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| Educator Name: | Click here to enter text. | School Year: | Click here to enter text. |
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|  **Domain 1: Planning and Preparation (Management)**The professional school counselor plans and manages the delivery of the comprehensive school counseling program. |
| Component: Develops and maintains a comprehensive school counseling program.Elements: Accesses or collects relevant data – Assesses use of time – Develops calendars – Designs and implements action plans – Creates KPBSD Annual School Counselor Goals and shares with administrator |
| **COMPONENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Develops and maintains a comprehensive counseling program** for ALL students that meets the needs of the school and includes the three domains (as outlined by the ASCA National Model) of academic achievement, career planning and personal/social development.(ASCA II-A-8) | Makes little to no effort to implement a comprehensive school counseling program.  | Provides evidence that the comprehensive school counseling program is in development or the program is inconsistently implemented. | Develops and maintains a counseling program for ALL students that includes academic, personal/social, and career development competencies. | Maintains a fully implemented ASCA Model program using data to evaluate and refine the program. Communicates and collaborates with stakeholders regarding the goals of the school counseling program. |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Accesses or collects relevant data** (process, perception, and outcome data) to monitor and improve student behavior and achievement. (ASCA III-B-3) | Does not access or collect relevant data. | Limited access and use of data for school counseling program evaluation. | Analyzes and uses available process, perception, and results data for school counseling program evaluation. | Makes data-driven decisions based on the analysis and shares the results with stakeholders to determine future program goals. |
| **Assesses use of time** in direct and indirect student services, program management, and student support. (ASCA III-B-4) | Routines for the counseling center or classroom work are nonexistent or disorderly. There are no procedures established for scheduling time with the counselor. There is little evidence that students know or follow established routines. | Routines for the counseling center or classroom work are partially successful. Procedures for scheduling time with the counselor are established, but are not widely communicated to all. Routines and procedures are only partially effective or are inconsistently followed. | Routines and procedures for the counseling center or classroom work are effective. Procedures for scheduling time with the counselor are established, communicated to students, and followed. Students know and follow established routines with minimal guidance and prompting. | Routines for the counseling center or classroom are seamless, and students assist in maintaining them. Procedures for scheduling time with the counselor are established with input from students and well communicated to all stakeholders. Routines and procedures are well understood and may be initiated or improved by students. |
| **Develops calendars** to ensure the effective implementation of the school counseling program. (ASCA III-B-5) | The annual calendar is not evident or provides few details of a comprehensive school counseling program and lacks evidence of reflection of the school counseling program goals.  | The annual calendar characterizes a comprehensive school counseling program and reflects the school counseling program goals. | The annual calendar is highly detailed and shows the depth and breadth of a strong comprehensive school counseling program that affects all students in the school. The annual calendar clearly reflects the school counseling program goals. | In addition, the annual calendar identifies topics and activities addressed during that time period and are clearly coded so that the percentage of time for school counseling core curriculum, individual student planning, responsive services, indirect services, and program planning/school support is clearly communicated. |
| **Designs and implements action plans** aligning with school and school counseling program goals (ASCA III-B-6) | Minimal evidence of participation in the design and implementation of curriculum action plans or closing- the gap action plans. | Attempts, with some success, to develop and implement either curriculum action plans orclosing-the-gap action plans.  | Develops and implements both curriculum action plans and closing-the-gap action plans after reviewing school and student data. Plans align with school and program goals. | Continually refines and implements intentionally designed interventions for curriculum and closing-the-gap activities which target school needs. Shares results with stakeholders and seeks input for improvement. |
| **Creates *KPBSD Annual School Counselor Goals*** and shares with supervising administrator.(ASCA III-B-1d) | Does not communicate or collaborate with school administration regarding school counselor’s role in the school. No verbal or written ***Annual School Counselor Goals*** exist. | Communicates with school administration to establish ***Annual School Counselor Goals*** regarding school counselor’s role in the school. | Collaborates with administration to create detailed ***Annual School Counselor Goals***. Counselor activities and practices align with the annual goals. | Documents ongoing communication with administration to review and revise the detailed ***Annual School Counselor Goals*** with the goal of continually improving practices. Counselor activities and practices align with the annual goals. |
| Evidence: |
| **Domain 2: The Environment (Foundation and school counseling program)**The professional school counselor monitors and evaluates the processes and results of the comprehensive school counseling program. |
| Components: Develops a school counseling mission statement and vision; establishes goals – Counseling program is based on student standards – Conducts yearly program evaluationElements: Uses student achievement and achievement-related data for program modification – Assesses, analyzes, interprets, disaggregates, and presents process, perception, and results data  |
| **COMPONENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Develops a school counseling mission statement and vision** of the school counseling program aligning with the school, district and state mission and vision. (ASCA II-B-1 and II-B-2). **Establishes school counseling program goals**. | The mission and vision statements lack focus or do not exist. Program goals do not exist or do not align with the mission and vision statements. | The mission and vision statements focus on learning for all students. Program somewhat aligns with the mission and vision statements. | The mission and vision statements focus on learning for all students. Program goals are clearly aligned with the mission and vision statements and are linked to the school’s data and desirable student outcomes. | The mission and vision statements focus on learning for all students to the highest extent. Program goals are clearly aligned with the mission and vision statements and include a detailed narrative of the process for developing the goals and how they are founded in data.  |
| **Counseling program is based on student standards**, such as the ASCA Mindsets & Behaviors or others, to drive implementation of program services. (ASCA II-A-6 and II-B-3) | Has not identified academic or counseling standards in guidance lessons. The selected standards are developmentally appropriate for each grade level but do not address all grade levels and/or lack linkage to the school counseling program’s vision, mission, and goals. | Has identified academic or counseling standards in some guidance lessons. The selected standards are developmentally appropriate for each grade level, address all grade levels at the school and link to the school counseling program’s vision, mission, and goals. | Has identified academic and counseling standards in all guidance lessons. The selected standards are developmentally appropriate for each grade level, address all grade levels at the school and clearly link to the school counseling program’s vision, mission, and goals. | Has identified and displayed academic and ASCA school counseling standards in guidance lessons using student friendly language. The selected standards address all grade levels at the school and are unmistakably linked to the school counseling program’s vision, mission, and goals. |
| **Conducts a yearly program evaluation** to assess the progress of the school counseling program and determine if changes are needed. | Does not conduct a yearly program evaluation and resists suggestions that the evaluation is important. | Conducts a yearly program evaluation but does not share the results or elicit recommendations for change. | Completes a yearly program evaluation and shares the results with stakeholders. Uses evaluation to make program improvements and set annual goals. | Completes a yearly program evaluation, reviews the results of the audit with stakeholders, elicits and implements recommendations for changes for the following year. Uses data from results reports to evaluate program effectiveness and to determine program needs. |
| **ELEMENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Uses student achievement and achievement-related data for program modification.** | Does not monitor student achievement data or achievement-related data. | Has awareness of data fluctuations which indicate student achievement trends but does not monitor data over time. | Identifies trends using data and shares results with stakeholders. Programs are created to close the achievement gap. | Monitors trends and creates programs to close the achievement gap. Presents results to stakeholders. |
| **Assesses, analyzes, interprets, disaggregates, and presents process, perception, and results data.** | Does not access data. | Limited access and use of data for school counseling program evaluation. | Analyzes available process, perception, and results data for school counseling program evaluation. | Makes data-driven decisions based on the analysis and shares the results with stakeholders to determine future program goals. |
| Evidence: |

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| **DOMAIN 3: DELIVERY OF SERVICE (DELIVERY)**The professional school counselor implements the delivery of the comprehensive school counseling program. |
| Components: Spends 80% of time providing direct and indirect services to studentsElements: Engages students to establish academic, personal/social, and career goals – Counsels individual students and groups of students – Consults effectively with parents, teachers, administrators, and other stakeholders – Implements an effective referral process – Implements an effective crisis response plan – Demonstrates knowledge of common counseling techniques and theory |
| **COMPONENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Spends 80% of time providing direct and indirect services to students** and follows the ASCA recommended time for their level in guidance curriculum, individual student planning, responsive services, and system support.(ASCA IV-A-1) | Does not spend 80% of time providing direct/indirect services to students. | Approaches 80% of time providing direct/indirect services to students. | Spends 80% of time providing direct/indirect services with students. | Conducts a time and task analysis to ensure time is spent providing 80% direct/indirect services to students, and follows the ASCA recommendations of time spent in each component. |
| **Element** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Engages students to establish academic, personal/social, and career goals** as a means to connect education to their futures. (IV-B-1) | Does not consult students in establishing their academic, career, and personal/social goals and options. | Occasionally consults with students in creating their academic, career, and personal/social goals. | Consistently consults with all students in establishing their academic, career, and personal/social goals and options, and seeks to develop knowledge of resources and options. | Consults with all students regarding their academic, career and personal/social goals which are embedded within the school counseling master calendar. |
| **Counsels** **individual students and groups of students** with identified needs or concerns.(ASCA IV-B-2) | Does not offer or is not available for responsive services. | Occasionally is available for responsive services. | Uses data to create proactive responsive services. | Documents responsive services which are data driven and are followed up by the counselor. Time is allocated for responsive services. |
| **Consults effectively with parents, teachers, administrators, and other stakeholders**. (ASCA IV-B-5a and IV-B-6a) | Does not consult with stakeholders regarding student needs. | Occasionally consults with stakeholders regarding student needs. | Effectively consults with stakeholders regarding student needs. | Uses exceptional consultation skills, provides documentation, and follow-up regarding student needs. |
| **Implements an effective referral process**. (ASCA IV-B-4a) | Has no knowledge of available resources to meet student needs. | Has limited knowledge of available resources to meet student needs. | A school wide referral process is in place with teacher/administration involvement. | Uses a school wide referral process effectively involving teachers, administration, staff, students, and parents. |
| **Implements an effective crisis response plan.** (ASCA IV-A-9) | Does not show evidence of a plan. | A school crisis plan is not implemented. | Implements a crisis plan with teacher and administrator involvement. | A school wide crisis response plan is clearly evident, is taught, and practiced at school community. |
| **Demonstrates knowledge of common counseling techniques and theory*.*** (ASCA IV-B-3b) | Demonstrates little understanding of common counseling techniques and cannot articulate which counseling theory they are using or why. | Demonstrates basic understanding of common counseling techniques and is able to select a counseling theory, but the explanation of its usage is inconsistent. | Demonstrates a thorough understanding of common counseling techniques and is able to articulate why they use a particular counseling theory. | Demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation. |
| Evidence: |
| **Domain 4: Professional responsibilities (Accountability)**The professional school counselor uses the skills of leadership, advocacy and collaboration to act as a systems change agent to create an environment promoting and supporting student success. |
| Components: Program management and school support activities account for 20% of time – Maintains professionalism – Uses advocacy skills – Uses collaborationElements: Participates in educational professional development; participates in school and district projects – Provides consultation, training, and leadership; relationships with colleagues – Carries out “fair share” of responsibilities in service to the school |
| **COMPONENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Program management and school support activities account for 20 percent of time or less.**(ASCA III- B-7) | Does not spend 20% of time in program management and school support activities. | Approaches 20% of time in program management and school support activities. | Spends 20% of time in program management and school support activities. | Conducts a time and task analysis to ensure time is spent providing 20% of time in program management and school support activities. |
| **Element** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Participates in educational professional development; participates in school and district projects.**(ASCA III-B-1) | Counselor does not participate in professional development activities even when such activities are suggested for the development of counseling skills. | Participation in professional development activities is limited to those that are convenient or are required. | Seeks out opportunities for professional development based on an individual assessment of need and provides adequate evidence of such activity. | Actively pursues professional development opportunities and makes a substantial contribution to the profession through application of knowledge and skills and sharing with colleagues. |
| **Provides consultation, training, and leadership** to the school community in creating, maintaining, and evaluating a safe school environment. **Relationships with colleagues.** (ASCA I-C-5 | Does not work with the community to ensure a safe school environment. | Demonstrates some involvement with the community to ensure a safe school environment. | Promotes and encourages the community to be involved with school safety. | Counselor is known in the community as a student advocate. Serves on school committees and invites the school/community to work toward a safe school environment. |
| **Carries out “fair share” of responsibilities** in service to the school. (ASCA III-B-4d) | Does not carry out “fair share” of responsibilities within the school environment. | Occasionally carries out other responsibilities within the school environment. | Willingly carries out “fair share” of responsibilities and is viewed as a collaborative team member. | Actively seeks out roles in leadership opportunities and responsibilities. |
| **COMPONENT** | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **EXEMPLARY** |
| **Maintains professionalism** in all areas, including work habits, relationships, utilizing technology, attending meetings, and following the ASCA Ethical Guidelines. (ASCA II-B-4) | Counselor does not model integrity and confidentiality in interactions with colleagues, students, and the public. Lacks professionalism in work habits, relationships, utilizing technology, or adhering to district, state and federal regulations. | Models integrity and confidentiality in interactions with colleagues, students, and the public. Inconsistent professionalism in work habits, relationships, utilizing technology, or adhering to district, state and federal regulations. | Models high standards of integrity and confidentiality in interactions with colleagues, students, and the public. Advocates for students when needed. Practice reflects high professional and ethical standards as well as adherence to district, state and federal regulations. | Models and teaches exceptional work habits advancing technology and embracing Professional School Counselor Ethics Consistently maintains the highest standards of integrity and confidentiality as well as adherence to district, state, and federal regulations. Advocates for all students and models professionalism with colleagues. |
| **Uses advocacy skills** to create systemic change and improve academic and career success of all students.(ASCA I-B-3 and I-B-5) | Uses few, if any, advocacy skills. | Uses advocacy skills to support student success. | Diplomatically advocates for all students. | Identifies allies and enlists support in advocating for all students. |
| **Uses collaboration** to create systemic change and improve academic and career/college readiness of all students. (ASCA I-B-4 and I-B-5) | Does not collaborate to generate system level responses. | Begins to identify and make others aware of needed system level changes. | Promotes equal access and equity by collaborating with stakeholders. | Regularly collaborates to guide decisions for all students to improve academic and career/college success. |
| Evidence: |

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| Professional Growth Goal: Click here to enter text. |