



Mississippi Department of Education
Office of School Counseling and Support Services
Accreditation Standard 2.4
Miss. Code Ann. §37-9-79

School Counselor Qualifications	
Qualification	Possible Documentation
Masters Degree in Guidance and Counseling {Miss. Code ann. § 37-9-79}	Copy of degree
Valid Mississippi Department of Education Certification {Miss. Code ann. § 37-9-79}	Copy of Educator License

Counselor Growth Rubric	
Domain 1: Program Delivery	Possible Documentation
<p>Standard 1: Plans and provides direct and indirect services to students for 80% of the time.</p> <ul style="list-style-type: none"> • Provides instruction in school counseling core curriculum career, and personal/social development for all student achievement and success • Provides individual student planning to assist students in educational, career, and personal goals. • Refers students and parents to appropriate school and community resources to support students • Provides prevention and crisis intervention strategies. 	<ul style="list-style-type: none"> • Referrals • Classroom Guidance Plans • Individual or Small Group Counseling • Student Sign-in Sheets or Logs • Time Management Assessment • Consultation • Crisis Response Forms • Rtl Documentation • Detailed Calendars (weekly, monthly, annually) • Group Activities



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<p>Standard 2: Engages in positive interactions with students</p> <ul style="list-style-type: none"> • Creates routines and expectations for students to safely voice opinions and ask questions • Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. • Adapts communication in response to students' behavior and needs. • Works appropriately closely with students to set and monitor goals and recognize success. 	<ul style="list-style-type: none"> • Posted Communications (bulletin boards, routines, procedures) • Lesson Plans/Activities • Parent/Community Outreach Materials • Student Data (Attendance, Grades, and Behavior) • Student Expression (i.e. student observations, samples of surveys/evaluations, student work through counseling) • Email, Newsletters, Memos, Website, Announcements, reports • Student Counseling Assignments with Instructions • Professional Development Presentations (to students, parents, and/or staff)
<p>Domain 2: Data Use</p>	<p>Possible Documentation</p>
<p>Standard 3: Plans and delivers services utilizing academic performance, behavioral, and attendance data.</p> <ul style="list-style-type: none"> • Uses data to adjust programs to meet needs • Uses data to identify students' needs and school and community trends • Uses data from program activities to evaluate program effectiveness annually and set improvement goals. 	<ul style="list-style-type: none"> • Annual Agreement • Process, Perceptions, and Outcome Data • Needs Assessments • Early Warning System reports (attendance, grades, and behavior) • Monthly Counselor Data (students seen, issues addressed, etc.) • Graduation Rates • ACT and AP Test Data • Pre-Post Surveys • Program Evaluation • Promotion Rates



	<ul style="list-style-type: none"> • Closing the Gap Activities • Action Plans • Program Evaluations
Domain 3: Professional Responsibilities	Possible Documentation
<p>Standard 4: Engages in professional learning</p> <ul style="list-style-type: none"> • Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement. • Applies current research and best practices to enhance student outcomes. • Stays current on best practices, legal concerns, and training through membership in professional organizations. 	<ul style="list-style-type: none"> • Professional Development Requests • Mentor Logs • Self-Assessment • Professional Development Agendas • Professional Organization Memberships (certificate or membership card) • List of Community Resources • National Board Certifications • Calendar with PD Involvement or Attendance
<p>Standard 5: Collaborates with colleagues</p> <ul style="list-style-type: none"> • Engages with colleagues in creating a positive school culture. • Is an active member of a professional learning community within the school/district. 	<ul style="list-style-type: none"> • School/District Participation (PD, PLC, etc.) • Staff Surveys • Annual Agreement • Emails, Memos, Reports, Newsletters, Brochures, Website • Professional Development Presentations Materials. • Agendas from Collaborative Counseling Meetings • Parent/Teacher Conference Notes/Invitations • Counselor Growth Evaluation



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<p>Standard 6: Demonstrates high ethical standards</p> <ul style="list-style-type: none"> • Acts in alignment with MS Codes of Ethics and the American School Counselor Association’s Ethical Standards for School Counselors. • Complies with school and district regulations and timelines. • Use information and technology ethically and maintains confidentiality of students records and required by law. 	<p>The following are posted and/or easily accessible:</p> <ul style="list-style-type: none"> • The American School Counselor Association (ASCA) Model • ASCA Code of Ethics • Posted Policies and Procedures • School/District Handbook • Informed Consent Forms
<p>Domain 4: Stakeholder Involvement</p>	<p>Possible Documentation</p>
<p>Standard 7: Establishes and mains effective communication with stakeholders.</p> <ul style="list-style-type: none"> • Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success. • Establishes convenes an advisory counsel for the school counseling program. • Effectively communicates program goals and results to stakeholders and advisory committee members elicit feedback. 	<ul style="list-style-type: none"> • Mission, Vison, and Goals (posted or easily accessible). • Parent and/or Community Activities • Student, Parent, and/or Staff Surveys • Advisory Council (member list, invitation letter, agendas, sign-in sheets). This council must include at least one administrator, counselor, teacher, parent, and community member. • Newsletters, Brochures, Websites, Memos, Emails • Parent/Community Contact Log • Letters to Community Members or Parents about Counseling Program • Parent Conferences • Attendance at School Functions (concerts, sporting events, etc.) • Meeting Logs, Notes, and Agendas