

## Standards Crosswalk

| MDE School Counselor Growth Rubric  | ASCA National Standards & Competencies  |
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| <b>Domain I: Comprehensive School Counseling Program Planning</b>   |   |
| <p><b>Standard 1:</b> 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><b>Indicator 1:</b> The school counselor plans the implementation of a comprehensive school counseling program.</p> <p><b>Indicator 2:</b> The school counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p> <p><b>Indicator 3:</b> The school counselor establishes goals, plans, and strategies that align with the school’s goals and mission.</p> <p><b>CTE Counselor Standard:</b> Coordinate activities leading to program retention and completion.</p> <p><b>CTE Counselor Standard:</b> Establish a public relations plan that strengthens students, faculty, parents, and the public’s knowledge and involvement of CTE events, activities, and new trends in CTE.</p> | <ul style="list-style-type: none"> <li>● B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program.</li> <li>● B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district.</li> <li>● B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program.</li> <li>● B-SS 1. Design and implement instruction aligned to ASCA Mindsets &amp; Behaviors for Student Success in large-group, classroom, small-group and individual settings.</li> <li>● B-SS 5. Consult to support student achievement and success.</li> <li>● B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.</li> </ul> |
| <p><b>Standard 2:</b> 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><b>Indicator 1:</b> The school counselor collects and analyzes data to identify student needs.</p> <p><b>Indicator 2:</b> The school counselor disaggregate data to develop action plans aligned to the annual student outcome goals and student data.</p> <p><b>Indicator 3:</b> The school counselor uses multiple data sources to plan and implement a comprehensive school counseling program.</p>  | <ul style="list-style-type: none"> <li>● B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources.</li> <li>● B-PA 3. Develop annual student outcome goals based on student data.</li> <li>● B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data.</li> <li>● B-PA 5. Assess and report program results to the school community.</li> </ul>   |

Domain II: Delivery of Direct and Indirect Services

**CTE Counselor Standard:** Coordinate activities leading to program retention and completion.

**CTE Counselor Standard:** Conduct annual program evaluation of CTE counseling program.

**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.

**CTE Counselor Standard:** Counseling services are provided to all students (including Special Populations students) for social and emotional, academic and career development training.

- 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.

**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

- 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

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| <p>school and community partners to support and promote student success.</p> <p><b>Indicator 3:</b> The school counselor connects students in need to resources using referrals.</p> <p><b>CTE Counselor Standard:</b> Provide placement information and community resources to students.</p> <p><b>CTE Counselor Standard:</b> Assist in coordinating the integration of academic and career and technical skills by consulting with teachers and other professional staff.</p>  |  |
| <p><b>Standard 5:</b> 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.</p> <p><b>Indicator 1:</b> The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p> <p><b>Indicator 2:</b> 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><b>Indicator 3:</b> The school counselor has a positive impact on students' attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data.</p> <p><b>CTE Counselor Standard:</b> Maintain a local industry advisory committee and conduct a minimum of one business/industry visit during the school year.</p> <p><b>CTE Counselor Standard:</b> Assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.</p> | <ul style="list-style-type: none"> <li>● B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources.</li> <li>● B-PA 3. Develop annual student outcome goals based on student data.</li> <li>● B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data.</li> <li>● B-PA 5. Assess and report program results to the school community.</li> <li>● B-PA 7. Establish agreement with the principal and other administrators about the school counseling program.</li> <li>● B-PA 8. Establish and convene an advisory council for the school.</li> <li>● B-SS 5. Consult to support student achievement and success.</li> <li>● B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success</li> </ul> |

Domain III: Culture and Learning Environment

**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.

**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.

**Indicator 2:** School counselor creates an environment that strongly promotes equity, respect, and positive interactions.

**Indicator 3:** School counselor maintains and communicates high expectations for every student regardless of culture, social, or economic background.

**CTE Counselor Standard:** Assist in coordinating the integration of academic and career and technical skills by consulting with teachers and other professional staff.

- 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.

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

**Indicator 1:** The school counselor leads and advocates for systemic change through professional relationships with key stakeholders.

**Indicator 2:** The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.

**Indicator 3:** The school counselor advocates for a safe and respectful learning environment for students.

**CTE Counselor Standard:** Counseling services are provided to all students (including Special Populations students) for social and emotional, academic and career development training.

- 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.
- B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program.

Domain IV: Professional Responsibilities

**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.

**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.

**Indicator 2:** The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.

**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.

**CTE Counselor Standard:** Participate in a minimum of 3 professional development/continuing education activities per year. One must be MS ACTE summer conference or a program specific professional development. Two may be district wide or local in-house PD/continuing education activities.

**CTE Counselor Standard:** Comply with response management as prescribed by the Counselor Growth Rubric and the American School Counselor Association (ASCA) and participate in crisis/emergency response training.

- 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.

**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.

**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.

- 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.

**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.

**Indicator 3:** The school counselor acts as a change agent in school/district/community.

**CTE Counselor Standard:** Participate in a minimum of 3 professional development/continuing education activities per year. One must be MS ACTE summer conference or a program specific professional development. Two may be district wide or local in-house PD/continuing education activities.