**School Counselor Candidate Evaluation Growth Guide**

Missouri Counselor Educators

Missouri Department of Elementary and Secondary Education

2018

**School Counselor Candidate Evaluation Growth Guide**

Table of Contents

**Data Sources** ……………………………………………………………………………………………...………………………….3

**Missouri School Counselor Standards and Quality Indicators Chart**……………………………………………………………4

**Standards and Quality Indicators**

Standard 1 …………………………………………………………………………………………………………………….5

Standard 2 …………………………………………………………………………………………………………………….6

Standard 3 …………………………………………………………………………………………………………………….6

Standard 4 …………………………………………………………………………………………………………………….7

Standard 5 …………………………………………………………………………………………………………………….7

**Growth Guide Rubric**

Standard 1 ………………………………………………………………………………………………………………….…8

Standard 2 ……………………………………………………………………………………………………………………15

Standard 3 ……………………………………………………………………………………………………………………20

Standard 4 ……………………………………………………………………………………………………………………25

Standard 5 ……………………………………………………………………………………………………………………31

**The committee recognizes that ALL standards and quality indicators are important, however, the ten evaluated have been deemed critical for the purpose of evaluating the School Counselor Candidate. (1.3, 1.4, 2.2, 2.4, 3.1, 3.2, 4.4, 4.5, 5.1, and 5.4)**

**Data Sources**

School Counselor Candidate Standards and Quality Indicators

School Counselor Candidate Growth Guide

**Standard 1: Student Development**

The School Counselor Candidate 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 social/emotional development.

**Quality Indicator 1 - Human Growth and Development:** The School Counselor Candidate 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 Candidate 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 Candidate 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 Candidate 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 Candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and social/emotional 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 Candidate 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 Candidate 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 social/emotional development of all students.

**Quality Indicator 1 - Structural Components:** The School Counselor Candidate 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 Candidate 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 Candidate integrates and utilizes technology for school counseling program delivery and management to promote the academic, career, and social/emotional development of all students.**

**Quality Indicator 4 - School counseling Program, Personnel, and Results Evaluation:** The School Counselor Candidate 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 Candidate 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 Candidate promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and social/emotional success of all students.**

**Quality Indicator 2 - Collaboration: The School Counselor Candidate develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates in order to promote the academic, career, and social/emotional development success of all students.**

**Quality Indicator 3 - Consultation Theories and Strategies:** The School Counselor Candidate 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 social/emotional development of all students.

**Quality Indicator 4 - School and Community Involvement:** The School Counselor Candidate is actively involved in school and community initiatives that promote the academic, career, and social/emotional development of all students.

**Standard 4: Leadership and Advocacy**

The School Counselor Candidate 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 Candidate knows, understands, uses, and models techniques of self-care.

**Quality Indicator 2 - Leadership and Professionalism:** The School Counselor Candidate knows, understands, models, and promotes personal leadership and professionalism.

**Quality Indicator 3 - Student Advocacy:** The School Counselor Candidate 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 Candidate 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 Candidate 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 Candidate knows, understands, and adheres to current ethical and professional standards and legal requirements.

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

**Quality Indicator 2 - Professional Standards: The School Counselor Candidate knows, understands, and practices in accordance with standards associated with the counseling profession.**

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

**Quality Indicator 4 - Legal Requirements:** The School Counselor Candidate 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** | | |
| * 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 MSIP performance targets | * 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 instruction * Parent/guardian outreach * Professional growth plan attends to school counseling program management and delivery | * Research integration plan * Agenda/meeting notes from grade level/content area team * Parent/student conferences/reports * Professional learning * Professional networking * Bulletin boards |
| **Professional Practice** | | |
| * 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 | * 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) | * 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** | | |
| * 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 | * 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 | * 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 |

School Counselor Candidate Growth Guide 1.1

**Standard 1: Student Development**

**The School Counselor Candidate 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 social/emotional development.**

**Quality Indicator 1 - Human Growth and Development: The School Counselor Candidate demonstrates knowledge of human development and personality, and how these domains affect learners and applies this knowledge in his/her work with learners.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Can **state and define** counselingtheories 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. | | The emerging counselor candidate…  Begins to **identify and describe** counseling 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. | | The developing counselor candidate…  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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge of individual, group, and classroom counseling plans that help reflect best-practice and attend to applications of developmental theories.*  ***Evidence of Practice***  *Knowledge that alignment should exist between individual, group, and classroom counseling plans and what is delivered to the students.*  ***Evidence of Impact***  *Knowledgeable regarding results based measures that could be used to indicate students are engaged in program activities.* | | ***Evidence of Commitment***  *Identifies aspects of individual, group, and classroom counseling plans that reflect best-practice and attend to applications of developmental theories.*  ***Evidence of Practice***  *Alignment sometimes exists between individual, group, and classroom counseling plans and what is delivered to the students.*  ***Evidence of Impact***  *Results based measures sometimes indicate students are engaged in program activities.* | | ***Evidence of Commitment***  *Individual, group, and classroom counseling plans usually reflect best-practice and attend to applications of developmental theories.*  ***Evidence of Practice***  *Alignment usually exists between Individual, group, and classroom counseling plans and what is delivered to the students.*  ***Evidence of Impact***  *Results based measures indicate students are engaged in program activities.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 1.2**

**Standard 1: Student Development**

**Quality Indicator 2 - Counseling Theories and Interventions: The School Counselor Candidateknows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Can **state and define** counseling theories, techniques, and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions. | | The emerging counselor candidate…  Begins to **identify and describe** counseling theories, techniques, and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions. | | The developing counselor candidate…  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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knows that counseling plans should reflect a consideration for best-practices and incorporate theory-based techniques.*  ***Evidence of Practice***  *States student outcomes should be measured for the plan that was implemented.*  ***Evidence of Impact***  *Knowledgeable student outcomes should be measured for the plan that was implemented.* | | ***Evidence of Commitment***  *Counseling plans sometimes reflect consideration for best-practices and incorporate theory-based techniques. Can identify factors that need improvement.*  ***Evidence of Practice***  *Alignment infrequently exists between counseling plans and intervention that is delivered.*  ***Evidence of Impact***  *Student outcomes are sometimes measured for the plan that was implemented.* | | ***Evidence of Commitment***  *Counseling plans usually reflect consideration for best-practices and incorporate theory-based techniques.*  ***Evidence of Practice***  *Alignment usually exists between counseling plans and intervention that is delivered.*  ***Evidence of Impact***  *Student outcomes are usually measured for the plan that was implemented.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 1.3**

**Standard 1: Student Development**

**Quality Indicator 3 - Helping Relationships: The School Counselor Candidate 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **identify** helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program. | | The emerging counselor candidate…  Begins to **describe** helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program. | | The developing counselor candidate…  Begins to **apply** helping skills to develop healthy relationships with students that improve self-concept and performance through the delivery of the district’s school counseling program. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Identifies helping skills that counselors use to establish helping relationships.*  ***Evidence of Practice***  *Identifies helping skills used within program activities and in school counseling program activities/services.*  ***Evidence of Impact***  *N/A* | | ***Evidence of Commitment***  *Describes and attempts helping skills that counselors use to establish helping relationships.*  ***Evidence of Practice***  *Describes helping skills they have used within program activities and in school counseling program activities/services.*  ***Evidence of Impact***  *Students can sometimes identify their assigned counselor and direct observations indicate positive and helpful interactions occur.* | | ***Evidence of Commitment***  *Posted norms indicate counselor establishes helping relationships.*  ***Evidence of Practice***  *Use of helping skills are observed within program activities and counselor logs reflect that students engage in school counseling program activities/services.*  ***Evidence of Impact***  *Students can identify their assigned counselor and direct observations indicate positive and helpful interactions occur.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 1.4**

**Standard 1: Student Development**

**Quality Indicator 4 - Social and Cultural Diversity: The School Counselor Candidate 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **state and define** diversity issues, trends, and attitudes and by demonstrating sensitivity to diversity when engaged in individual, small group counseling, and/or consultation activities. | | The emerging counselor candidate…  Begins to **identify and describe** diversity issues, trends, and attitudes in counseling curriculum and demonstrates sensitivity to diversity when engaged in individual and small group counseling as well as in consultation activities. | | The developing counselor candidate…  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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Can state and define diversity issues, trend, and attitude.*  ***Evidence of Practice***  *Can state importance of* counseling *activities and plans that incorporate social and cultural diversity education.*  *Demonstrates sensitivity to multicultural diversity during the implementation of school counseling program activities.*  ***Evidence of Impact***  *Knowledge of social and cultural diversity in the school grows.* | | ***Evidence of Commitment***  *Sometimes incorporates social and cultural diversity education into school counseling program activity planning.*  ***Evidence of Practice***  *Sometimes implements* counseling *activities and plans that incorporate social and cultural diversity education.*  *Sometimes demonstrates sensitivity to multicultural diversity during the implementation of school counseling program activities.*  ***Evidence of Impact***  *Identification of social and cultural diversity factors in the school grows.* | | ***Evidence of Commitment***  *Incorporates social and cultural diversity education into school counseling program activity planning.*  ***Evidence of Practice***  *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.*  ***Evidence of Impact***  *Understanding of social and cultural diversity in the school grows.* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 1.5

**Standard 1: Student Development**

**Quality Indicator 5 - Appraisal of Student Growth and Achievement: The School Counselor Candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and social/emotional 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Guided by professional ethical assessment standards, begins to **state and define** measurement and assessment appropriate for level of training and consistent with a fully implemented school counseling program and consults with a site supervisor about existing assessment instruments. | | The emerging counselor candidate…  Guided by professional ethical assessment standards, begins to **identify and describe** measurement and assessment appropriate for level of training and consistent with a fully implemented school counseling program and reviews existing assessment instruments with a site supervisor to ensure each is developmentally and culturally appropriate, valid, and reliable. | | The developing counselor candidate…  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 site supervisor to review existing assessment instruments to ensure each is developmentally and culturally appropriate, valid, and reliable. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Can define importance of ethical assessment strategies in planning interventions and program activities within the school counseling program resources and/or the program plan.*  ***Evidence of Practice***  *Can define general formal and/or informal assessments to address specific goals within student intervention and* school *counseling program activities.*  ***Evidence of Impact***  *Knowledge of how to summarize assessment results.* | | ***Evidence of Commitment***  *Assists supervisor in identifying ethical assessment strategies in planning interventions and program activities within the school counseling program resources and/or the program plan.*  ***Evidence of Practice***  *Assists supervisor in implementing ethically sound formal and/or informal assessments to address specific goals within student intervention and* school *counseling program activities.*  ***Evidence of Impact***  *Sometimes summarizes assessment results.* | | ***Evidence of Commitment***  *Identifies ethical assessment strategies in planning interventions and program activities within the school counseling program resources and/or the program plan.*  ***Evidence of Practice***  *Implements ethically sound formal and/or informal assessments to address specific goals within student intervention and* school *counseling program activities.*  ***Evidence of Impact***  *Summarizes assessment results.* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 1.6

**Standard 1: Student Development**

**Quality Indicator 6 - Career Development and Planning: The School Counselor Candidate 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **state and define** importance 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. | | The emerging counselor candidate…  Begins to **identify and describe**importance 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. | | The developing counselor candidate…  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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding school counseling program activity plans and incorporating knowledge of career development and career focused School Counseling GLEs.*  ***Evidence of Practice***  *Knowledge that alignment should exist between the school counseling program activity plans and the instruction/intervention that is delivered.*  ***Evidence of Impact***  *Knowledge that students should demonstrate career knowledge, exploration, and planning through grade appropriate activities and assessments.* | | ***Evidence of Commitment***  *School counseling program activity plans sometimes incorporate knowledge of career development and career focused School Counseling GLEs.*  ***Evidence of Practice***  *Alignment sometimes begins to exist between the school counseling program activity plans and the instruction/intervention that is delivered.*  ***Evidence of Impact***  *Students sometimes demonstrate career knowledge, exploration, and planning through grade appropriate activities and assessments.* | | ***Evidence of Commitment***  *School counseling program activity plans incorporate knowledge of career development and career focused School Counseling GLEs.*  ***Evidence of Practice***  *Alignment begins to exist between the school counseling program activity plans and the instruction/intervention that is delivered.*  ***Evidence of Impact***  *Students demonstrate career knowledge, exploration, and planning through grade appropriate activities and assessments.* |
| **0** | **1** | **2** | **3** | **4** |

**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 social/emotional development of all students.**

|  |  |  |
| --- | --- | --- |
| **Professional Commitment** | | |
| * 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 | * 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 | * 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** | | |
| * 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 | * 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 | * 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** | | |
| * 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 | * 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 | * 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.) |

**School Counselor Candidate Growth Guide 2.1**

**Standard 2: School Counseling Program Implementation**

**The School Counselor Candidate 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 social/emotional development of all students.**

**Quality Indicator 1 - Structural Components: The School Counselor Candidate 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Identify** what structural components are incorporated into the district’s school counseling program. | | The emerging counselor candidate…  **Gives examples** of how some structural components are incorporated into the district’s school counseling program. | | The developing counselor candidate…  **Describes** how the structural components are incorporated into the district’s school counseling program. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding how to advocate for collaborative discussion of the structural components in the district’s written school counseling program plan with site supervisor and administrator to understand the structural components.*  ***Evidence of Practice***  *Knowledge regarding how to participate in collaborative discussion of the structural components in the district’s written school counseling program plan with site supervisor and administrator.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Sometimes advocates for collaborative discussion of the structural components in the district’s written school counseling program plan with site supervisor and administrator to understand the structural components.*  ***Evidence of Practice***  *Sometimes participates in collaborative discussion of the structural components in the district’s written school counseling program plan with site supervisor and administrator.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Advocates for collaborative discussion of the structural components in the district’s written school counseling program plan with site supervisor and administrator to understand the structural components*  ***Evidence of Practice***  *Participates in collaborative discussion of the structural components in the district’s written school counseling program plan with site supervisor and administrator*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 2.2

**Standard 2: School Counseling Program Implementation**

**Quality Indicator 2 - School Counseling Program Components: The School Counselor Candidate 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Recalls 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. | | The emerging counselor candidate…  Is able to **explain or describe** 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. | | The developing counselor candidate…  **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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding how to advocate for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the school counseling program components.*  ***Evidence of Practice***  *Knowledge regarding how to utilize time task analysis to track implementation of the comprehensive school program components described by the written plan.*  ***Evidence of Impact***  *Knowledge of how to analyze the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and site supervisor* | | ***Evidence of Commitment***  *Sometimes advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the school counseling program components.*  ***Evidence of Practice***  *Sometimes utilizes time task analysis to track implementation of the comprehensive school program components described by the written plan.*  ***Evidence of Impact***  *Sometimes analyzes the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and site supervisor* | | ***Evidence of Commitment***  *Advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the school counseling program components.*  ***Evidence of Practice***  *Utilizes time task analysis to track implementation of the comprehensive school program components described by the written plan.*  ***Evidence of Impact***  *Analyzes the time task analysis to review the implementation of the program components described by the written plan and discusses with administrator and site supervisor* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 2.3

**Standard 2: School Counseling Program Implementation**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Can **identify** software programs and data systems within the district and how district technology is/can be used in the delivery and management of the district’s school counseling program. | | The emerging counselor candidate…  **Demonstrates familiarity** with 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. | | The developing counselor candidate…  **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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge of program management and activity plans to include technologies to enhance processes.*  ***Evidence of Practice***  *Knowledge of some available technologies to deliver and manage the school counseling program.*  ***Evidence of Impact***  *Students are aware of technology to engage in school counseling program delivery.* | | ***Evidence of Commitment***  *Program management and activity plans sometimes include technologies to enhance processes.*  ***Evidence of Practice***  *Sometimes uses some available technologies to deliver and manage the school counseling program.*  ***Evidence of Impact***  *Students sometimes use technology to engage in school counseling program delivery.* | | ***Evidence of Commitment***  *Program management and activity plans begin to include technologies to enhance processes.*  ***Evidence of Practice***  *Uses some available technologies to deliver and manage the school counseling program.*  ***Evidence of Impact***  *Students use technology to engage in school counseling program delivery.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 2.4**

**Standard 2: School Counseling Program Implementation**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **identify** school counseling program, personnel, and results-based evaluation procedures. | | The emerging counselor candidate…  Begins to **describe and use** school counseling program, personnel, and results-based evaluation procedures. | | The developing counselor candidate…  Begins to **use and promote** school counseling program, personnel, and results-based evaluation procedures. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding advocating for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the processes for personnel, program and results based evaluation*  ***Evidence of Practice***  *Knowledge regarding utilization of annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.*  ***Evidence of Impact***  *Knowledge regarding how counselor behavior can be adjusted, as needed, based on personnel evaluation.* | | ***Evidence of Commitment***  *Sometimes advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the processes for personnel, program and results based evaluation*  ***Evidence of Practice***  *Sometimes utilizes annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.*  ***Evidence of Impact***  *Counselor behavior is sometimes adjusted, as needed, based on personnel evaluation.* | | ***Evidence of Commitment***  *Advocates for collaborative review of the District’s written school counseling program plan with site supervisor and administrator to understand the*  *processes for personnel, program and results based evaluation*  ***Evidence of Practice***  *Utilizes annual evaluation processes for personnel, program and results based evaluation as planned in program activities; participates in personnel evaluation processes.*  ***Evidence of Impact***  *Counselor behavior is adjusted, as needed, based on personnel evaluation.* |
| **0** | **1** | **2** | **3** | **4** |

**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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| * Knowledge of school/ student data & needs * Lesson/unit plans responsive to school/student data and needs * Substitute counselor plan | * Maintains list of school community resources * PD training in collaborative processes * Meeting agendas | * IEP conferences/reports * Counselor reports * Professional learning community member | * Maintains a calendar of activities * Maintains a schedule of activities * School Counseling advisory committee meetings are scheduled |
| **Professional Practice** | | | |
| * 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 | * 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 | * 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 | * 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** | | | |
| * 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 | * Student reflection/journals * Student /parent feedback/comments * Student and/or parent survey results * Structured interviews with students * Student products/projects | * Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) or group progress * Academic records of individual student progress or group progress | * School Counselor logs * Written evaluation of student outcomes attained through consultation * Data on effectiveness of program activities * Program/activity improvement plans |

School Counselor Candidate Growth Guide 3.1

**Standard 3: Professional Relationships**

**Quality Indicator 1 - Interpersonal Skills: The School Counselor Candidate promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and social/emotional success of all students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **describe and explain** knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate. | | The emerging counselor candidate…  Begins to **generalize and illustrate** knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate. | | The developing counselor candidate…  Begins to **apply** knowledge of, appreciation for, and the use of interpersonal skills that facilitate professional relationships, communication, and positive school climate. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding including scheduling time to develop professional networks/interactions.*  ***Evidence of Practice***  *Knowledge regarding how to actively engage in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates.*  ***Evidence of Impact***  *Knowledge regarding the importance of having administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates communicate having a positive working relationship with the School Counselor Candidate.* | | ***Evidence of Commitment***  *Sometimes includes time in schedule to develop professional networks/interactions.*  ***Evidence of Practice***  *Sometimes engages in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates.*  ***Evidence of Impact***  *Administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates sometimes communicate having a positive working relationship with the School Counselor Candidate.* | | ***Evidence of Commitment***  *Includes time in schedule to develop professional networks/interactions.*  ***Evidence of Practice***  *Begins to actively engage in strategies to build positive relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates.*  ***Evidence of Impact***  *Administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates communicate having a positive working relationship with the School Counselor Candidate.* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 3.2

**Standard 3: Professional Relationships**

**Quality Indicator 2 - Collaboration: The School Counselor Candidate develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates in order to promote the academic, career, and social/emotional development success of all students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **identify** collaboration skills. | | The emerging counselor candidate…  Begins to **describe** collaboration skills. | | The developing counselor candidate…  Begins to **use** collaboration skills. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding how to review school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.*  ***Evidence of Practice***  *Knowledge regarding working 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 social/emotional success needs.*  ***Evidence of Impact***  *Knowledge regarding how appropriate resources and strategies are identified.* | | ***Evidence of Commitment***  *Sometimes reviews school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.*  ***Evidence of Practice***  *Sometimes 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 social/emotional success needs.*  ***Evidence of Impact***  *Appropriate resources and strategies are sometimes identified.* | | ***Evidence of Commitment***  *Reviews school improvement plan; student achievement, grade, behavioral, and attendance data; program planning survey data, etc.*  ***Evidence of Practice***  *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 social/emotional success needs.*  ***Evidence of Impact***  *Appropriate resources and strategies are identified.* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 3.3

**Standard 3: Professional Relationships**

**Quality Indicator 3 - Consultation Theories and Strategies: The School Counselor Candidateuses 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 social/emotional development of all students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **identify** consultation skills | | The emerging counselor candidate…  Begins to **describe** consultation skills | | The developing counselor candidate…  Begins to **use** consultation skills. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding identifying stakeholders and community resources for consultation and adheres to ethical standards and HIPAA/ FERPA guidelines.*  ***Evidence of Practice***  *Knowledge of potential school/community resources.*  ***Evidence of Impact***  *Knowledge regarding consultation activities and coordination of resources and importance of plans to collect data to inform resources and processes is articulated.* | | ***Evidence of Commitment***  *Sometimes identifies stakeholders and community resources for consultation and adheres to ethical standards and HIPAA/ FERPA guidelines.*  ***Evidence of Practice***  *Sometimes attempts a list of potential school/community resources and sometimes identifies a process to actively involve self and others in effective consultation.*  ***Evidence of Impact***  *Examples of consultation activities and coordination of resources is sometimes documented in School Counselor Candidate logs and a plan to collect data to inform resources and processes is articulated.* | | ***Evidence of Commitment***  *Identifies stakeholders and community resources for consultation and adheres to ethical standards and HIPAA/ FERPA guidelines.*  ***Evidence of Practice***  *Begins a list of potential school/community resources and identifies a process to actively involve self and others in effective consultation.*  ***Evidence of Impact***  *Examples of consultation activities and coordination of resources is documented in School Counselor Candidate logs and a plan to collect data to inform resources and processes is articulated.* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 3.4

**Standard 3: Professional Relationships**

**Quality Indicator 4 - School and Community Involvement: The School Counselor Candidate is actively involved in school and community initiatives that promote the academic, career, and social/emotional development of all students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Demonstrates awareness** of how to participate in school and of community initiatives and to access and use school and community resources. | | The emerging counselor candidate…  **Gives examples** of how to participate in school and of community initiatives and to access and use school and community resources. | | The developing counselor candidate…  Begins to **participate** in school and community initiatives and to access and use school and community resources. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding the importance of developing a calendar of activities to include school community involvement.*  ***Evidence of Practice***  *Knowledge regarding the importance of identifying school and community initiatives and resources and initiates contact and involvement.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Sometimes develops a calendar of activities to include school community involvement.*  ***Evidence of Practice***  *Sometimes identifies school and community initiatives and resources and initiates contact and involvement.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Develops a calendar of activities to include school community involvement.*  ***Evidence of Practice***  *Identifies school and community initiatives and resources and initiates contact and involvement.*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |

**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** | | | |
| * Holds appropriate credentials * Has an ongoing agenda for professional development * Membership in professional organizations relative to school counseling | * 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 | * Establishes appropriate personal/professional boundaries * Attends GSOS workshops for program information and resources * Engages in Professional Development about advocacy | * Knows where to find the program component resource guides on the MoDESE web pages * Knows concepts of school counseling program |
| **Professional Practice** | | | |
| * 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 | * 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 | * Engages in Professional Development 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 | * 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** | | | |
| * *Participates in leadership responsibilities of professional organizations and/or local educator committees* * *Recruits and mentors new professionals.* | * 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 | * School Improvement Data improves (Graduation rates improve, Office discipline referrals decrease, Student grades/achievement improve) * *Supports/provides professional development for others* |  |

School Counselor Candidate Growth Guide 4.1

**Standard 4: Leadership and Advocacy**

**Quality Indicator 1 - Personal Well-Being: The School Counselor Candidate knows, understands, uses, and models techniques of self-care.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Describes and explains** techniques of self-care and uses supervision and consultation with a School Counselor Candidate site supervisor and others to support well-being. | | The emerging counselor candidate…  **Begins to apply** techniques of self-care and uses supervision and consultation with a School Counselor Candidate site supervisor and others to support well-being. | | The developing counselor candidate…  **Applies** techniques of self-care and uses supervision and consultation with a School Counselor Candidate site supervisor and others to support well-being. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding the importance of establishing appropriate personal and professional boundaries*  ***Evidence of Practice***  *Knowledge regarding the importance of using supervision and consultation with a School Counselor Candidate site supervisor to support appropriate personal and professional boundaries*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Begins to establish appropriate personal and professional boundaries*  ***Evidence of Practice***  *Sometimes uses supervision and consultation with a School Counselor Candidate site supervisor to support appropriate personal and professional boundaries*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Establishes appropriate personal and professional boundaries*  ***Evidence of Practice***  *Uses supervision and consultation with a School Counselor Candidate site supervisor to support appropriate personal and professional boundaries*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |

School Counselor Candidate Growth Guide 4.2

**Standard 4: Leadership and Advocacy**

**Quality Indicator 2 - Leadership and Professionalism: The School Counselor Candidate knows, understands, models, and promotes personal leadership and professionalism.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Knowledge** of appropriate credentials for practice. | | The emerging counselor candidate…  **Identifies steps** to attaining appropriate credentials for practice. | | The developing counselor candidate…  Has a professional development plan for **applying** for appropriate credentials for practice. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knows what appropriate credentials are needed for practice*  ***Evidence of Practice***  *Knowledgeable regarding the importance of using reflection and feedback to support personal, professional, and school counseling program improvement.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Can identify the steps to attaining appropriate credentials for practice*  ***Evidence of Practice***  *Sometimes uses reflection and feedback to develop a professional development plan to support personal, professional, and school counseling program improvement.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Has an explicit plan for applying for appropriate credentials*  ***Evidence of Practice***  *Uses reflection and feedback to develop a professional development plan to support personal, professional, and school counseling program improvement.*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 4.3**

**Standard 4: Leadership and Advocacy**

**Quality Indicator 3 - Student Advocacy: The School Counselor Candidate knows and understands the advocacy processes needed to address individual, institutional, and social factors that influence access, equity, and success for all students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Identifies student advocacy issues, as well as individual, institutional, and social factors that impact students. | | The emerging counselor candidate…  Identifies student advocacy issues, as well as individual, institutional, and social factors that impact students, **and identifies stakeholders.** | | The developing counselor candidate…  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**. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledgeable regarding the importance of student advocacy issues/processes and individual, institutional, and social factors that impact students.*  ***Evidence of Practice***  *Knowledge regarding the importance of beginning collaborative discussions about advocacy issues and processes with building level stakeholders*  ***Evidence of Impact***  *Knowledge regarding the importance of sharing understanding between building stakeholders of advocacy issues.* | | ***Evidence of Commitment***  *Sometimes identifies student advocacy issues/processes and individual, institutional, and social factors that impact students.*  ***Evidence of Practice***  *Attempts collaborative discussions about advocacy issues and processes with building level stakeholders*  ***Evidence of Impact***  *Shared understanding between building stakeholders of advocacy issues.* | | ***Evidence of Commitment***  *Identifies student advocacy issues/processes and individual, institutional, and social factors that impact students.*  ***Evidence of Practice***  *Begins collaborative discussions about advocacy issues and processes with building level stakeholders*  ***Evidence of Impact***  *Shared understanding between building stakeholders of advocacy issues and processes begins to develop.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 4.4**

**Standard 4: Leadership and Advocacy**

**Quality Indicator 4 - School counseling program Leadership: The School Counselor Candidate 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to **identify** leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement. | | The emerging counselor candidate…  Begins to **describe** leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement. | | The developing counselor candidate…  Begins to **apply** leadership and advocacy strategies for school counseling program planning, design, implementation, evaluation, and enhancement. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knows the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.*  ***Evidence of Practice***  *Knowledge regarding 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.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Know and sometimes understands the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.*  ***Evidence of Practice***  *Assists 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.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Know and understands the concepts of the school counseling program: planning, design, implementation, evaluation, and improvement.*  ***Evidence of Practice***  *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.*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 4.5**

**Standard 4: Leadership and Advocacy**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  Begins to understand the importance of identifying characteristics of a school’s climate and culture and how that can impact school counseling program activities. | | The emerging counselor candidate…  Begins to **explain** characteristics of the school’s climate and culture that could encourage school counseling program activities that encourage a positive and safe climate and culture. | | The developing counselor candidate…  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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge regarding the importance of identifying school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture*  ***Evidence of Practice***  *Knowledge regarding how to engage in activities in order to learn the culture of the school and community.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Sometimes identifies school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture*  ***Evidence of Practice***  *Sometimes engages in activities to learn the culture of the school and community.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Identifies school counseling program activities that will encourage safety, mutual respect, and a positive school climate and culture*  ***Evidence of Practice***  *Engages in activities to learn the culture of the school and community.*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |

**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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| * Personnel Files reflect appropriate certification for work assignment * Membership in professional organizations * Professional development (ethical conduct, professionalism, legal issues) | * Ethical standards are articulated in the written Comprehensive School Counseling plan * Referral policies and processes are adopted | * Relevant local policies and procedures are articulated in the written Comprehensive School Counseling plan * Staff development agendas | * Mentoring plans/logs * Schedules and calendars reflect activity within scope of training/practice |
| **Professional Practice** | | | |
| * Ethical issues are identified * Referral policies and processes are implemented * Logs indicate referral policies and procedures are implemented as planned | * Revision dates reflect that referral policies and procedural guidelines are updated * Agendas reflect planning/discussion of policy/procedures | * Logs document consultations regarding ethical/policy/legal dilemmas * Student contact data table * Classroom/Small group guidelines are posted | * Limits of confidentiality are posted to inform students * Agendas reflect discussion of ethical responsibilities |
| **Professional Impact** | | | |
| * Observation of school counselor interactions * Time/task documents participation in school/community activities * Copies of policy revisions | * Student reflection/journals * Student /parent feedback/comments * Student and/or parent survey results * Structured interviews with students * Student products/projects * Roles in professional organizations | * Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) or group progress * Academic records of individual student progress or group progress | * 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 Candidate Growth Guide 5.1**

**Standard 5: Ethical and Professional Conduct**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate… **Identifies** professional ethical standards, knows how to seek consultation for assistance in ethical decision-making, and understands the importance of communicating with administrators about the ethical standards of the school counseling profession. | | The emerging counselor candidate…Is able to **explain** professional ethical standards, begins to seek consultation for assistance in ethical decision-making, and begins to communicate with administrators about the ethical standards of the school counseling profession. | | The developing counselor candidate… **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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledge of appropriate ethical guidelines and a model for ethical decision-making for School Counselor Candidates*  ***Evidence of Practice*** *Identifies professional ethical standards, knows how to seek consultation for assistance in ethical decision-making, and understands the importance of communicating with administrators about the ethical standards of the school counseling profession.* ***Evidence of Impact***  *Knowledge regarding the importance of having a shared understanding between building administrator(s) and School Counselor Candidate about the boundaries and limits of confidentiality and other ethical guidelines.* | | ***Evidence of Commitment***  *Sometimes identifies appropriate ethical guidelines and a model for ethical decision-making for School Counselor Candidates*  ***Evidence of Practice*** *Practices in accordance with professional ethical standards, sometimes seeks consultation for assistance in ethical decision-making, and attempts communication with administrators about the ethical standards of the school counseling profession.* ***Evidence of Impact***  *There is a shared understanding between building administrator(s) and School Counselor Candidate about the boundaries and limits of confidentiality and other ethical guidelines.* | | ***Evidence of Commitment***  *Identifies appropriate ethical guidelines and a model for ethical decision-making for School Counselor Candidates*  ***Evidence of Practice*** *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.* ***Evidence of Impact***  *There is a shared understanding between building administrator(s) and School Counselor Candidate about the boundaries and limits of confidentiality and other ethical guidelines.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 5.2**

**Standard 5: Ethical and Professional Conduct**

**Quality Indicator 2 - Professional Standards: The School Counselor Candidate knows, understands, and practices in accordance with standards associated with the counseling profession.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Identifies** MoSPE standards for School Counselor Candidates, participates in a School Counselor Candidate program, and knows how to seek consultation to guide practice. | | The emerging counselor candidate…  Is able to **explain** MoSPE standards for School Counselor Candidates, participates in a School Counselor Candidate program, and is beginning to seek consultation to guide practice. | | The developing counselor candidate…  **Practices** in accordance with MoSPE standards for School Counselor Candidates, participates in a School Counselor Candidate program, and seeks consultation to guide practice. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledgeable of appropriate scope of practice consistent with level of training.*  ***Evidence of Practice***  *Identifies MoSPE standards for School Counselor Candidates, participates in a School Counselor Candidate program, and seeks consultation to guide practice.*  ***Evidence of Impact***  *Knowledgeable regarding the importance of an open dialogue between building administrator(s) and School Counselor Candidate regarding School Counselor Candidate competencies and legal and ethical parameters of practice.* | | ***Evidence of Commitment***  *Sometimes articulates an appropriate scope of practice consistent with level of training.*  ***Evidence of Practice***  *Is able to explain MoSPE standards for School Counselor Candidates, participates in a School Counselor Candidate program, and is beginning to seek consultation to guide practice.*  ***Evidence of Impact***  *There is a beginning attempt at open dialogue between building administrator(s) and School Counselor Candidate regarding School Counselor Candidate competencies and legal and ethical parameters of practice.* | | ***Evidence of Commitment***  *Articulates an appropriate scope of practice consistent with level of training.*  ***Evidence of Practice***  *Practices in accordance with MoSPE standards for School Counselor Candidates, participates in a School Counselor Candidate program, and seeks consultation to guide practice.*  ***Evidence of Impact***  *There is open dialogue between building administrator(s) and School Counselor Candidate regarding School Counselor Candidate competencies and legal and ethical parameters of practice.* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 5.3**

**Standard 5: Ethical and Professional Conduct**

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

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| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Identify** local district and school policies and procedures. | | The emerging counselor candidate…  **Consults** with supervisors about the local district and school policies and procedures. | | The developing counselor candidate…  Consults with supervisors and administrators about **and practices** in accordance with the local district and school policies and procedures. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledgeable of district/building in-service and reads policy and procedural manuals.*  ***Evidence of Practice***  *Knowledgeable regarding the importance of consulting with administrators and practices in accordance with the local district and school policies and procedures.*  ***Evidence of Impact***  *Knowledge regarding the importance of having open dialogue between building administrator(s) and School Counselor Candidate regarding local district and school policies and procedures* | | ***Evidence of Commitment***  *Sometimes attends district/building in-service and reads policy and procedural manuals.*  ***Evidence of Practice***  *Sometimes consults with administrators and practices in accordance with the local district and school policies and procedures.*  ***Evidence of Impact***  *There is some dialogue between building administrator(s) and School Counselor Candidate regarding local district and school policies and procedures* | | ***Evidence of Commitment***  *Attends district/building in-service and reads policy and procedural manuals.*  ***Evidence of Practice***  *Consults with administrators and practices in accordance with the local district and school policies and procedures.*  ***Evidence of Impact***  *There is open dialogue between building administrator(s) and School Counselor Candidate regarding local district and school policies and procedures* |
| **0** | **1** | **2** | **3** | **4** |

**School Counselor Candidate Growth Guide 5.4**

**Standard 5: Ethical and Professional Conduct**

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

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| --- | --- | --- | --- | --- |
| **Baseline** | | **Emerging** | | **Developing** |
| The baseline counselor candidate…  **Identifies** local, state, and federal statutory requirements that pertain to education and the practice of school counseling. | | The emerging counselor candidate…  **Explains** local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses legal resources. | | The developing counselor candidate…  **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. |
| **Professional Frames** | | | | |
| ***Evidence of Commitment***  *Knowledgeable regarding professional development opportunities available 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*  ***Evidence of Practice***  *Identifies local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources, as needed.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *Sometimes 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*  ***Evidence of Practice***  *Explains and begins to practice 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.*  ***Evidence of Impact***  *N / A* | | ***Evidence of Commitment***  *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*  ***Evidence of Practice***  *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.*  ***Evidence of Impact***  *N / A* |
| **0** | **1** | **2** | **3** | **4** |