

Standards of Effective School Counseling

20% School Counseling Core Curriculum (Classroom, Small Groups, and Large Groups)
 35% Counseling Program and Student Planning
 25% Responsive Services
 20% Professional Responsibilities

Note:
 Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

School Counseling Core Curriculum (Classroom, Small Groups, and Large Groups)					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Written Lesson Plans		<ul style="list-style-type: none"> Lesson plans are unavailable or inconsistently available when asked Lesson plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment No accommodations planned for differentiation 	<ul style="list-style-type: none"> Lesson plans are available consistently when asked but May be incomplete with no more than one of the following missing: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment Some accommodations planned for differentiation 	<ul style="list-style-type: none"> Lesson plans are available consistently when asked and Are complete: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment Accommodations planned for differentiation of most learners 	Meets Proficient AND: <ul style="list-style-type: none"> Includes accommodations for all learners
Authentic Learning Supports SPPS Counseling Standards		<ul style="list-style-type: none"> Learning tasks have little to no connection to standards or little to no support of SPPS counseling curriculum Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> Learning tasks sometimes connect to standards and/or support SPPS curriculum Activities reflect a learning outcome and students sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> Learning tasks consistently connect to standards and support SPPS curriculum Activities reflect a learning outcome and students regularly involved in authentic learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Students routinely select and adapt authentic learning activities to meet and support SPPS counseling standards</u>
High Academic Expectations		<ul style="list-style-type: none"> Some academic expectations are rigorous with some busywork Conveys a negative attitude toward the content Some students receive the message that they are expected to attain high standards in their schoolwork and some students do not 	<ul style="list-style-type: none"> Most academic expectations are rigorous with minimal busywork Communicates importance of work, but with little conviction and minimal buy-in by students Most students consistently receive the message that they are expected to attain high standards in their schoolwork 	<ul style="list-style-type: none"> High rigor in which students have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all students can learn Virtually all students receive the consistent message that they are expected to attain high standards in their schoolwork 	Meets Proficient AND: <ul style="list-style-type: none"> Both students and counselor maintain a culture of high academic expectations
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all learners, and attempts to adapt practices to make content accessible for all Students are able to show up as their authentic selves through the content 	Meets Proficient AND: <ul style="list-style-type: none"> Realness is present – students question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse learners

School Counseling Core Curriculum (Classroom, Small Groups, and Large Groups)

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Counseling and Content Knowledge		<ul style="list-style-type: none"> Displays little understanding of counseling knowledge Shows little understanding of the subject being taught 	<ul style="list-style-type: none"> Displays basic understanding of counseling knowledge Shows some understanding of the subject being taught 	<ul style="list-style-type: none"> Displays counseling knowledge and reflects on current research and best practices within the field Shows solid content knowledge based on lessons and response to questioning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shares counseling and/or content knowledge with other staff to impact practices of others Published in content area Presenter or leader for professional organization
Lesson Objectives/ Goals		<ul style="list-style-type: none"> Goals are seldom stated or no goals are stated. If stated, goals are not measurable Goals are rarely and/or never clear or are stated as student activities Goals do rarely take into account the varied learning needs of individual students or groups Goals rarely align to standards 	<ul style="list-style-type: none"> Goals are stated and sometimes measurable Goals are inconsistently clear and may include activities Goals sometimes take into account the varied learning needs of individual students or groups Goals sometimes align to standards 	<ul style="list-style-type: none"> Goals are stated and measurable Goals are consistently clear and are NOT activities Goals regularly take into account varied learning needs of individual students or groups Goals regularly align to standards 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> All students can identify the measurable goal and explain it in their own words Goals are often <u>student created</u> Goals always take into account varied learning needs Able to articulate rationale for the selection of goals and how they explicitly support standards
School Counselor Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of student comprehension or learning styles 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that students have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to student's various learning styles Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> Demonstrates the thinking, speaking, reading, writing, and/or actions that students will be required to perform Instructions are clear, concise, and logically organized Encourages students to make deductions in order to explore the new concepts Students are interacting with school counselor and each other during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Links the instructional purpose of the modeling to the larger curriculum Points out possible areas of misunderstanding during modeling
Questioning and Discussion		<ul style="list-style-type: none"> Uses questioning and discussion to involve few students (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the class members Sequencing of questions is not purposeful Uses little or no discussion in the classroom 	<ul style="list-style-type: none"> Uses questioning and discussion to involve some students (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the class members Sequencing of some questions with minimal regard to students' learning needs 	<ul style="list-style-type: none"> Uses questioning and discussion to involve every student, regardless of ability (i.e. wait time, level of questions) Uses questioning and discussion; participation consists of speaking and/or active listening Uses questioning and discussion that displays a variety of culturally responsive techniques purposely chosen by the school counselor to ensure all are participating and considering student input Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion for higher order thinking 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Students create their own questions around the topic of study for group discussion</u> Students lead the discussion with little direction from the school counselor Sequencing of questions is purposeful and scaffolds learning for all
Function of Technology Used in Services		<ul style="list-style-type: none"> Rarely uses available technology as a tool 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change 	<ul style="list-style-type: none"> Uses available technology to augment or modify practices as well as for substitution 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, <u>augmentation, and modification</u>
Assessment of Student Learning		<ul style="list-style-type: none"> Minimal assessment of student learning 	<ul style="list-style-type: none"> Some assessment learning of student learning 	<ul style="list-style-type: none"> Uses various strategies to assess for each student throughout the lesson Students are engaged with using criteria and/or rubrics to assess their learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Assessment is fully integrated into instruction and used to address individual students' misunderstandings Students are engaged in peer-to-peer feedback and assessment

School Counseling Core Curriculum (Classroom, Small Groups, and Large Groups)

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Engaging Students in Learning		<ul style="list-style-type: none"> Few students are authentically or actively engaged in the lesson or are off-task Little awareness of when students are not engaged Seldom takes overt action to re-engage students and/or increase student engagement 	<ul style="list-style-type: none"> Some students are authentically and actively engaged in the lesson Some awareness of when students are not engaged Sometimes takes overt action to re-engage students and/or increase student engagement 	<ul style="list-style-type: none"> Virtually all students are authentically and actively engaged Consistent awareness of when students are not engaged Routinely takes overt action to re-engage students and/or increase student engagement 	Meets Proficient AND: <ul style="list-style-type: none"> Students show ownership in authentic self-directed learning
Closure		<ul style="list-style-type: none"> No time allowed for closure 	<ul style="list-style-type: none"> Some time allowed for closure Closure is sometimes connected to the objective Lesson, small group or large group closure is directed by the school counselor 	<ul style="list-style-type: none"> Ample time allowed for closure Closure is consistently connected to the objective Lesson, small group or large group closure is directed by students 	Meets Proficient AND: <ul style="list-style-type: none"> Students can articulate a clear connection to the objective during the closure

Counseling Program and Student Planning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships Between School Counselor and Students		<ul style="list-style-type: none"> School counselor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for school counselor 	<ul style="list-style-type: none"> School counselor-student interactions are generally appropriate Students exhibit only minimal respect for school counselor 	<ul style="list-style-type: none"> School counselor-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and school counselor seeks input/advice on what are appropriate cultural norms for students outside of the school counselor's culture Students exhibit respect for school counselor 	Meets Proficient AND: <ul style="list-style-type: none"> Recognizes student contributions to the school community Creates an environment where students build relationships with the counselor not just the counselor building relationships with students
Behavior Monitoring and Response		<ul style="list-style-type: none"> Student behavior is not monitored Unaware of what students are doing Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity 	<ul style="list-style-type: none"> Sometimes intervenes to redirect student behavior May miss behaviors of some students Attempts to respond to misbehavior but with uneven results 	<ul style="list-style-type: none"> Alert to student behavior at all times Monitoring is preventative and consistent Response to misbehavior is appropriate and results in the desired behavior Response is sensitive to students' individual needs 	Meets Proficient AND: <ul style="list-style-type: none"> Monitoring is subtle and preventative Students monitor their own and their peers' behavior, correcting one another respectfully Response to misbehavior is highly effective
Individual Counseling Strategies		<ul style="list-style-type: none"> Rarely creates a safe space in which the student feels that he/she can share Rarely guides student to gain their own insights through asking open-ended questions, rephrases what the student says, and helping student to see the impacts of their behavior Rarely creates a plan with the student to follow through with next steps Rarely connects students with resources if necessary 	<ul style="list-style-type: none"> Sometimes creates a safe space in which the student feels that he/she can share Sometimes guides student to gain their own insights through asking open-ended questions, rephrases what the student says, and helping student to see the impacts of their behavior Sometimes creates a plan with the student to follow through with next steps Sometimes connects students with resources if necessary 	<ul style="list-style-type: none"> Regularly creates a safe space in which the student feels that he/she can share Regularly guides student to gain their own insights through asking open-ended questions, rephrases what the student says, and helping student to see the impacts of their behavior Consistently creates a plan with the student to follow through with next steps Regularly connects students with resources if necessary 	Meets Proficient AND: <ul style="list-style-type: none"> Checks in with students about progress of next steps

Counseling Program and Student Planning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
High Academic Expectations		<ul style="list-style-type: none"> Some academic expectations are rigorous with some busywork Conveys a negative attitude toward the content Some students receive the message that they are expected to attain high standards in their schoolwork and some students do not Rarely connects socioemotional work/supports to academics 	<ul style="list-style-type: none"> Most academic expectations are rigorous with minimal busywork Communicates importance of work, but with little conviction and minimal buy-in by students Most students consistently receive the message that they are expected to attain high standards in their schoolwork Sometimes connects socioemotional work/supports to academics 	<ul style="list-style-type: none"> High rigor in which students have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all students can learn Virtually all students receive the consistent message that they are expected to attain high standards in their schoolwork Regularly connects socioemotional work/supports to academics 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Both students and counselor maintain a culture of high academic expectations
College/ Career Planning		<ul style="list-style-type: none"> Little to no time is spent discussing and/or planning for college/career Rarely conducts assessment of student interests (for caseload) Minimal documentation of a working college/career plan for students on their caseload 	<ul style="list-style-type: none"> College/career discussions and/or planning occurs but with minimal meaningful connections for the student Assessment of student interests is completed but not analyzed by the school counselor and student (for caseload) Some documentation of a working college/career plan for students on their caseload 	<ul style="list-style-type: none"> College/career discussions and/or planning occurs but with multiple meaningful connections for the student Assessment of student interests is completed and analyzed by the school counselor and student (for caseload) Consistent documentation of a working college/career plan for students on their caseload 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students are in charge of further investigating of college/career opportunities Innovative college/career opportunities are developed and implemented by the school counselor (ex. internships, trainings, etc.)
Bullying Prevention Strategies		<ul style="list-style-type: none"> Rarely educates students on impacts of bullying on academic and/or social emotional performance Rarely involves students in creating a safe and respectful school culture 	<ul style="list-style-type: none"> Sometimes educates students on impacts of bullying on academic and/or social emotional performance Sometimes involves students in creating a safe and respectful school culture 	<ul style="list-style-type: none"> Routinely educates students on impacts of bullying on academic and social emotional performance Proactively involves students in creating a safe and respectful school culture 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Routinely educates staff on impacts of bullying on academic and socioemotional performance
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Space is cluttered and materials are in disarray Room arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support counseling service Space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to students and supports counseling services Space is neat, clean, and uncluttered; materials are readily available Room is safe and the furniture and/or space arrangement is a resource for learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Room is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning and counseling supports
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning and/or counseling opportunities Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in student learning and/or counseling opportunities Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> Routinely engages families in learning and/or counseling opportunities by providing accessible ways for families to participate Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school

Counseling Program and Student Planning

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
School Counseling Guidelines and Mandates		<ul style="list-style-type: none"> Minimal knowledge of local, state, and federal school counseling guidelines School counselor's practices and school counseling program rarely align to local, state, and federal expectations Monthly/annual calendar or counselor-principal agreement are incomplete 	<ul style="list-style-type: none"> Some knowledge of local, state, and federal school counseling guidelines School counselor's practices and school counseling program sometimes align to local, state, and federal expectations Monthly/annual calendar and counselor-principal agreement are complete 	<ul style="list-style-type: none"> Solid knowledge of local, state, and federal school counseling guidelines School counselor's practices and school counseling program consistently align to local, state, and federal expectations Monthly/annual calendar and counselor-principal agreement are complete and have been signed by administration 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in assisting colleagues with understanding local, state, and/or federal school counseling guidelines Alignment of practices is documented and clearly communicated Counselor-principal agreement is reviewed periodically with administration and recommendations are made for the following school year
Counseling Goals Appropriate to School and Students		<ul style="list-style-type: none"> No or unclear/unmeasurable goals documented for school counseling program 	<ul style="list-style-type: none"> Clear and measurable goals documented that are somewhat appropriate to the school and student population 	<ul style="list-style-type: none"> Clear and measurable goals documented that are appropriate to the school and student population; goals are created based on priorities outlined in SCIP and/or district plan 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Clear and measurable have been developed in consultation with students, families, and school staff
Evaluation of Counseling Program		<ul style="list-style-type: none"> School counselor's plan for evaluation the counseling program lacks organization and/or evidence 	<ul style="list-style-type: none"> School counselor's plan is documented, organized and provided evidence with a path toward improvement of counseling program at the school 	<ul style="list-style-type: none"> School counselor's plan is documented, organized and provided evidence with a path toward improvement of counseling program at the school AND reviews the plan annually with school administration 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Seeks feedback from staff and SPPS lead counselors

Responsive Services

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Crisis Response		<ul style="list-style-type: none"> Is not part of the school's crisis response team Limited to no knowledge of the school's crisis response plans Rarely able to priority services based on student needs during a crisis Rarely follow up with plan for support after a crisis Inconsistently intervenes ethnically during a crisis 	<ul style="list-style-type: none"> Part of the school's crisis response team with a limited role Some knowledge of the school's crisis response plans Sometimes able to priority services based on student needs during a crisis Sometimes follow up with plan for support after a crisis 	<ul style="list-style-type: none"> Part of the school's crisis response team and has an active role in developing crisis response plans Full working knowledge of the school's crisis response plans Regularly able to priority services based on student needs during a crisis Regularly follow up with plan for support after a crisis Regularly intervenes ethnically during a crisis 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Is a leader on the school's crisis response team and/or takes a leadership role in developing crisis response plans Participants on the SPPS district crisis team
Immediate Counseling Services		<ul style="list-style-type: none"> No documented plan in place to counsel students in immediate need and/or crisis Rarely available for individual/group counseling during students' urgent/immediate needs No or unclear communication to staff regarding the process of connecting students in immediate need to the school counselor 	<ul style="list-style-type: none"> Unclear documented plan in place to counsel students in immediate need and/or crisis Sometimes available for individual/group counseling during students' urgent/immediate needs Has communicated to staff (written OR verbal) the process of connecting students in immediate need to the school counselor 	<ul style="list-style-type: none"> Clear documented plan in place to counsel students in immediate need and/or crisis Consistently available for individual/group counseling during students' urgent/immediate needs Has clearly communicated to staff (written AND verbal) the process of connecting students in immediate need to the school counselor 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Follows up with individual/group after initial counseling concern. Connects with staff to provide additional support if necessary

Responsive Services

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Academic Counseling Services		<ul style="list-style-type: none"> • Rarely uses data to identify students who need academic support • Rarely collaborates with educational teams to provide a system of counseling support using Tier 1, Tier 2, and Tier 3 academic interventions • Lacks a comprehensive system to identify students who need academic support 	<ul style="list-style-type: none"> • Sometimes uses data to identify students who need academic support • Sometimes collaborates with educational teams to provide a system of counseling support using Tier 1, Tier 2, and Tier 3 academic interventions • Designs a comprehensive school counseling program addressing academic needs 	<ul style="list-style-type: none"> • Routinely uses current data to identify students who need academic support • Routinely and effectively collaborates with educational teams to provide a system of counseling support using Tier 1, Tier 2, and Tier 3 academic interventions • Designs and delivers a comprehensive school counseling program addressing academic needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role in regularly monitoring effectiveness of academic interventions
Social Emotional Counseling Services		<ul style="list-style-type: none"> • Rarely collaborates with support staff around social emotional needs of students • Lacks a comprehensive school counseling program addressing social emotional needs • Rarely understands when and how to make a referral for additional support • Inconsistently intervenes ethically and responsively to student needs 	<ul style="list-style-type: none"> • Sometimes collaborates with support staff around social emotional needs of students • Designs a comprehensive school counseling program addressing social emotional needs • Sometimes understands when and how to make a referral for additional support 	<ul style="list-style-type: none"> • Routinely and effectively collaborates with support staff around social emotional needs of students • Designs and delivers a comprehensive school counseling program addressing social emotional needs • Regularly understands when and how to make a referral for additional support • Consistently intervenes ethically and responsively to student needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Takes a leadership role and collaborates effectively with community resources • Provides a system for evaluation school community social emotional needs
College & Career Counseling Services		<ul style="list-style-type: none"> • Lacks a comprehensive school counseling program addressing college and career readiness • Rarely uses developmentally appropriate systems and/or supports that educate students so that they can make informed decisions based upon their interests and skills • Provides programming that supports few students in college and career readiness 	<ul style="list-style-type: none"> • Designs a comprehensive school counseling program addressing college and career readiness • Sometimes uses developmentally appropriate systems and/or supports that educate students so that they can make informed decisions based upon their interests and skills • Provides programming that supports some students in college and career readiness 	<ul style="list-style-type: none"> • Designs and delivers a comprehensive school counseling program addressing college and career readiness • Regularly uses developmentally appropriate systems and supports that educate students so that they can make informed decisions based upon their interests and skills • Provides programming that supports most students in college and career readiness 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Provides programming that supports all students in college and career readiness • Helps students connect career, post-secondary, and academic planning in order for students to reach their college and career goals
Utilizing School and Counseling Resources		<ul style="list-style-type: none"> • Minimal knowledge of resources available (school, district, and/or community) • Rarely refers students/families to school, district, and/or community resources • Inaccurate or missing documentation of referrals for students to resources 	<ul style="list-style-type: none"> • Some knowledge of resources available (school, district, and/or community) • Sometimes refers students/families to school, district, and/or community resources 	<ul style="list-style-type: none"> • Strong working knowledge of resources available (school, district, and/or community) • Regularly refers students/families to school, district, and/or community resources based on their individual needs and/or interests • Accurate documentation of referrals for students to resources 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Actively seeks new and effective school and community resources
Student Assistance Team		<ul style="list-style-type: none"> • Sometimes participates as an active member of the Student Assistance Team • Rarely contributes to, analyzes, and presents data findings to the Student Assistance Team and administration • Rarely is a resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<ul style="list-style-type: none"> • Regularly participates as an active member of the Student Assistance Team • Sometimes contributes to, analyzes, and presents data findings to the Student Assistance Team and administration • Sometimes is a resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<ul style="list-style-type: none"> • Regularly participates as an active member of the Student Assistance Team and takes a leadership role • Regularly contributes to, analyzes, and presents data findings to the Student Assistance Team and administration • Is a consistent resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Is a resource to other counselors about the Student Assistance Team process

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or content/grade level teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or content/grade level teams 	Meets Proficient AND: <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or content/grade level teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications in practices 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other school counselor leadership development opportunities 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	Meets Proficient AND: <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and/or students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	Meets Proficient AND: <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or preservice school counselors in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Families receive information about learning goal and students' progress or grades only at end of grading period, conferences, etc. Difficult for families to contact or does not respond when contacted Reports mostly on student challenges not on successes 	<ul style="list-style-type: none"> Families receive information about learning goal and students' progress or grades on an occasional basis Information is available to families, but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about learning goal and students' progress so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	Meets Proficient AND: <ul style="list-style-type: none"> Consistently provides resources for families to support their students' academic success at home School counselor engages student in communication with family

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district's strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district's strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school events 	Meets Proficient AND: <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress Student records are in disarray resulting in errors and confusion Lacks system for information on student completion of work 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress Maintains student records Maintains a system for information on student completion of work 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress Maintains accurate and up-to-date student records Maintains effective systems for information on student completion of work 	Meets Proficient AND: <ul style="list-style-type: none"> Students contribute information to systems related to their progress and interpret results Students participate in systems for completion of work
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: