



Career and Technical Education Counselor Handbook



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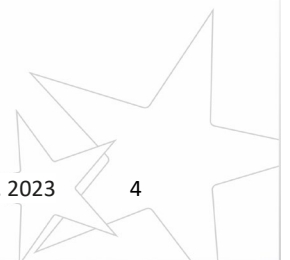


Introduction

School counselors have a tremendous responsibility in addressing the personal/social, academic, and career needs of every Mississippi student in prekindergarten through grade 12 and vocational. As student advocates, counselors provide support and foster student development.

This handbook was designed to be a resource for Career and Technical Education (CTE) counselors. It lends insight into the policies and procedures for CTE counseling programs and serves as a tool to be utilized when counseling students. The CTE Program of Work is aligned with the Carl D. Perkins V Career and Technical Law. The information for this handbook was taken from various sources including the American School Counselor Association’s (ASCA) National Model and the Mississippi School Counseling Model (Framework).

Through appropriate placement, retention and completion of career and technical programs, the Program of Work and handbook will assist CTE Counselors in performing their duties in conjunction with the Carl D. Perkins core indicators. The major focus of a CTE counseling program is to support student achievement. The counselors have professional skills, desire and ability to help students realize their dreams. It is the hope of Office of Counseling and Support Services that this handbook will greatly aid CTE counselors by providing a framework for day-to-day activity and for annual planning of events.



Mississippi School Counseling Mission Statement

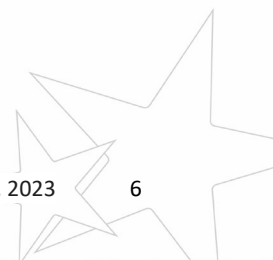
The mission of the Mississippi School Counseling Model is to establish standards, objectives, and resources that enable Mississippi school counselors to promote and enhance the learning process of the students in the public schools of Mississippi. The goal of the program is to enable all students to achieve a measure of success in school and develop into contributing members of society. This program will be most successful when implemented by professional school counselors in collaboration with students, administrators, families, teachers, employers, and community members.



Perkins V Core Indicators

Every state and local district will establish plans for performance for each of the core indicators. These indicators apply to career and technical students and directly impact the duties and responsibilities of the career and technical counselors.

- **1S1: Four-Year Graduation Rate**
 - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.
- **1S2: Extended-Year Graduation Rate**
 - (At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in section 8101 of the ESEA.
- **2S1: Academic Proficiency in Reading/Language Arts**
 - CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.
- **2S2: Academic Proficiency in Mathematics**
 - CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.
- **2S3: Academic Proficiency in Science**
 - CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.
- **3S1: Post-Program Placement**
 - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.



- **4S1: Non-traditional Program Concentration**
 - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. *
 - *This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.
- **5S1: Program Quality – Attained Recognized Postsecondary Credential**
 - The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- **5S2: Program Quality – Attained Postsecondary Credits**
 - The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.
- **5S3: Program Quality – Participated in Work-Based Learning**
 - The percentage of CTE concentrators graduating from high school having participated in work-based learning.
- **5S4, 5S5, 5S6...: Program Quality – Other**
 - The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.



CTE Counselors' Program of Work

Every state and local district will establish plans for performance for each of the core indicators. These indicators apply to career and technical students and directly impact the duties and responsibilities of the career and technical counselors.

Standard 1: The Career and Technical Educational Counselor (Vocational) holds a valid teaching certificate in the appropriate area designated by the Office of Educator Licensure, including the 436 and/or 314 – defined by accomplishing certification in computer competency and the module introduction to Career and Technical Education – if hired after July 1, 2009.

Examples of Evidence:

- Educator license
- 2Cool Course certification
- CEUs
- College coursework

Standard 2: The CTE Counselor class schedule matches percentage of time on the Teacher Budget Report.

Examples of Evidence:

- Daily calendar/planner
- Student schedule
- Master schedule
- Sign-in sheets
- Lesson plan

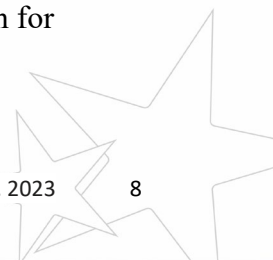
Domain I: Counseling

Career and Technical Education (CTE) counselors are vital members of the education team. They guide/advise career and technical education students in the areas of academic achievement, personal/social development and career development. Duties should be focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services.

Standard 3: Counseling services are provided to all students (including Special Populations students) for social and emotional, academic and career development training.

CTE Counselors:

- Provide career and technical education students with training to develop thinking and behavioral skills, leading to positive self-esteem and a better understanding of self and others.
- Follow career and technical students' academic and career and technical progress, assist students in developing career and workplace skills, and assist in course selection for college, career, and military exploration.



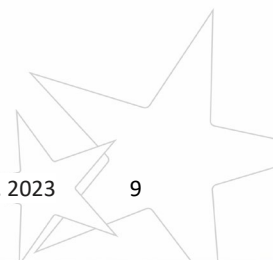
- Provide district-wide assistance in the recruitments of Special Populations students to career and technical programs.

Suggested Strategies:

- Provide group and individual counseling services to first- and second-year students using self-exploration tools, checklists, student needs assessments, interest inventories, and appraisal worksheets.
- Coordinate data from Student Services Coordinator (SSC) to determine interventions needed.
- Assist students with goal setting and time management skills through individual and group sessions.
- Collaborate with career and technical instructors to assist in determining students' personal and social needs.
- Track academic and career and technical progress.
- Facilitate the development of workplace skills.
- Collaborate with SSC.
- Conduct group and individual counseling sessions on the skills necessary to gain employment.
- Collaborate with CTE instructors to encourage participation in student organizations.
- Assist students in course selection according to their career goals.
- Facilitate college, military, and career exploration by developing working relationships with recruiting offices and coordinating guest speakers.
- Assist director, SSC, and CTE instructor in individualized education plan (IEP) meetings and student placement.
- Maintain current information regarding all local and state plans, policies, laws, rules, and regulations about special needs learners, including the Individuals with Disabilities Act (IDEA)

Examples of Evidence:

- Lesson plans
- Pre and Post tests
- Classroom lessons (PowerPoint, Sign-in Sheet, Student activities, etc.)
- Individual and Small group counseling sessions
- Calendar
- Mental health supports
- NTHS advisor/co-advisor
- Needs assessments
- Secondary/post-secondary registration
- Graduation Plan/ISP
- Major Clarity, Job Scout, Career Cruising, etc.



Standard 4: Provide placement information and community resources to students.

CTE Counselors:

- Provide students with current information on the college application process, employment opportunities, and military opportunities.

Suggested Strategies:

- Post job opportunities on bulletin boards and in classrooms.
- Schedule guest speakers from military.
- Conduct or arrange group sessions on how to apply for financial aid and college admission.
- Assist in conducting a college and career fair.

Examples of Evidence:

- Job announcements
- Webpage of career resources
- Sign-in sheets from presentations by military and postsecondary personnel
- Copy of articulation agreement with local community college
- Sign-ins sheets (ACT registration assistance, employability skills assistance, FAFSA assistance)
- Community resource list
- Business and industry list
- Agendas
- Community service opportunities
- Job shadowing
- Guest speakers
- Work ethics lesson/presentation

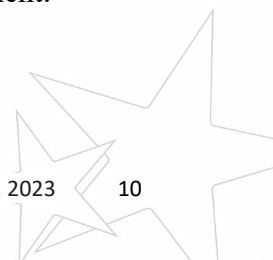
Domain II: Consulting and Coordinating

CTE counselors provide valuable contributions to the consultation process. Counselors increase the value and efficiency of the collaboration between different parties. When engaging in consultation, it is imperative to abide by the ASCA/ACA Ethical Standards. The indirect services provided may include referrals for additional assistance, consultation and collaboration with parents, teachers, other educators, and community organizations.

Standard 5: Assist in coordinating the integration of academic and career and technical skills by consulting with teachers and other professional staff.

CTE Counselors:

- Collaborate with instructors and academic counselors in order to provide a seamless integration of academic and career technical skills.
- Provide resources to staff for students' career, personal, and academic development.



Suggested Strategies:

- Review students' academic and career and technical grades each grading period.
- Plan group and individual sessions on topics such as study skills, time management, test taking strategies, and other relevant skills that will enhance students' opportunities for success.
- Collaborate with student services personnel to ensure that students' academic and career and technical needs are being addressed.
- Maintain a community resource list.
- Post crisis hotline numbers in classrooms.
- Review student needs assessment with staff.
- Assist with field trips and classroom speakers.

Examples of Evidence:

- Student grades, progress reports, report cards
- Lesson plans
- Sign-in sheet (course selection assistance)
- Community resource list
- Presentations
- Communication logs

Standard 6: Coordinate activities leading to program retention and completion.

CTE Counselors:

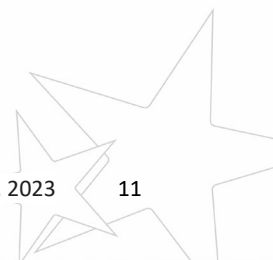
- Play a vital role in program retention, placement, and follow-up; encourage program completion and transition into a career and technical field of work or study.

Suggested Strategies:

- Conduct classroom presentations on employability skills.
- Provide ACT information and registration assistance.
- Assist with college applications and financial aid applications.
- Assist instructors in compiling follow-up/placement information for reporting to MSIS.
- Assist students in course selection and appropriate program placement.

Examples of Evidence:

- Post Program Placement information
- Sign-in sheets
- Lesson plans (employability skills, FAFSA assistance, ACT information)
- Evidence of college and career planning (state exam scores, ACT scores, career assessment results)



Domain III: Program Accountability

In keeping with the federal mandate of the Every Student Succeeds Act and the Carl D. Perkins Act of 2006, all educational programs must meet the educational needs of all students. Mississippi career and technical programs ensure equal access/opportunity to all students.

Standard 7: Conduct annual program evaluation of CTE counseling program.

CTE Counselor:

- Provides students with a minimum of one opportunity per school year to evaluate the CTE counseling program.

Suggested Strategies:

- Measure the effectiveness of the career and technical guidance program by using end of year surveys.

Examples of Evidence:

- Student evaluations
- Spreadsheet of survey data
- Data summary/interpretation of data
- Reflection about the data (plans for improvement, program goals, etc.)
- Exit interviews



Domain IV: Professional Development

Career and technical counselors must stay current on legal, technical, and educational issues impacting career and technical programs and student performance. Networking with peers and other professionals is critical for maintaining professional performance.

Standard 8: 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:

- Keep current on best practices, legal concerns, and training through membership and involvement in professional organizations.

Suggested Strategies:

- Join professional organizations such as the Association of Career and Technical Educators (ACTE), Mississippi Association of Career and Technical Educators (MS-ACTE), Mississippi Counseling Association (MCA), American Counseling Association (ACA), Mississippi School Counselors' Association (MSCA), and Mississippi Career and Technical Counselors' Association (MVCA)
- Earn continuing education units (CEUs) by attending workshops, seminars, and conferences sponsored by local district, MDE, and professional organizations.
- Network with local and state business/industry leaders and other CTE Counselors.

Examples of Evidence:

- CEUs
- Contact hours
- Agendas
- Membership in professional organizations
- NCC/NCSC credential
- District PD sessions
- 2Cool Course certification
- College coursework



Domain V: Recruitment

Recruiting involves marketing of the career and technical programs to all partners in the educational system: teachers, administrators, parents, and community stakeholders. Career and technical counselors provide information to the public through news releases and articles; success stories and awards are published periodically.

Standard 9: 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.

CTE Counselor:

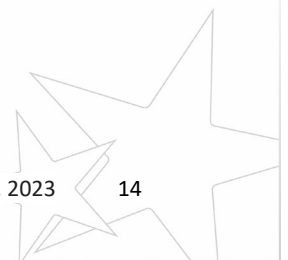
- Provides information to parents about the career and technical education curricula, credits earned, and how the program can benefit students' future employment and academic pursuits.
- Recruits students by maintaining a community relations program designed to enhance and promote career and technical education.
- Provides feeder schools and students with information on career and technical programs.

Suggested Strategies:

- Submit articles/pictures to local news outlets highlighting student activities and accomplishments.
- Involve businesses and industry, community stakeholders, and the news media to promote National Career Technical Education Week.
- Publish a bi-yearly newsletter for distribution to students, faculty, parents, community stakeholders, and business and industry leaders.
- Maintain a publication of CTE course descriptions.
- Seek opportunities at Parent Night, Back to School Night, and PTA meetings to distribute information or speak about the advantages of career and technical programs as they relate to the world of work and academic fields of study.
- Conduct CTE program tours.
- Distribute CTE recruitment brochures to junior high students and their parents/guardians.
- Set up displays at feeder schools during events throughout the school year.
- Visit 9th and/or 10th grade students and provide them with informational materials about career and technical programs.
- Encourage CTE instructors or students to be classroom guest speakers in junior high or middle school classrooms.

Examples of Evidence:

- Brochures
- Newsletters
- Counseling webpage
- Recruitment tour documentation (emails, photos, sign-in sheets)
- Course descriptions
- Recruitment video



- Publicize CTE events and programs
- Nondiscrimination statement displayed on all publications including:
 - race, color, national origin, sex, or disability
 - Title IX Coordinator contact information included in non-discrimination clause
 - Section 504 Coordinator contact information included in non-discrimination clause

Domain VI: Community and Parent Involvement

The career and technical counselor provide many venues for community and parent involvement. Networking with local area business and industry is central to the goal of obtaining quality career and technical opportunities for the students. Counselors provide a wide range of resources to students, community and parents.

Standard 10: Maintain a local industry advisory committee and conduct a minimum of one business/industry visit during the school year.

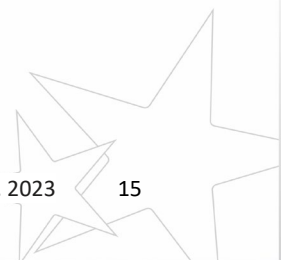
CTE Counselor:

- Informs students of community resources pertaining to their curriculum.
- Students participate in school-sponsored service projects to enhance their career and technical skills and increase their community awareness.
- Students who participate in a job shadowing observe a worker or workers in the student's occupational field of choice.
- Student groups visit business/industry sites and observe workers on the job.
- Visits local business/industry.
- Provides parents with the opportunity to be involved in career and technical school activities.

Examples of Evidence:

** Forms for documenting Advisory meetings and the Business and Industry Visit are located in PULSE in the Resource folder.*

- Documentation of one business and industry visit per year *(Note: classroom field trips to business/industry will not count as a business and industry visit)
- Required for advisory committee:
 - **Member list** of the advisory committee with affiliations, gender, race, and/or special populations listed.
 - **Invitations** for two advisory committee meetings held during the school year.
 - **Sign-in sheets** of advisory committee meeting attendees for the two meetings held during the school year or virtual meetings proof of attendees with length of attendance ex: screenshot, print off attendees with length of attendance.
 - **Agendas** for two advisory committee meetings held during the school year
 - **Detailed minutes** for two advisory committee meetings held during the school year



Domain VII: Emergency Response Management

Local area school districts must face the ever-increasing possibility of a catastrophic event occurring on school grounds and during school time. Crisis and emergency planning is mandatory, and planning for crisis response is imperative. Career and technical counselors, along with other professional district staff, play a significant role in student/staff management during a crisis event and its aftermath.

Standard 11: 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.

CTE Counselor:

- Attends training and/or crisis response rehearsals mandated by their school district.
- Complies with the ASCA National Model.

Examples of Evidence:

- Counselor Growth Rubric
- ASCA National Model
- District emergency plan/handbook
- Participation in local, district, state and/or national training for emergency crisis situations

Domain VIII: Dropout Prevention

- Assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.

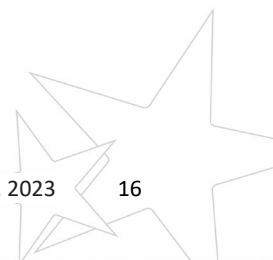
Standard 12: Assist and review student records focusing on low grades, poor attendance, failure to be promoted, and classroom disengagement.

CTE Counselor:

- Works collaboratively with academic counselors and teachers, attendance officers, and other invested staff and/or parents to obtain information on at-risk students.

Examples of Evidence:

- Dropout prevention plan
- Lesson plans
- Records in student information system
- Communication logs
- Sign-in sheets
- IEPs, 504s, EL accommodations
- List of at-risk students
- Conferences (parent, student, teacher, etc.)
- Student records
- Rosters/enrollment information
- Score reports



CTE Counselors' Monthly Timeline

The following list provides a examples of activities that occur during the school year of a CTE counselor. Some of these activities may or may not apply to you and your school. The purpose of this list is to serve as a monthly reminder and a road map to assist a CTE counselor in completing duties that are necessary for the success of your counseling program.

JULY

- Post Crisis Hotline Phone numbers in building
- Complete Annual Agreement with administrator
- Update classroom presentations
- Attend MS ACTE Conference
- Check eligibility requirements of students for programs
- Check course codes in your Student Management System
- Set your yearly calendar of events to meet Program of Work Requirements
- Sign-up for Listservs through MDE and the RCU (CTE and school counselors)
- Update website/brochures
- Update Student Referral Resources
- Register for MSSCA Conference

AUGUST

- Open House
- Request list of SPED students from feeder schools that are enrolled in CTE programs
- Obtain IEPs and 504s from high school SPED department
- Check MDE website for the testing calendar; verify school testing dates with administration
- Check with feeder schools to see if they are aware of any medical issues with students enrolled in your building
- Register for MCA Conference
- Balance class sizes
- Adjust student schedules as needed
- Administer needs assessments (students, faculty/staff, parents/stakeholders)
- Student Orientation to CTE Counselor Services
- Speak to students about requirements for MS Scholars Tech Master distinction
- Ask teachers to start working on Placement Data
- Continue recruitment for programs
- Develop an enrollment chart for all programs
- Begin counseling sessions



SEPTEMBER

- Contact Advisory Committee Members
- Progress Reports
- Ongoing Parent/Teacher Conferences
- Verify Vocational Indicators in your Student Management System
- Collect completer follow-up and placement information
- Submit follow-up data to MSIS

OCTOBER

- Develop Newsletter
- Attend MSSCA
- Review grades
- Attend Mississippi Counseling Association Regional Fall Meeting
- Conduct Advisory Committee Meeting
- Host College Financial Aid Event
- Invite eligible students to join National Technical Honor Society (NTHS)

NOVEMBER

- Attend Mississippi Counseling Association Convention
- Review District Summary Report
- Induct new NTHS members

DECEMBER

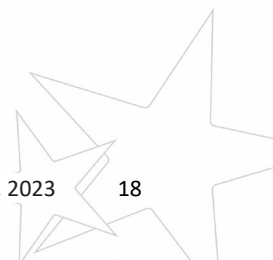
- Distribute testing results
- Update program descriptions for registration handbook
- Administer/Assist with DECA testing for student qualification for district and state competition
- Participate in NTHS community service activity

JANUARY

- Recruitment/Tours
- Send updated CTE program application to schools

FEBRUARY

- Host National Career and Technical Education Month event(s)
- Recruitment/Tours
- Attend Testing Training at RCU
- Assist in hosting Nontraditional Day with Student Service Coordinators (SSC)
- Develop Master Schedule and send to feeder schools
- Attend Mississippi Counseling Association Regional Spring Meeting



MARCH

- Recruitment/Tours
- Verify/Order National Certification Exams
- IEP Meetings

APRIL

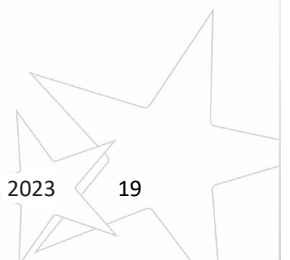
- National Certification Testing
- IEP Meetings
- Request MS Scholar Tech Master medallions and certificates from MS Economic Council

MAY

- Host Awards Program
- Student Needs Survey Follow-up (Evaluation of Counseling Program)
- CTE Counselor Evaluation Survey by faculty
- Student Exit Survey
- Collect completer data for Fall follow-up
- Report student vocational course failures
- Recognize NTHS students at awards day
- Recognize MS Scholar Tech Master students at the senior awards ceremony

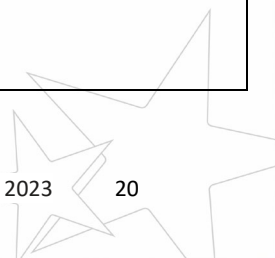
ONGOING

- Publicity (ex: newspapers, newsletters, state publications, website, etc.)
- Monitoring grades
- Monitoring absences
- Student intervention
- Promote CTE Organization participation
- Individual counseling
- Group counseling
- Parent contact
- Collaborate with teachers and administrators
- Classroom presentations
- Monitor status of MS Scholar Tech Master applicants



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> <p>CTE Counselor Standard: Coordinate activities leading to program retention and completion.</p> <p>CTE Counselor Standard: 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"> ● 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> <p>CTE Counselor Standard: Coordinate activities leading to program retention and completion.</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

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 school and community partners to support and promote student success.

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

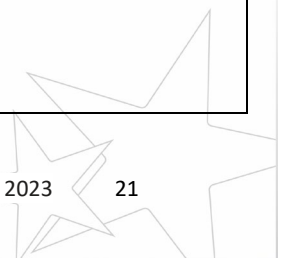
CTE Counselor Standard: Provide placement information and community resources to students.

- 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

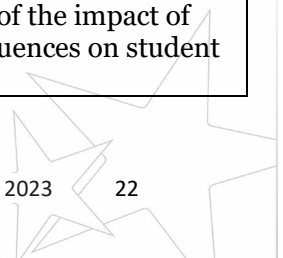


<p>CTE Counselor Standard: Assist in coordinating the integration of academic and career and technical skills by consulting with teachers and other professional staff.</p>	
<p>Standard 5: Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, school climate data and feedback from stakeholders in order to continually improve student outcomes.</p> <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> <p>CTE Counselor Standard: Maintain a local industry advisory committee and conduct a minimum of one business/industry visit during the school year.</p> <p>CTE Counselor Standard: 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"> ● 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. ● 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
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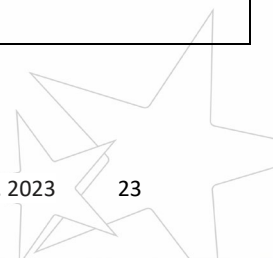
Domain III: Culture and Learning Environment

<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>	<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.
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<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> <p>CTE Counselor Standard: Assist in coordinating the integration of academic and career and technical skills by consulting with teachers and other professional staff.</p>	<ul style="list-style-type: none"> ● 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> <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> <p>CTE Counselor Standard: Counseling services are provided to all students (including Special Populations students) for social and emotional, academic and career development training.</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. ● 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>	<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>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> <p>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.</p> <p>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.</p>	
<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> <p>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.</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.

