concepts and IIR results to building level stakeholders.</i></p>		<p>Evidence of Commitment <i>Communicates to stakeholders the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement..</i></p> <p>Evidence of Practice <i>Consistently implements the IIR, analyzes data from the IIR, uses that data to set program goals connected to students' personal/social, academic, and career needs and communicates results to building level stakeholders.</i></p> <p>Evidence of Impact <i>Program goals are tied to student personal/social, academic, and career needs as documented by program needs assessment</i></p>		<p>Evidence of Commitment <i>Routinely communicates to stakeholders the concepts of the school counseling program and encourages a collaborative approach to program planning, design, implementation, evaluation, and improvement..</i></p> <p>Evidence of Practice <i>Collaborates with building stakeholders to implement the IIR, analyzes data from the IIR, and uses that data to connect program improvement to students' personal/social, academic, and career needs and to evaluate program impact on student outcomes.</i></p> <p>Evidence of Impact <i>Program goals are tied to personal/social, academic, and career needs as documented by program needs assessment and are clearly tied to school improvement goals.</i></p>		<p>Evidence of Commitment <i>Provides leadership, working with others, to integrate a fully implemented school counseling program into the overall educational program to positively impact school improvement and student success.</i></p> <p>Evidence of Practice <i>Leads collaborative efforts with building/district stakeholders to implement the IIR, analyzes data from the IIR, and uses that data to connect program improvement to students' personal/social, academic, and career needs and to evaluate program impact on student outcomes.</i></p> <p>Evidence of Impact <i>Program goals are tied to personal/social, academic, and career needs as documented by program needs assessment and are clearly tied to school improvement goals.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 4.5

Standard 4: Leadership and Advocacy

Quality Indicator 5 - School Climate and Culture: The school counselor uses the school counseling program to contribute to the development of a positive and safe school climate and culture.

New & Emerging		Developing		Proficient		Distinguished		
4E5) The emerging counselor...		4D5) The developing counselor also...		4P5) The proficient counselor also...		4S5) The distinguished counselor also...		
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.		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.		Continually collects and uses data to evaluate and improve the impact of school counseling program activities on the school climate and culture.		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.		
Professional Frames								
<p>Evidence of Commitment <i>Identifies school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture</i></p> <p>Evidence of Practice <i>Engages in activities to learn the culture of the school and community.</i></p>		<p>Evidence of Commitment <i>Plans activities in school counseling program delivery that promote safety, mutual respect, and a positive school climate and culture</i></p> <p>Evidence of Practice <i>Implements activities in school counseling program delivery that promote safety, mutual respect, and a positive school climate</i></p>		<p>Evidence of Commitment <i>Routinely adjusts plans for activities in school counseling program delivery that promote safety, mutual respect, and a positive school climate and culture</i></p> <p>Evidence of Practice <i>Collects and uses data to plan and implement intentional strategies that promote safety, mutual respect, and a positive school climate and culture to positively affect student relationships and learning.</i></p> <p>Evidence of Impact <i>Colleagues and students discuss and evaluate the culture of the classroom, school, and community and their impact on relationships and learning.</i></p>		<p>Evidence of Commitment <i>Routinely adjusts plans for activities in school counseling program delivery that promote safety, mutual respect, and a positive school climate and culture</i></p> <p>Evidence of Practice <i>Engages colleagues and students in planning and implementing strategies/activities/behaviors to promote a safe positive school climate and culture.</i></p> <p>Evidence of Impact <i>Colleagues and students discuss and evaluate the culture of the classroom, school, and community and their impact on relationships and learning.</i></p>		
Score =	0	1	2	3	4	5	6	7

School Counselor Growth Guide 5.1

Standard 5: Ethical and Professional Conduct

Quality Indicator 1 - Ethical Standards: The school counselor knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession.

New & Emerging	Developing	Proficient	Distinguished				
<p>5E1) The emerging counselor...</p> <p>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.</p>	<p>5D1) The developing counselor also...</p> <p>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.</p>	<p>5P1) The proficient counselor also...</p> <p>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.</p>	<p>5S1) The distinguished counselor also...</p> <p>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.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Identifies appropriate ethical guidelines and a model for ethical decision-making for school counselors</i></p> <p>Evidence of Practice <i>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.</i></p> <p>Evidence of Impact <i>There is a shared understanding between building administrator(s) and school counselor about the boundaries and limits of confidentiality and other ethical guidelines.</i></p>	<p>Evidence of Commitment <i>Plans strategies to appropriately communicate ethical responsibilities to students, parents, teachers and administrators.</i></p> <p>Evidence of Practice <i>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.</i></p> <p>Evidence of Impact <i>There is a shared understanding between students, school staff and school counselor about the boundaries and limits of confidentiality and other ethical guidelines.</i></p>	<p>Evidence of Commitment <i>Maintains professional development for ethical practice and plans strategies to appropriately communicate ethical responsibilities (and ethical decision making strategies as needed) to students, parents, teachers and administrators. .</i></p> <p>Evidence of Practice <i>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.</i></p> <p>Evidence of Impact <i>There is a shared understanding between school staff and school counselor about the boundaries and limits of confidentiality and other ethical guidelines, and ethical decision making.</i></p>	<p>Evidence of Commitment <i>Maintains professional development for ethical practice and plans strategies to appropriately communicate ethical responsibilities (and ethical decision making strategies as needed) to students, parents, teachers and administrators. .</i></p> <p>Evidence of Practice <i>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 practice and decision-making.</i></p> <p>Evidence of Impact <i>There is a shared understanding and commitment to ethical practice for school counselors in the school community.</i></p>				
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 5.2

Standard 5: Ethical and Professional Conduct

Quality Indicator 2 - Professional Standards: The school counselor knows, understands, and practices in accordance with standards associated with the counseling profession.

New & Emerging		Developing		Proficient		Distinguished	
5E2) The emerging counselor...		5D2) The developing counselor also...		5P2) The proficient counselor also...		5S2) The distinguished counselor also...	
Practices in accordance with MoSPE standards for school counselors, participates in a school counselor mentoring program, and seeks consultation to guide practice.		Practices in accordance with the MoSPE standards for school counselors and seeks consultation to guide practice.		Practices in accordance with the MoSPE standards for school counselors, seeks consultation to guide practice, and supports other school counselors in their personal and professional development.		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.	
Professional Frames							
Evidence of Commitment <i>Articulates an appropriate scope of practice consistent with level of training.</i>		Evidence of Commitment <i>Schedules and calendars reflect an appropriate scope of practice consistent with level of training.</i>		Evidence of Commitment <i>Advocates school counselor schedules and calendars reflect an appropriate scope of practice consistent with level of training.</i>		Evidence of Commitment <i>Advocates school counselor schedules and calendars reflect an appropriate scope of practice consistent with level of training.</i>	
Evidence of Practice <i>Practices in accordance with MoSPE standards for school counselors, participates in a school counselor mentoring program, and seeks consultation to guide practice.</i>		Evidence of Practice <i>Practices in accordance with the MoSPE standards for school counselors and seeks consultation to guide practice.</i>		Evidence of Practice <i>Practices in accordance with the MoSPE standards for school counselors and seeks consultation to guide practice and supports other school counselors in their personal and professional development.</i>		Evidence of Practice <i>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</i>	
Evidence of Impact <i>There is open dialogue between building administrator(s) and school counselor regarding school counselor competencies and legal and ethical parameters of practice.</i>		Evidence of Impact <i>There is shared understanding between building administrator(s) and school counselor regarding school counselor competencies and legal and ethical parameters of practice.</i>		Evidence of Impact <i>Time/task analysis documents that the counselor practices within the scope of their training and/or the IIR indicates implementation of a school counseling program</i>		Evidence of Impact <i>Time/task analysis documents the counselor practices within the scope of their training and/or the IIR indicates substantial or full implementation of a school counseling program.</i>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 5.3

Standard 5: Ethical and Professional Conduct

Quality Indicator 3 - District and School Policies: The school counselor knows, understands, and practices in accordance with local school policy and procedures.

New & Emerging		Developing		Proficient		Distinguished	
5E3) The emerging counselor Consults with administrators about and practices in accordance with the local district and school policies and procedures.		5D3) The developing counselor also... Practices in accordance with local district and school policies and procedures and reviews policies and procedures that impact the implementation of the district's school counseling program.		5P3) The proficient counselor also... 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 school counseling program.		5S3) The distinguished counselor also... 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.	
Professional Frames							
<p>Evidence of Commitment <i>Attends district/building in-service and reads policy and procedural manuals.</i></p> <p>Evidence of Practice <i>Consults with administrators and practices in accordance with the local district and school policies and procedures.</i></p> <p>Evidence of Impact <i>There is open dialogue between building administrator(s) and school counselor regarding local district and school policies and procedures</i></p>		<p>Evidence of Commitment <i>Consistently attends district/building in-service and reads policy and procedural manuals.</i></p> <p>Evidence of Practice <i>Practices in accordance with local district and school policies and procedures and reviews policies and procedures for impact on students' personal social, academic, and career development.</i></p> <p>Evidence of Impact <i>There is shared understanding between building administrator(s) and school counselor regarding local district and school policies and procedures</i></p>		<p>Evidence of Commitment <i>Consistently attends district/building in-service; reviews policy and procedural manuals; plans in-service as it relates to school counseling program policy and procedures</i></p> <p>Evidence of Practice <i>Practices in accordance with local district and school policies and procedures; delivers in-service as it relates to school counseling program policy and procedures; collects and organizes student data to inform policy and procedure for impact on students' personal social, academic, and career development.</i></p> <p>Evidence of Impact <i>Collaborates with administrator to monitor and use data to advocate for policy changes that address contemporary issues which impact students' personal social, academic, and career development.</i></p>		<p>Evidence of Commitment <i>Consistently attends district/building in-service; reviews policy and procedural manual; plans in-service as it relates to school counseling program policy and procedures;</i></p> <p>Evidence of Practice <i>Practices in accordance with local district and school policies and procedures; delivers in-service as it relates to school counseling program policy and procedures; and uses data to critically reflect on policies and procedures that impact the students' personal social, academic, and career development.</i></p> <p>Evidence of Impact <i>Collaborates with stakeholders to monitor and use data to advocate for policy changes that address contemporary issues which impact students' personal social, academic, and career development.</i></p>	
Score = 0	1	2	3	4	5	6	7

School Counselor Growth Guide 5.4

Standard 5: Ethical and Professional Conduct

Quality Indicator 4 - Legal Requirements: The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.

New & Emerging	Developing	Proficient	Distinguished				
<p>5E4) The emerging counselor</p> <p>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>5D4) The developing counselor also...</p> <p>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>5P4) The proficient counselor also...</p> <p>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>5S3) The distinguished counselor also...</p> <p>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>				
Professional Frames							
<p>Evidence of Commitment <i>Seeks professional development to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources</i></p> <p>Evidence of Practice <i>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, as needed..</i></p> <p>Evidence of Impact N / A</p>	<p>Evidence of Commitment <i>Seeks professional development to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources; monitors how local, state, and federal statutory requirements impact schools, students and families.</i></p> <p>Evidence of Practice <i>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.</i></p> <p>Evidence of Impact N / A</p>	<p>Evidence of Commitment <i>Maintains professional development to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources; monitors how local, state, and federal statutory requirements impact schools, students and families.</i></p> <p>Evidence of Practice <i>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.</i></p> <p>Evidence of Impact <i>Collaborates with stakeholders at the local, state and national levels to advocate for change.</i></p>	<p>Evidence of Commitment <i>Maintains professional development to understand local, state, and federal statutory requirements that pertain to education and the practice of school counseling; knows how to access and use local legal resources; monitors how local, state, and federal statutory requirements impact schools, students and families.</i></p> <p>Evidence of Practice <i>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</i></p> <p>Evidence of Impact <i>Takes a leadership role in collaboration with stakeholders at the local, state and national levels to advocate for change. N / A</i></p>				
Score = 0	1	2	3	4	5	6	7