

PROFESSIONAL GROWTH SYSTEM

SCHOOL COUNSELOR GROWTH RUBRIC

Observation and Feedback Guidebook



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Mississippi Department of Education

OFFICE OF TEACHING AND LEADING

Acknowledgements

The Mississippi Department of Education (MDE) thanks the following individuals and organizations for their contributions to the development and implementation of the Professional Growth System (PGS).

- Dr. Chancey Fort, Mississippi Department of Education
- Kathy Mangum, Mississippi Department of Education
- Tina Statucki, Nevada Department of Education
- Kathleen Galland-Collins, Nevada Department of Education
- Crystal Brewer, American School Counselor Association, Board Member
- Dr. Ebonee Dorsey, Lawrence County School District
- Jessica Smith, Rankin County School District
- Suzanne Stokes, Ocean Springs School District
- Tajuana Williams, Desoto County School District
- Aquetta Butler, Natchez Adams School District

The MDE also thanks the educators who participated in focus groups and feedback sessions.

MISSISSIPPI DEPARTMENT OF EDUCATION

Kim Benton, Ed. D. Interim State Superintendent of Education

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P. O. Box 771, Suite 203, Jackson, MS 39205-0771, (601) 359-3511.

TABLE OF CONTENTS

Introduction	5
How the PGS Connects to Our Broader Goals	5
School Counselor Growth Rubric	5
Professional Growth System Goals	6
Future Measures	7
The Observation and Feedback Cycle	7
The Observation and Feedback Process	8
School Counselor Observations and Feedback Conversations	8
Summative Observation Ratings and Conference	11
School Counselor Growth Rubric Design	14
School Counselor Growth Rubric	14
School Counselor Performance Levels	16
Descriptors for School Counselor Growth Rubric Performance Levels	17
School Counselor Growth Rubric	19
Resources	28
The Observation and Feedback Cycle	29
School Counselor Evidence Collection	32
Observation Timeline	35
Sample Feedback Conversation Protocol	36
American School Counselor Association of School Standards	37
Standards Crosswalk	38
Appropriate and Inappropriate Activities	42
Sample of Appropriate and Inappropriate Activities	43
Glossary	44
Appendix A: Supporting Documents	48

Introduction

How the Professional Growth System Connects to Our Broader Goals

The Mississippi State Board of Education’s Strategic Plan outlines clear goals for advancing public education in the state of Mississippi. Goal 4 of the strategic plan specifically addresses teacher and leader effectiveness by ensuring that “every school has effective teachers and leaders.”

MDE VISION: To create a world-class educational system that gives students the knowledge and skills to be successful in college and workforce and to flourish as parents and citizens

MDE MISSION: To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MDE GOALS

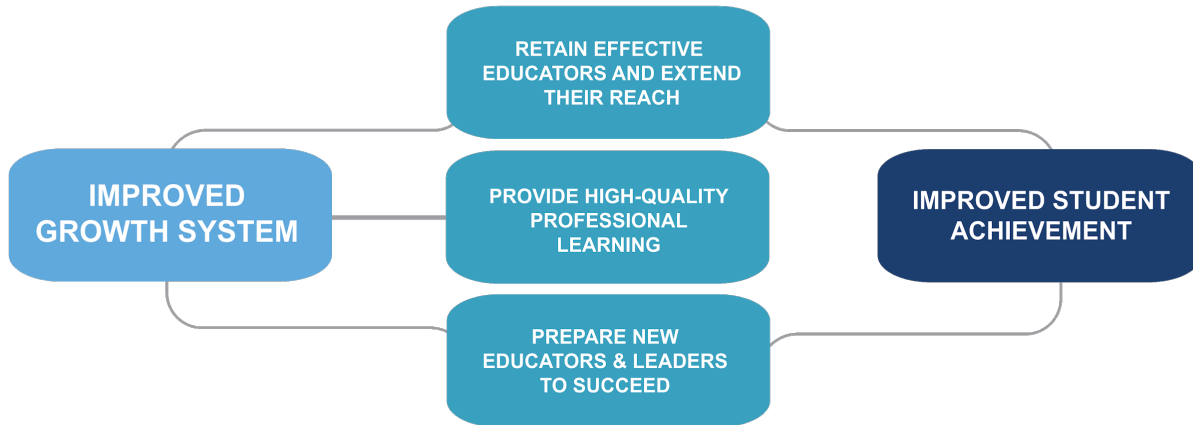
1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child has access to a High-Quality Early Childhood Program
4. Every School has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher Teacher Growth Rubric

School Counselor Growth Rubric

Research shows that school counselors play a vital role in student academic, college/career readiness, social/emotional learning, and mental well-being within schools. In their critical role, school counselors need feedback and high-quality learning experiences to continuously improve their practice and student learning. This feedback and support should be based on a shared understanding and ongoing support of best practice.

With input from hundreds of educators, a statewide team of teachers and leaders designed the Mississippi Educator and Administrator Professional Growth System (PGS) to help ensure that school counselors receive the high-quality feedback necessary to support the growth they must maintain. This system is also intended to provide districts and the Mississippi Department of Education (MDE) with data to strengthen decision-making to ensure that school counselors are better prepared, supported, and retained to improve student outcomes.

Professional Growth System Goals



The following are the goals of the Professional Growth System:

- Provide a shared vision for high-quality direct and indirect services to guide school counselors in improving their scope of practice
- Encourage regular, evidence-based observation and feedback for all school counselors
- Support school counselors and school leaders in identifying priorities for strengthening practice
- Serve as a guide for school counselors as they reflect upon their own practices

School Counselor and Principal/Observer Responsibilities

Counselor Responsibilities:

- Know and understand the School Counselor Growth Rubric domains, standards, and indicators
- Understand the observation process
- Prepare for and fully participate in each component of the observation process
- Develop strategies to improve practice in areas individually or collaboratively identified
- Implement strategies to improve practice in areas individually or collaboratively identified

Principal/Observer Responsibilities:

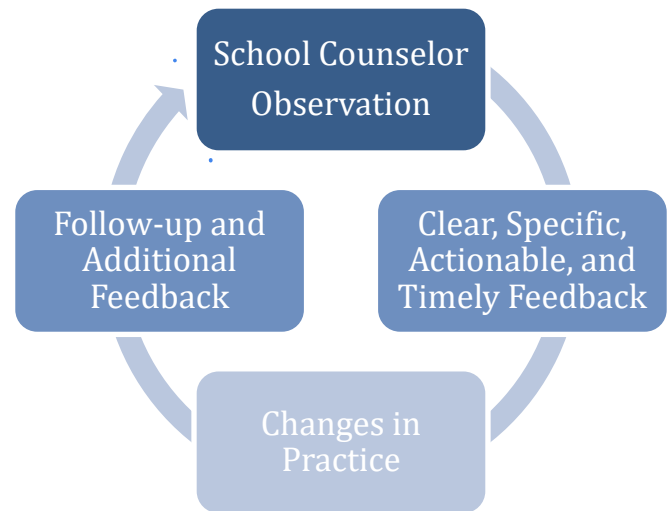
- Complete the MDE's observer training to understand and implement the School Counselor Growth Rubric with fidelity and consistency
- Know and understand the School Counselor Growth Rubric domains, standards, and indicators
- Know and understand School Counselor activities and/or services that are appropriate and inappropriate for observation
- Supervise the observation process and ensure that all steps are conducted according to the process
- Identify the School Counselor's strengths and areas for growth and provide specific, actionable feedback for improving practice
- Ensure that the Summative Observation Rating accurately reflects practice

Observers

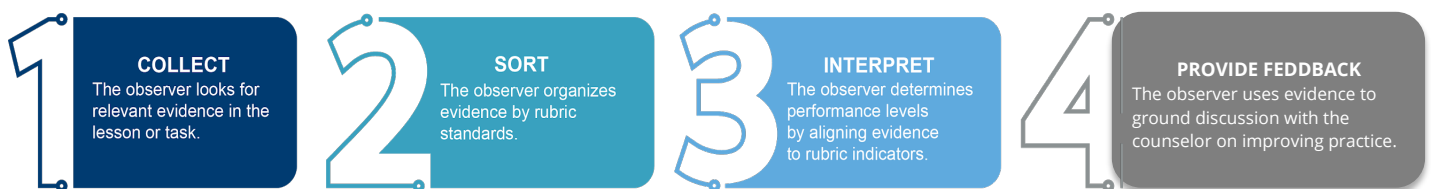
Local school districts have the discretion to designate administrators and educators to perform observations within their school district. All observations and feedback conversations must be performed by licensed educators or administrators and/or school counselor supervisor with who have successfully completed all MDE training requirements.

The Observation and Feedback Cycle

The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of observations, feedback, adjustments in practice, and follow-up to support the growth of school counselors. The Observation and Feedback Cycle will ensure that school counselors receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides school counselors with continuous feedback.



The Observation and Feedback Process



The Observation and Feedback Process is not a mystery. This is the four-step process for collecting evidence to support feedback conversations. These steps should be followed when observing school counselors. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality feedback easier. As observers gain experience and expertise with the School Counselor Growth Rubric, collecting and sorting evidence can be done simultaneously.

Collect: An observer looks for and records relevant evidence from an activity and/or lesson.

Sort: The observer organizes the evidence by domain and standards.

Interpret: The observer determines performance levels by aligning the evidence to the rubric's indicators.

Provide Feedback: The observer uses evidence in discussion with the school counselor on how to improve scope of practice.

School Counselor Observations and Feedback Conversations

School Counselor Observation

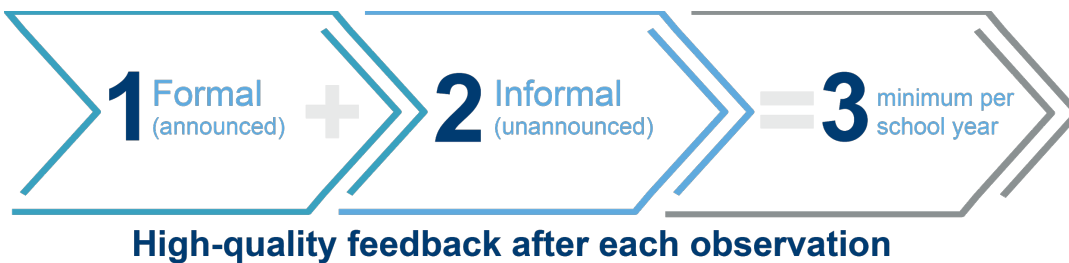
School counselor observations provide a view of counselor practice and the opportunity to collect evidence to assess practice using the Counselor Growth Rubric. Archer, Cantrell, Holtzman Jow, Tocci, & Wood (2016) wrote:

Evidence is the basis of fair evaluation and meaningful feedback. Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve. When an observer calls attention to specific actions that took place..., it demystifies the reasons why a specific performance rating is warranted and provides a clear starting point for discussing how to implement changes. A piece of evidence is an objective description of something observed [during observation]. It makes no suggestion of quality (p. 128).¹

School counselor observations serve as a snapshot of practice captured through watching and providing feedback on what is observed. Observations, both informal and formal, should be of sufficient length so that the observer can analyze the activity or task and accurately collect evidence. Time between observations must be sufficient for school counselors to improve their practice using the action steps identified during the feedback conversation. If the school counselor needs support(s) to improve his/her practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the school counselor to have had the opportunity to access appropriate supports.

¹ Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). *Better feedback for better teaching: a practical guide to improving classroom observations*. San Francisco, CA: Jossey-Bass, a Wiley Brand.

School Counselor Observations



Informal/Walk-through Observations

Research clearly indicates that adults, including educators, need regular feedback to strengthen practice. Informal observations/walk-throughs are unannounced school counselor observations that support the collection of evidence to provide high-quality feedback to School Counselors about specific tasks. One of the important findings of the Measures of Effective Teaching (MET) Project sponsored by the Bill and Melinda Gates Foundation was that 15-minute observations were as effective as observations of 45 minutes.² The informal/walk-through observations should occur throughout the school year. Two informal observations are required. Beyond the required two, the frequency and length of time of the informal/walk-through observations are at the discretion of the school district. While two is a minimum requirement, more frequent informal observations may be needed to strengthen a school counselor's practice. A single informal observation does not need to assess every aspect of a school counselor's practice, but observers should use the rubric to identify potential areas for feedback. **Note: Observers must comply to the ASCA Ethical Standards for School Counselors, A.2 Confidentiality in conducting informal/walk-through observations.**

Formal Observations

Formal observations should be announced. Each school counselor should receive a minimum of one formal observation per school year. Beyond the required one, the frequency and length of the formal observations are at the discretion of the school district.

Pre-observation Conferences

Pre-observation conferences provide the opportunity for the school counselor to describe the Annual Student Outcome Goals and Annual Administrative Conference. Pre-observation conferences are not required but are useful in building shared trust with the observation process.

Sample Questions

- What are your goals for the school counseling program?
- What do you want to accomplish for the observation?

² Ho, A. D., & Kane, T. J. (2013, January). The reliability of classroom observations by school personnel (Rep.). Retrieved February 2017, from the Bill and Melinda Gates Foundation website: k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET_Reliability-of-Classroom-Observations_Research-Paper.pdf.

- How will you know if you accomplish your goals for observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through direct and indirect services.
- How will you help students develop skills for academic, college/career, and social/emotional?
- What collaboration might you have with colleagues in preparation for the observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitor's student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Feedback Conversations

Of all the approaches to promote school counselors' scope of practice, the most powerful is that of professional conversation.³ Reflective conversations about practice allow school counselors to understand and analyze events within the comprehensive school counseling program. High-quality feedback helps school counselors improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after an observation should focus on foundational practices that will have a domino effect on the mastery of other practices (highest leverage), be clear and observable (not vague), and be bite-sized so it can be implemented quickly.¹ Feedback should be provided to the school counselor as soon as possible after each observation.



³ Danielson, C. (2016). *Talk about teaching!: leading professional conversations*. Thousand Oaks, CA: Corwin, a Sage Company.

Observers should **prioritize a narrow area of focus** to discuss with the school counselor. A focus area should be narrowed so that the observer and school counselor can co-plan strategies for implementation that can quickly make a noticeable difference in the school counselor.¹ School counselors should always be meaningfully engaged in the feedback conversation and not just recipients of information from the observer. A two-way conversation allows a counselor to better understand the relationships between his/her action and student outcomes or school-wide initiatives. **Reflective prompts** provide a structure for school counselors to self-analyze their own actions and what they might improve.¹

Feedback must include more than prompts crafted to promote self-reflection. The onus for identifying techniques to improve practice should not rest only on the school counselor. Observers need to bring something to the table. For instance, if the focus of feedback is on decreasing the number of bullying reports, **the observer should come with a handful of very specific and practical techniques** for doing so. A school counselor who leaves a post observation conference with something of value is much more likely to view observation in a positive light.¹

Discussion Points

- Fall Observations:
 - Data to support students and school needs
 - School Counselor Program Goals
 - Annual Administrative Conference
 - Annual Student Outcome Goals
 - Use-of-Time
- Spring Observations:
 - Outcome data
 - Program result data
 - Action plan results
 - Annual Results Report
 - Use-of-Time

Summative Observation Ratings

Using the evidence collected over the course of the school year, the observer should apply the four-performance level rating scale to evaluate a school counselor's practice using all 9 School Counselor Growth Rubric standards. Therefore, the summative observation rating represents where the "preponderance of evidence" exists. The summative observation rating is based upon the aggregate, unweighted domain averages. Each standard is assigned a rating of 1.00 through 4.00 points. Domain ratings are calculated by averaging the standards in each domain. The values are rounded to two decimals (i.e., 3.05). These numeric values are then aggregated and divided by four (i.e., the number of domains) to produce a summative observation rating from 1.00 through 4.00 points. Summative observation standard ratings for each school counselor

will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

Summative Observation Rating Calculation Example

Standards	4	3	2	1	Rating
Domain I: Counseling Program Planning					
1. Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.			✓		2
2. Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/ career, and social/emotional outcomes and the overall school/learning environment.	✓				4
DOMAIN I RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					3
Domain II: Delivery of Direct and Indirect Services					
3. Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.			✓		2
4. Collaborates and consults with stakeholders in order to provide referrals on behalf of students academic achievement, college/career and social/emotional development.	✓				4
5. Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, and school climate data and feedback from stakeholders in order to continually improve student outcomes.	✓				4
DOMAIN II RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					3.33
Domain III: Culture and Learning Environment					
6. Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning, and social/emotional well-being.		✓			3
7. Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.			✓		2
DOMAIN III RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					2.5

Domain IV: Professional Responsibilities			
8. Adheres to the American School Counselor Association's ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective self-reflection.	✓		3
9. Demonstrate the scope of school counseling practice in the educational setting and participate in responsibilities as a leader, collaborator, advocate, and agent for systemic change.	✓		3
DOMAIN IV RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)			3
SCHOOL COUNSELOR OBSERVATION RATING (AVERAGE OF DOMAIN RATINGS)			2.96

Summative Observation Conferences

Prior to the end of the school year and in accordance with school district timelines, the observer will conduct a summative observation conference with the school counselor. During the conference, the observer and school counselor will discuss the school counselor’s observations, evidence of the school counselor’s practice, and professional growth opportunities. At this time, the school counselor should also receive summative observation rating.

The following sample questions are intended to guide thinking and conversation during post-observation conferences. The purpose of these conferences is to promote communication, understanding and reflection on professional practices. All questions will not apply to all observations.

Discussion Points

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation?
- How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data helped improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing direct and/or indirect services to meet student needs?
- Discuss ways you could meet the needs of students through systems support.
- Discuss ways in which you can advocate for different groups of students.
- How can I (as your evaluator) help support your goals for the program?

School Counselor Growth Rubric Design

DOMAIN

Domain I: Comprehensive School Counseling Program Planning

STANDARD

1. Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.

Evidence:

- Annual Administrative Conference
- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Stakeholder Presentation
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)

4

- **Fully** implements **all** components of a comprehensive school counseling program and **frequently** reflects on future program needs
- **Consistently** partners with multiple stakeholders to ensure the comprehensive program is based on needs
- **Consistently** establishes goals, plans, and strategies that align with the school's goals and mission

3

- Implements **most** of the components of a comprehensive school counseling program, reflects on future program needs
- **Frequently** partners with stakeholders to ensure the comprehensive program is based on needs
- **Frequently** establishes goals, plans, and strategies that align with the school's goals and mission

INDICATORS

2

- Plans the implementation of a **few** components of a comprehensive school counseling program
- **Sometimes** partners with stakeholders to ensure the comprehensive program is based on needs
- **Establishes few** goals, plans, and strategies that align with the school's goals and mission

1

- **Does not** plan the implementation of the components of a comprehensive school counseling program
- **Does not** partner with stakeholders to ensure the comprehensive program is based on needs
- **Does not** establish goals, plans, and strategies that align with the school's goals and mission

School Counselor Growth Rubric Domains and Standards

The School Counselor Growth Rubric has four domains and 9 standards.

Domain I: Comprehensive School Counseling Program Planning

- 1:** Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.
- 2:** Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.

Domain II: Delivery of Direct and Indirect Services

- 3:** Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.
- 4:** Collaborates and consults with stakeholders in order to provide referrals on behalf of students' academic achievement, college/career and social/emotional development.
- 5:** Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes.

Domain III: Culture and Learning Environment

- 6:** Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning, and social/emotional well-being.
- 7:** Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Domain IV: Professional Responsibilities

- 8:** Adheres to the American School Counselor Association's ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective self-reflection.
- 9:** Demonstrate the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

School Counselor Performance Levels

A school counselor's practice on each standard will be evaluated in accordance with a four-level rating scale:

- **Level 4 Practice:** This school counselor demonstrates advanced practice and effective delivery of the school counseling program by using 80% or more time in direct and indirect services to impact student academic, social/emotional, and career outcomes. Level 4, indicates that the school counselor's performance consistently meets expectations and fully addresses the standards. Level 4 practice goes above and beyond the expectations for an effective school counselor.
- **Level 3 Practice:** This school counselor demonstrates effective practice and their performance consistently meets expectations and addresses the standards fully. Level 3 is characterized by the direct and indirect support services, programming planning, and school support services that positively impact students' academic, social/emotional, and career outcomes. Level 3 practices are expected of all effective School Counselors.
- **Level 2 Practice:** The school counselor who demonstrates Level 2 practice is making attempts, but does not fully demonstrate effectiveness. Rating at this level indicates the school counselor is sometimes meeting expectations but is not doing so consistently. This school counselor has the potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice.
- **Level 1 Practice:** This school counselor should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.

Descriptors for School Counselor Growth Rubric Performance Levels

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> ● Fully ● Consistently ● Clearly ● Effectively ● Frequently ● Effectively/regularly ● Effectively/proactively ● Actively ● Advocates ● All ● Champion ● Proactively 	<ul style="list-style-type: none"> ● Most ● Frequently ● Clearly ● All ● Effectively ● Appropriately ● Intermittently 	<ul style="list-style-type: none"> ● Few ● Sometimes ● Rarely ● Minimally ● Limited ● Adequately ● Most 	<ul style="list-style-type: none"> ● Does not ● Few ● Inadequately ● Ineffectively

Level 4	
Fully	This descriptor means that the school counselor is enacting the indicator to the furthest extent possible
Consistently	The school counselor persistently provides 80% of time in direct and indirect services
Effective(ly)	This descriptor signals that the school counselor is achieving the desired result at the highest level
Advocates	The school counselor supports the counselor's role and responsibilities and promotes equitable services for students
All	The school counselor demonstrates that all the students have access to school counseling program and by the services offered
Appropriate	This descriptor refers to the high level of suitability of the action the school counselor takes in the annual student outcome goals/plan and action plans.
Frequently(y)	The school counselor demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident
Proactive(ly)	The school counselor takes an active role in engaging in students academic, social/emotional, and mental well-being
Clearly	This indicator means the school counselor's performance is obvious and without doubt
Champions	This indicator means the school counselor demonstrates and advocates for best practices of school counseling
Continual	The school counselor demonstrates the indicator is enacted on many occasions, although there are times when it may not be evident

Level 3

All	The school counselor demonstrates all of the students have access and are served through a school counseling program
Effective(ly)	This descriptor signals the school counselor is achieving the desired result at the highest level
Most	The school counselor demonstrates most of the students have access and are served through a school counseling program
Clearly	This indicator means the school counselor’s performance is obvious and without doubt
Appropriate(ly)	This descriptor refers to the high level of suitability of the action the school counselor takes in the annual student outcome goals/plan and action plans.
Intermittent(ly)	The school counselor demonstrates this indicator occasionally, rather than on a frequent basis
Frequent(ly)	The school counselor demonstrates the indicator is enacted on many occasions, although there are times when it may not be evident

Level 2

Few	The school counselor demonstrates few of the students have access and are served through a school counseling program
Sometimes	The school counselor demonstrates this indicator occasionally, rather than on a frequent basis
Minimal	This indicator descriptor is used to signal the school counselor hardly ever enacts the indicator
Limited	The school counselor enacts this indicator to either a very small extent, or in very small amounts, or on very few occasions
Rarely	This descriptor means the school counselor hardly ever enacts the indicator
Adequately	This descriptor means the school counselor’s performance is satisfactory, but does not reach the furthest extent possible (Level 3)
Most	The school counselor demonstrates most of the students have access and are served through a school counseling program

Level 1

Does not	This descriptor means the school counselor does not achieve the desired practice or result
Inadequately	This descriptor means the indicator is enacted to a very small extent, and not to the degree needed to score above a Level 1
Ineffectively	The school counselor does not produce the desired results

Counselor Growth Rubric

Domain I: Comprehensive School Counseling Program Planning

1. Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.

Evidence:

- Annual Administrative Conference
- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Stakeholder Presentations
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)

- 4**
- **Fully** implements **all** components of a comprehensive school counseling program and **frequently** reflects on future program needs
 - **Consistently** partners with multiple stakeholders to ensure the comprehensive program is based on needs
 - **Consistently** establishes goals, plans, and strategies that align with the school's goals and mission

- 3**
- Implements **most** of the components of a comprehensive school counseling program, reflects on future program needs
 - **Frequently** partners with stakeholders to ensure the comprehensive program is based on needs
 - **Frequently** establishes goals, plans, and strategies that align with the school's goals and mission

- 2**
- Plans the implementation of a **few** components of a comprehensive school counseling program
 - **Sometimes** partners with stakeholders to ensure the comprehensive program is based on needs
 - **Establishes few** goals, plans, and strategies that align with the school's goals and mission

- 1**
- **Does not** plan the implementation of the components of a comprehensive school counseling program
 - **Does not** partner with stakeholders to ensure the comprehensive program is based on needs
 - **Does not** establish goals, plans, and strategies that align with the school's goals and mission

2. Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.

Evidence:

- Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)
- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)
- Annual Student Outcome Goals
- Participation, Mindsets & Behaviors, and Outcome data

4

- **Consistently** collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of all students
- **Consistently** uses data to identify and develop student outcome goals and collaborate with stakeholders to design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- **Consistently** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

3

- **Frequently** collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of **all** students
- **Frequently** uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- **Frequently** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

2

- **Rarely** uses data to plan and implement a comprehensive school counseling program that meets the needs of **few** students
- **Rarely** uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- **Rarely** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

1

- **Does not** use data to plan and implement a comprehensive school counseling program that to meet the needs of the students
- **Does not** use data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program
- **Does not** plan a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

Domain II: Delivery of Direct and Indirect Services

3. Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional.

Evidence:

- Direct Observation
- Student Sign-In Sheets/Logs
- Detailed Calendar (weekly, monthly, annually)
- Direct services (classroom instruction, counseling (individual or group) appraisal and advisement)
- Indirect services (consultation, collaboration, referrals)

- 4**
- **Clearly and effectively** provides instruction aligned to the American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students and **provides** a school counseling curriculum focused through the lens of the ASCA Mindsets & Behaviors
 - **Clearly and effectively** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Clearly and effectively** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

- 3**
- **Effectively** provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - **Effectively** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Effectively** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

- 2**
- **Rarely** provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - **Rarely** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Rarely** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

- 1**
- **Does not** provide instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students
 - **Does not** provide individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student
 - **Does not** provide appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

4. Collaborates and consults with stakeholders in order to provide referrals on behalf of students academic achievement, college/career, and social/emotional development.

Evidence:

- Direct Observation
- Referral Source
- Parent/guardian, school, and community communication (emails, call logs, school letters, etc.)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent-Teacher Conferences, Parent Nights, etc.)
-
- Collaborate and consult with stakeholders

- 4**
- Provides relevant information **continually** and **initiates** collaboration with stakeholders for student success
 - Effectively coordinates **and influences** the types of services provided by school and community partners to support and promote the success of all students
 - **Effectively** provides referrals to all students in need of additional resources and follows up **regularly**

- 3**
- Provides relevant information **appropriately and frequently** collaborates with stakeholders for student success
 - **Effectively** coordinates the types of services provided by school and community partners to support and promote the success of **all** students
 - **Effectively** provides referrals to most students in need of additional resources and follows up **intermittently**

- 2**
- Provides **limited** information and **occasionally collaborates** with stakeholders for student success
 - **Adequately** coordinates the types of services provided by school and community partners to support and promote the success of **most** students
 - **Sometimes** provides referrals to students in need of additional resources

- 1**
- **Does not** provide information or collaborate with stakeholders to impact student success
 -
 - **Does not** coordinate the types of services provided by school and community partners to support and promote the success of **few** students
 - **Does not** provide referrals to students in need of additional resources

5. Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, and school climate data and feedback from stakeholders in order to continually improve student outcomes.

Evidence:

- School Counselor Program Assessment/ Self-Reflection Tool
- Pre-/Post tests and surveys
- School Improvement Data
- Classroom and Group Mindsets & Behaviors Action Plans/ Result Reports
- Data (attendance, discipline, achievement, Needs Assessments, school performance reports, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)

- 4
 - Effectively **and proactively** utilizes multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements
 - **Effectively** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and **effectively** develops **proactive** action plans to enhance or improve student success
 - **Effective** impact on students' academics, discipline, and/or attendance **evidenced by data**
- 3
 - **Effectively** uses multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements
 - **Effectively** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops **appropriate** action plans to enhance or improve student success
 - **Effective** impact on students' academics, discipline, and/or attendance
- 2
 - **Adequately** uses data for program monitoring, assessing effectiveness, and collaborating to make improvements
 - **Adequately** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success
 - **Limited** impact on student academics, discipline, and /or attendance
- 1
 - **Does not** use data for program monitoring, assessing effectiveness, and collaborating to make improvements
 - **Does not** utilize participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success
 - **Does not** have an impact on student academics, discipline, and /or attendance

Domain III: Culture and Learning Environment

6. Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.

Evidence:

- Detailed Calendar (weekly, monthly, annually)
- Advisory Council Meeting Documents (agenda, minutes, handouts, and sign-in/ sign-out sheet)
- Annual Administrative Conference
- Data (i.e., attendance, discipline, achievement, needs assessment, etc.)
- Early Warning System, Multi-Tiered System of Supports, and/or Positive Behavior Intervention System learning opportunities for stakeholders (i.e. faculty meeting agenda, meeting minutes, professional learning communities, school letters, sign-in, etc)

- 4
 - **Effectively collaborates with stakeholders to foster** a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
 - **Actively engages stakeholders in the implementation of** a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
 - **Consistently and effectively** removes barriers and closes achievement, opportunity, and/or information gaps; **creates a variety of educational opportunities accessible to all**
- 3
 - **Effectively promotes** a school climate that values equity, diversity, inclusion, and high standards for academic **achievement**, social/emotional, and college/career development

- **Effectively** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
- **Effectively** removes barriers and closes achievement, opportunity, and/or information gaps

2

- **Minimally** recognizes the importance of a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
- **Adequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions **matched** to student needs
- **Limited** demonstration of effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps

1

- **Does not** recognize the importance of school climate, equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development
- **Inadequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs
- **Does not** demonstrate effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps

7. Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Evidence:

- Advisory Council Meeting Documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Annual Administrative Conference
- Action Plan(s) and Result(s) Report (i.e. Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Stakeholders Survey and/or Needs Assessment
- Documentation of Multilingual Communication

4

- Effectively leads **and advocates for** systematic change by **consistently** facilitating learning opportunities with key stakeholders
- **Consistently and** effectively identifies systemic factors impacting student success through the use of data and **successfully** advocates for creating an equitable and inclusive learning environment
- Effectively **and proactively** advocates for a safe and respectful learning environment for **all** students

3

- **Effectively** leads systematic change by **frequently** facilitating learning opportunities with key stakeholders
- **Effectively** identifies systemic factors impacting student success through the use of data and advocates for creating an equitable and inclusive learning environment
- **Effectively** advocates for a safe and respectful learning environment for **all** students

2

- **Minimally** leads for systematic change through **limited** facilitation of learning opportunities with key stakeholders
- **Minimally** identifies systemic factors impacting student success through the use of data and **adequately** advocates for creating an equitable and inclusive learning environment
- **Adequately** advocates for a safe and respectful learning environment for **most** students

1

- **Does not** advocate for systemic change by facilitating learning opportunities with key stakeholders
- **Does not** identify systemic factors impacting student success through the use of data or **inadequately** advocates for creating an equitable and inclusive learning environment
- **Inadequately** advocates for a safe and respectful learning environment for students

8. Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines their work through self-reflection.

Evidence:

- School counseling ethics training completed each school year (agenda, certificate, records of completion, webinar, etc.)
- Professional Development documents (requests, agendas, handouts, etc.)
- Professional Organization Memberships (certificate or membership card)
- Self-Reflection Tool
- Annual Administrative Conference

4

- **Champions** American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- **Proactively seeks out** and facilitates professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession
- **Effectively** engages in self-reflection of practice by **consistently** reviewing data to set and monitor goals for improvement

3

- **Appropriately** applies American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local requirements
- Participates in **and facilitates** professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession
- **Effectively** engages in self-reflection of practice by **frequently** reviewing data to set **and monitor** goals for improvement

2

- **Adequately** adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- Participates in professional learning opportunities
- **Adequately** engages in self-reflection of practice by reviewing data to set goals for improvement

1

- **Inadequately** adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements
- **Does not** participate in professional learning opportunities
- **Inadequately** engages in self-reflection of practice **by ineffectively or not** reviewing data to set goals for improvement

Domain IV: Professional Responsibilities

9. Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

Evidence:

- Programs, brochures, or agendas for professional development sessions for training related to theories of practice as defined in the Counselor Growth Rubric Guidebook
- Evidence of professional advocacy activities at district, state, or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
- Leadership roles in school, district, or community committees focused on student success
- Credentials and Qualifications (degree, state licenses, National Board Certified Counselor)

4

- **Consistently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Consistently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Consistently** acts as a system change agent in creating an environment advocating and supporting student success with **evidence of data to support the systemic change**

3

- **Frequently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Frequently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Frequently** acts as a system change agent in creating an environment advocating and supporting student success

2

- **Rarely** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Rarely** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Rarely** acts as a system change agent in creating an environment advocating and supporting student success

1

- **Does not** demonstrate competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education)
- **Does not** demonstrate leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession
- **Does not** act as a system change agent in creating an environment advocating and supporting student success

Resources

All forms are optional. Documentation of the counselor observations, post-observation conferences, summative conferences and summative rating for each counselor should be on file at each school/district.

Observation and Feedback Cycle	29
Counselor Evidence Collection	32
Observation Timeline	35
Sample Feedback Protocol	37
American School Counselor Association Standards	38
Standards Crosswalk	39
Appropriate and Inappropriate Activities	43
Sample of Appropriate Activities	44
Glossary	45
Appendix A: Supporting Documents	49

The Observation and Feedback Cycle: Best Practices for Collecting Evidence⁴

Observe

The observer visits the counselor and takes notes on the counselor interactions with stakeholders (i.e. student(s), parent(s)/guardian(s), community, etc.) and/or activity.

Best Practices for Observation

1. Only observe activities or services provided by the counselor that are non-confidential.
2. Eliminate effects of bias. Enter the observation area without judgment, work from evidence, and discussion/information from pre-conference.
3. Collect evidence, not interpretation. Write down only what the counselor and stakeholder say and do.
4. Look for interactions and/or collaboration with stakeholders. Seek evidence on how the counselor interacts with students and/or other stakeholders.
5. Review and reflect. Pause to organize your evidence before interpreting.

Collecting evidence during an observation

Collecting evidence during the observation is the first step in ensuring ratings are accurate, and feedback aligns to counselors' needed area(s) of improvement. Many observers of counselors confuse descriptions of a "guidance" counselor or a general education teaching practice with opinions about school counselor practice. Interpretation can be a reflection of one's biases and personal preferences, particularly when it is not supported by a collection of evidence. **Evidence collecting is a skill**, not knowledge; it comes with practice. When collecting evidence, observers describe what is taking place without drawing conclusions or making judgments about what he or she observes. When collecting evidence on direct/indirect and support services, ask:

- What do you see and hear the counselor and students/other stakeholder saying and doing?
- What evidence can you provide that support direct and indirect services?

⁴ Adapted from New York City Department of Education. (n.d.). The Observation and Feedback Cycle: Best Practices for Low Inference Notes. Retrieved July 7, 2017, from https://www.weteachnyc.org/media2016/filer_public/22/e8/22e801b3-f4c9-4f02-9f20-df500f056337/best-practices-for-low-inference-notes.pdf Policy Guide

- What evidence can you gather about the services being provided through the school counseling program?
- What data will be used to develop a school counseling program?
- How does data indicate the student need(s)?

Common mistakes/pitfalls to avoid

- Distinguish between evidence and interpretation. For instance, you can identify keywords that give away subjectivity: e.g., “I think,” or “I feel.” Be cognizant of keeping evidence separate from interpretation, using this framework:

EVIDENCE	INTERPRETATION
<ul style="list-style-type: none"> • Is observable • Is not influenced by the observer’s perspective • Is free of evaluative words • Does not draw conclusions 	<ul style="list-style-type: none"> • Makes inferences • Depends on observer’s perspective • Includes evaluative words • Draws conclusions

- Replace vague quantifiers by capturing more specific evidence (e.g., “125 of 375 students attended the classroom instruction activity on “Bullying Awareness” vs. “a lot of students attended the classroom instruction activity on “Bullying Awareness”).

Tips for collecting evidence

There are various techniques to collect evidence during an observation to support each domain and standard:

- If the counselor is providing classroom instruction on a particular ASCA Student Standards: Mindsets & Behaviors for Student Success, SEL Standard, and/or specific topic on awareness:
 - Sit with a table/group of students. Write down the questions asked, and answers given by the students in that group.
 - Collect copies of handouts, lesson plan, and/or pre-post assessment
- If the counselor is providing a presentation to stakeholders (e.g. parent meeting, staff meeting, Advisory Council Meeting, etc.) then make sure notes reflect what the stakeholder will know at the end of the presentation:
 - Collect the agenda, presentation, any other documents that pertain to the presentation.

- If the counselor is doing other responsibilities beyond direct and indirect services, then make sure notes reflect what the counselor is doing and why it is important the counselor meets the need of the student in direct and indirect services.
 - Have the counselor explain the time being spent that is not direct/ indirect.

How do I capture as much evidence as possible?

- Effective evidence collection can be done using scripting, coding, and anecdotes.
 - **Scripting** – writing down counselor and/or stakeholder (e.g. student, parent, teacher, etc) language verbatim
 - **Coding** – using shorthand to increase how much can be written and the quality of data collected (SC=School Counselor, S=student, P=parent, T=teacher, CM=community member, CFU=check for understanding)
 - **Anecdotes** – brief descriptions about “who did what” and other important information without specifics about what was said

Sample Codes for Observation Scripting

THE BASICS	
<i>Code</i>	<i>Use</i>
ANM	ASCA National Model
ASCA	American School Counseling Association
CSCP	Comprehensive School Counseling Program
M&Bs	ASCA Student Standards: Mindsets & Behaviors for Student Success
SC	School Counselor
RAMP	Recognized ASCA Model Program
ASOG	Annual Student Outcome Goal
CFU	Check For Understanding
S	Student
P	Parent

T	Teacher
Admin	Administrator
CM	Community Member

School Counselor Evidence Collection

A binder organized by domain and standard with artifact is the best way for counselors to collect and organize reports and information for administrators. Photographs are acceptable as evidence and can be part of the data/evidence binder. The counselor must have parent/guardian consent for photographs of students.

Templates have been created to help counselors collect and organize data for the Counselor Professional Growth System. Each template contains a header with the name of the document and connections to the PGS (e.g. Title: Professional School Counselor Growth System: Domain II, Standard, ASCA Templates, School Counselor Binder Categories).

Evidence Checklist

The following evidence checklist includes the required evidence as well as additional information <https://www.mdek12.org/CTE/OCCSS>.

STANDARDS	EVIDENCE
<p>Standard 1: Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school’s goals and mission.</p>	<ul style="list-style-type: none"> • Annual Administrative Conference • Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet) • Stakeholder Presentations • Supplemental data from stakeholders (surveys, evaluations, assessments, etc) • Detailed Calendar (weekly, monthly, annually) • Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
<p>Standard 2: Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall</p>	<ul style="list-style-type: none"> • Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)

school/learning environment.

Standard 3: Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.

Standard 4: Collaborates and consults with stakeholders in order to provide referrals on behalf of students' academic achievement, college/career, and social/emotional development.

Standard 5: Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes.

- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)
- Annual Student Outcome Goals
- Participation, Mindsets & Behaviors, and Outcome data
-
- Direct Observation
- Student Sign-In Sheets or Logs
- Detailed Calendar (weekly, monthly, annually)
- Direct services (classroom instruction, counseling (individual or group), appraisal and advisement)
- Indirect services (consultation, collaboration, referrals)
-
- Direct Observation
- Referral Source
- Parent/guardian, school, and community communication (emails, call logs, school letters, etc.)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent-Teacher Conferences, Parent Nights, etc.)
- Collaborate and consult with stakeholders
-
- School Counselor Program Assessment/ Self-Reflection Tool
- Pre-/Post tests and surveys
- School Improvement Data
- Classroom and Group Mindsets & Behaviors Action Plans/ Results Reports

Standard 6: Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.

Standard 7: Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Standard 8: Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines

- Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)

- Detailed Calendar (weekly, monthly, annually)
- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Annual Administrative Conference
- Data (i.e., attendance, discipline, achievement, Needs Assessment, etc.)
- Early Warning System, Multi-Tiered System of Supports, and/or Positive Behavior Intervention System learning opportunities for stakeholders (i.e. faculty meeting agenda, meeting minutes, professional learning communities, school letters, sign-in, etc)

- Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Annual Administrative Conference
- Action Plan(s) and Result(s) Report (i.e. Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Stakeholders Survey and/or Needs Assessment
- Documentation of Multilingual Communication

- School counseling ethics training completed each school year (agenda, certificate, records of completion, webinar, etc.)

their work through self-reflection.

- Professional Development documents (requests, agendas, handouts, etc.)
- Professional Organization Memberships (certificate or membership card)
- Self-Reflection Tool
- Annual Administrative Conference

Standard 9: Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

- Programs, brochures, or agendas for professional development sessions for training related to theories of practice as defined in the Counselor Growth Rubric Guidebook
- Evidence of professional advocacy activities at district, state, or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
- Leadership roles in school, district, or community committees focused on student success
- Credential and qualification (degree, state licenses, National Board Certified Counselor, certifications, etc.)

Sample Observation Timeline

- August-September:
 - The school counselor sets program goals for the following school year, using collected data, school goals, and identified student needs and communicates those with administrators and stakeholders.
 - The school counselor will complete the self-reflection and pick two-three areas of focus for the school year.
 - The school counselor will meet with the evaluator and complete the Pre-Observation Conference. While optional, the pre-conference is recommended and does serve as an opportunity for the school counselor to discuss with the evaluator what activities will be observed and provide rationale for the activities being delivered.
- January-February:
 - The school counselor and the evaluator will meet to check in on progress towards the Annual Student Outcome Goals and Personal Goals.

- The school counselor and the evaluator have a discussion on the observations conducted at this point.
- If the school counselor isn't performing at the appropriate level, the evaluator and school counselor will discuss different strategies and techniques, problem solving needs, and possibly a school/district mentor.
- The school counselor will have at least two informal observations that are brief in nature and meant to be a snapshot of regular activity and one formal observation that is scheduled with the evaluator. During the formal observations, the evaluator will gather evidence on the School Counselor Performance Evaluation Rubric that supports the rating for each standard.
- The school counselor will meet with the evaluator to discuss each observation. This conference is meant to be a meaningful conversation where the evaluator presents one area of reinforcement and one area of refinement. The school counselor will also be given the opportunity to present evidence to support the rating given on each standard.
- March-May: Inventory
 - The school counselor and the evaluator will review data and personal goals. The school counselor will discuss implications for the next school year.
 - After the completion of the informal and formal observation process, the school counselor will meet with the evaluator to discuss the Final Summative Rating of School Counselor Effectiveness. During this time, areas of reinforcement and refinement will be reviewed, and a final summative rating assigned. The school counselor will leave this meeting with a copy of all forms completed in the evaluation process.
 - Based upon the areas of refinement discussed during the process, a Professional Growth plan may be completed. If deemed necessary, based upon the Final Summative Rating a Formal Improvement Plan may also be completed. Both of these documents are meant to focus the evaluation process for the following year.

Sample Feedback Conversation Protocol

Steps for Effective Feedback

LEADERS SHOULD BRING (SUGGESTED):	SCHOOL COUNSELOR SHOULD BRING (SUGGESTED):
<ul style="list-style-type: none"> ● Observation Tracker ● One-Pager: Steps for Effective Feedback ● Pre-planned script for the meeting (questions, observation, evidence, data, etc.) 	<ul style="list-style-type: none"> ● Annual Administrator Conference Form ● Annual Student Outcome Goals and Plan ● Self-Evaluation Form ● Data (i.e., attendance, discipline, achievement, Need Assessment Summary, school performance report, etc.) ● Action Plan(s) and Result Report(s) (i.e., closing the gap, classroom and group mindsets and behaviors, student outcome goal plan, etc.) ● Detailed Calendar (weekly, monthly, annually)

1 Praise

PRECISE PRAISE-NARRATIVE THE POSITIVE:

SAMPLE PRAISE:

- We set a goal at the beginning of the year of _____ and I noticed how [you met the goal] by [state concrete positive actions school counselor took.]
- What made you successful? How did it feel?

2 Probe

PROBE-START WITH A TARGETED QUESTION:

SAMPLE PROBE:

- What is the purpose of [certain area of practice]?
- What was your objective/goal for _____ [are of practice]?

3 ID Problem & Action Step

PROGRESS TO CONCRETE ACTION STEP-ADD SCAFFOLDING AS NEEDED:

SAMPLE SCAFFOLDING PROMPTS:

- **(School counselor-driven)—School counselor self-identifies the problem:** Yes. What, then, would be the best action step to address that problem?
- **(More support)—Ask scaffolded questions:** How did your practice or task try to meet this goal/objective?
- **More leader guidance)—Present data:** Do you remember what happened when _____? [School counselor then identifies what happened] What did that do to the outcome?
- **(Leader-driven; only when other levels fail)—State the problem directly:** [State what you observed and what action step will be needed to solve the problem.]

4 Practice

PRACTICE-ROLE PLAY/STIMULATE HOW THEY COULD HAVE IMPROVED TASK:

SAMPLE PRACTICE:

- Let's try that. [immediately jump into role play].
- I'm your student. I say/do. How do you respond? 4 [Level 4: Model for the school counselor, and then have them practice it.]

DESIGN/REVISE UPCOMING TASK TO IMPLEMENT THIS ACTION:

SAMPLE DESIGN/REVISION PROMPTS:

- When would be best to observe your implementation of this?
- I'll come in tomorrow and look for this technique.

5 Plan Ahead

SET TIMELINE FOR FOLLOW-UP:

SAMPLE FOLLOW-UP PROMPTS:

- When would be best to observe your implementation of this?
- I'll come in tomorrow and look for this technique.

What to do-Set timeline for:

- **Completed Materials:** when school counselor will complete revised report
- **School Counselor Observes Lead or RAMP Counselor:** when they'll observe master school counselor implementing action step

ASCA School Counselor Professional Standards & Competencies

School Counselors Evaluation

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of PreK–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development.

Mindsets: School Counselors Believe

- M1.** Every student can learn, and every student can succeed.
- M2.** Every student should have access to and opportunity for a high-quality education.
- M3.** Every student should graduate from high school prepared for postsecondary opportunities.
- M4.** Every student should have access to a school counseling program.
- M5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M6.** School Counselors are leaders in the school, district, state, and nation.
- M7.** School counseling programs promote and enhance student academic, career and social/emotional outcomes

Shared Foundations

- 1. INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- 2. INCLUDE:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- 3. COLLABORATE:** Work effectively with others to broaden perspectives and work toward common goals.
- 4. CURATE:** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
- 5. EXPLORE:** Discover and innovate in a growth mindset developed through experience and reflection.
- 6. ENGAGE:** Demonstrate safe, legal, ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Standards Crosswalk

MDE School Counselor Growth Rubric	ASCA National Standards & Competencies
Domain I: Comprehensive School Counseling Program Planning	
<p>Standard 1: Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school’s goals and mission.</p> <p>Indicator 1: The school counselor plans the implementation of a comprehensive school counseling program.</p> <p>Indicator 2: The school counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p> <p>Indicator 3: The school counselor establishes goals, plans, and strategies that align with the school’s goals and mission.</p>	<ul style="list-style-type: none"> ● B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program ● B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district ● B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program ● B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings ● B-SS 5. Consult to support student achievement and success ● B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success
<p>Standard 2: Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.</p> <p>Indicator 1: The school counselor collects and analyzes data to identify student needs.</p> <p>Indicator 2: The school counselor disaggregate data to develop action plans aligned to the annual student outcome goals and student data.</p> <p>Indicator 3: The school counselor uses multiple data sources to plan and implement a comprehensive school counseling program.</p>	<ul style="list-style-type: none"> ● B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources ● B-PA 3. Develop annual student outcome goals based on student data ● B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data ● B-PA 5. Assess and report program results to the school community

Domain II: Delivery of Direct and Indirect Services

Standard 3: Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional development.

Indicator 1: The school counselor implements a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to support student needs.

Indicator 2: The school counselor uses theory of practice (i.e. developmental, counseling, and education) and techniques in individual, small-group, classroom and large-group settings to promote academic, career, and social/emotional.

Indicator 3: The school counselor use multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student needs.

Standard 4: Collaborates and consults with stakeholders in order to provide referrals on behalf of students' academic achievement, college/career, and social/emotional development.

Indicator 1: The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.

Indicator 2: The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.

Indicator 3: The school counselor connects students in need to resources using referrals.

Standard 5: Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes.

- B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings

- B-SS 3. Provide short-term counseling in small-group and individual settings

- B-PA 6. Use time appropriately according to national recommendations and student/school data

- B-SS 4. Make referrals to appropriate school and community resources

- B-SS 5. Consult to support student achievement and success

- B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- B-PA 8. Establish and convene an advisory council for the school counseling program

- B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- B-PA 3. Develop annual student outcome goals based on student data

<p>Indicator 1: The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p> <p>Indicator 2: The school counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.</p> <p>Indicator 3: The school counselor has a positive impact on students' attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data.</p>	<ul style="list-style-type: none"> ● B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data ● B-PA 5. Assess and report program results to the school community ● B-PA 7. Establish agreement with the principal and other administrators about the school counseling program ● B-PA 8. Establish and convene an advisory council for the school ● B-SS 5. Consult to support student achievement and success ● B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success
---	---

MDE School Counselor Growth Rubric	ASCA National Standards & Competencies
Domain III: Culture and Learning Environment	
<p>Standard 6: Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.</p> <p>Indicator 1: School counselor creates a collaborative climate that is warm and inviting and appealing reflecting sensitivity to the cultural and developmental characteristics of the population being served.</p> <p>Indicator 2: School counselor creates an environment that strongly promotes equity, respect, and positive interactions.</p> <p>Indicator 3: School counselor maintains and communicates high expectations for every student regardless of culture, social, or economic background.</p>	<ul style="list-style-type: none"> ● B-PF 1. Apply developmental, learning, counseling, and education theories ● B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program ● B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities ● B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success
<p>Standard 7: Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.</p> <p>Indicator 1: The school counselor leads and advocates for systemic change through professional relationships with key stakeholders.</p>	<ul style="list-style-type: none"> ● B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities ● B-PF8. Demonstrate advocacy in a comprehensive school counseling program

<p>Indicator 2: The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.</p> <p>Indicator 3: The school counselor advocates for a safe and respectful learning environment for students.</p>	<ul style="list-style-type: none"> ● B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program
--	--

MDE School Counselor Growth Rubric	ASCA National Standards & Competencies
------------------------------------	--

Domain IV: Professional Responsibilities	
--	--

<p>Standard 8: Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines their work through self-reflection.</p> <p>Indicator 1: The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements.</p> <p>Indicator 2: The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.</p> <p>Indicator 3: The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; and stays current on professional issues; and contributes to the advancement of the school counseling profession.</p>	<ul style="list-style-type: none"> ● B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education ● B-PF 3. Apply legal and ethical principles of the school counseling profession ● B-PF 4. Apply school counseling professional standards and competencies
--	---

<p>Standard 9: Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.</p> <p>Indicator 1: The school counselor demonstrates the scope of practice of a school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.</p> <p>Indicator 2: The school counselor demonstrates leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.</p> <p>Indicator 3: The school counselor acts as a change agent in school/district/community.</p>	<ul style="list-style-type: none"> ● B-PF 1. Apply developmental, learning, counseling, and education theories ● B-PF 4. Apply school counseling professional standards and competencies ● B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program ● B-PF 8. Demonstrate advocacy for a school counseling program ● B-PF 9. Create systemic change through the implementation of a school counseling program
--	--

Appropriate and Inappropriate Activities of School Counselors

Appropriate

- Advisement and appraisal for academic planning
- Orientation, coordination, and academic advising for new students
- Interpreting cognitive, aptitude and achievement tests
- Providing counseling to students who are tardy or absent
- Providing counseling to students who have disciplinary problems
- Providing short-term individual and small-group counseling services to students
- Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data
- Interpreting student records
- Analyzing grade-point averages in relationship to achievement
- Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success
- Protecting student records and information per state and federal regulations
- Consulting with the school principal to identify and resolve student issues, needs and problems
- Advocating for students at individual education plan meeting, student study teams and school attendance review boards, as necessary
- Analyzing disaggregated schoolwide and school counseling program data

Inappropriate

- Building the master schedule
- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions or assigning discipline consequences
- Providing long-term counseling in schools to address psychological disorders
- Covering classes when teachers are absent or to create teacher planning time
- Maintaining student records
- Computing grade-point averages
- Supervising classrooms or common areas
- Keeping clerical records
- Assisting with duties in the principal's office
- Coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
- Serving as a data entry clerk

Sample of Appropriate and Inappropriate Activities for Observation

Appropriate

- Annual Administrative Conference
- Classroom Instruction/Guidance Activities
- Character Education
- Social and Emotional Learning
- Advisory Council Meetings
- Red Ribbon Week
- Bullying Prevention
- Suicide Prevention
- Mental Health Awareness
- College and Career Day
- Parent Teacher Conference
- Consultation with school staff and parents
- Interacting with parents during a conference
- Data evaluation meeting as it pertains to school counseling program which supports the school improvement plan
- School Counselor Intern supervisor/ New School Counselor Mentor Supervisor
- Presentations and Professional Development
- Tier I Interventions (e.g. Classroom instruction, prevention, awareness, psychoeducation, SEL, Character Education, and PBIS)
- National School Counseling Week Activities
- IEP, MET, and 504 Meeting (Member Only)
- FAFSA Night, Award Night, and Academic Planning
- Individual Success Plan
- College Signing Day, College Tours, College & Career Day, and College & Career Fair
- Drop-Out Prevention Meetings (Member Only)
- School Improvement Meetings (Member Only)
- Multi-Tiered System of Support and Early Warning System (Member Only)
- Presentations to the elementary students transitioning to middle school, presentations to the middle school students transitioning to high school, and presentations to the high school students transitioning to postsecondary education
- Consultation, collaboration, and referrals with community and school resources (i.e., Child Protective Services, Community Mental Health, Military, College Recruiter)
- Collaboration and consultation with stakeholders

Inappropriate

- Individual Counseling Session (**ASCA Code of Ethics: A.2. Confidentiality**)
- Small Group Counseling (**ASCA Code of Ethics: A.2. Confidentiality & A.7. Group Work**)
- Large Group Counseling (**ASCA Code of ethics: A.2. Confidentiality & A.7. Group Work**)

Glossary

Achievement gap – disparity in academic performance or educational attainment between groups of students

Advisement – process through which school counselors and students explore educational opportunities and demands within the institution and make decisions about future plans based on academic, career, and social/emotional data

Advisory Council – is a representative group of stakeholders that reviews and advises the implementation of the school counseling program. It meets a minimum of twice each school year and has an agenda and minutes for documentation

Annual Administrative Conference – is a yearly meeting between the school counselor and administrator in charge of the school counseling program designed to discuss and reach agreement upon the school counseling program’s organization and focus

Annual Calendar – includes all major school counseling activities delivered or coordinated by the school counselor(s). It should include classroom lessons, group lessons, school counselor-sponsored assemblies, special events (back-to-school night, parent workshops, college/career events, etc.).

Annual Student Outcome Goals – are statements identifying the measurable impact the school counseling program will have on student achievement, attendance or discipline

Appraisal – Process through which school counselors work with students to analyze and assess their abilities, interests, skills, and achievement

ASCA Ethical Standards for School Counselors – statements of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism

ASCA Mindsets & Behaviors for Student Success: K-12 College-and-Career-Readiness Standards for Every Student: Research-based statements of the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness and social/emotional development

ASCA School Counselor Professional Standards & Competencies – Statements of the knowledge, skills and attitudes school counselors need to meet the profession’s rigorous demands

ASCA School Counselor Professional Standards & Competencies Assessment – A self-report instrument used to measure a school counselor’s knowledge, attitudes, and skills related to the school counseling profession

Assess – To determine progress or quality of the school counseling program, particularly to guide future action within the school counseling program and to improve future results for students

Classroom and Group Mindsets & Behaviors Action Plan – The delivery of school counseling activities and services to students. The classroom and small group Mindsets & Behaviors action plan template helps school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, informed by specific ASCA Mindsets & Behaviors, in a variety of settings

Classroom and Group Mindsets & Behaviors Results Report – The classroom and group Mindsets & Behaviors results report provides the template for documenting specific assessments of selected classroom and group activities and interventions

Closing-the-Gap Action Plan/Results Report - The closing-the gap action plan/results report serves as a guide to address academic, attendance or behavioral discrepancies existing among student groups. The action plan details the activities and resources employed by school counselors to close the gaps

Competencies – Specific, measurable expectations that are attained while making progress toward a standard

Comprehensive School Counseling Program – is an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development that promote academic achievement and meet developmental needs

Conference – any meeting between the school counselor and another individual, directly or indirectly involved with a student, with discussion centered on helping the student navigate school more effectively

Consultation – is the collaboration of school counselors with parents, students, teachers, administrators, and other helping professionals, both within and outside the school setting. The goal is to empower those involved to assist students in the areas of academic, college/career, and social/emotional development

Counseling – Professional assistance, support and instruction provided to an individual utilizing a variety of techniques, provided by a specifically trained professional

Crisis Response – The immediate and follow-up intervention necessary to meet urgent needs and prevent situations from becoming more severe

Data-informed – Decisions concerning future action are based on information, survey reports, assessments, statistics, or other forms of data

Data Summary – the school data summary template guides school counselors' review of school data and helps establish annual school counseling priorities

Delivery systems: - individual student planning, guidance curriculum, responsive services and student supports

Direct Services – direct services are in-person interactions between school counselors and students to support students’ academic, career and social/emotional development. Direct services include the development of the school counseling core curriculum, individual student planning and the delivery of responsive services

Disaggregated Data – is data separated into component parts by specific variables such as ethnicity, gender, and socio-economic status

Domains - three broad areas that the school counseling student standards address: academic, career, and personal/social development.

Indirect Services – services provided on behalf of students, as a result, of the school counselors’ interactions with others including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators and community organizations

Individual Counseling – addresses concerns of students that require short-term individual interventions.

Individual Student Planning – sessions in which school counselors focus on educational planning, including, but not limited to, social skill development, academic planning, course enrollment, graduation planning, and developing individual learning plans

Mindsets & Behavior Data – information that shows what progress students have made toward attaining the ASCA Mindsets & Behavior standards

Mission Statement – Provides school counseling program focus and direction and aligns with the school’s mission

Non-school counseling activity: Any activity or duty not related to the design, implementation or assessment of the school counseling program

Outcome Data – information related to achievement, attendance and discipline that shows how students are measurably different as a result of the school counseling program

Participation Data – Information showing which students were involved in which school counseling activities, such as numbers of students served, how much time was devoted to specific activities’ and how many sessions were conducted

RAMP- Recognized ASCA Model Program -is a recognition program for individual schools, not districts or school counselors. Applying for **RAMP** helps schools evaluate their school counseling program, discover areas for improvement and enhance the program's efforts to contribute to student success

Responsive Services – are activities designed to meet students’ immediate needs and concerns of students and parents

Results Reports – Written presentation of the outcomes of school counseling program activities; contains participation, Mindsets & Behaviors and outcome data

School Counseling Curriculum – K-12 course of study presented systematically through structured, developmental classroom, group and individual activities designed to assist students in attaining the **ASCA Mindsets & Behaviors for Student Success**

School Counseling Program Assessment - Measurement of the school counseling program on the components of the ASCA National Model to guide future action within the program and to improve future results for students

Small Group Counseling – a short-term intervention that consists of a group of three – ten students meeting four - nine times to address specific needs

Social/emotional development – Maximizing each student’s individual growth and social maturity in the areas of personal management and social interaction

Stakeholders – refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, and/or community members

Use of data – The process of analyzing and action upon data to improve student achievement, attendance, and discipline and the school counseling program; essential to ensuring all students receive the benefits of a school counseling program

Use of Time Assessment/Calculator – a tool to determine the amount of time spent toward the recommended 80 percent or more of the school counselor’s time to direct and indirect services with students

Vision Statement – communicates the ultimate outcome for students in the future specifically related to achievement, career, social/emotional or other outcomes. It describes in rich detail what school counselors hope to see in their students in the next five to fifteen years

Appendix A: Supporting Documents

[Scope of Practice of School Counselors](#)

[Guidance Counselor vs School Counselor](#)

[The Essential Role of Elementary School Counselor](#)

[The Essential Role of Middle School Counselor](#)

[The Essential Role of High School Counselor](#)

[Appropriate and Inappropriate Counselor Duties](#)

[ASCA Student Standards: Mindsets & Behaviors for student Success](#)

[ASCA School Counselor Professional Standards & Competencies](#)

[ASCA Ethical Standards for School Counselors](#)

[Counselor Growth Cycle](#)

[School Counselor Professional Growth System \(PGS\) Supporting Documents](#)

