Educator Effectiveness Observation & Practice

School Counselor

pennsylvania
DEPARTMENT OF EDUCATION

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Introduction

The Framework for Non-Teaching Professionals (NTP) identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what NTPs should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every situation. The evaluator and the NTP jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

ⓘ **NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice
for School Counselors

DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 4: Professional Responsibilities

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

Components of Practice ▶
Domain Rating Rubric ▶

COMPONENT 1A:

Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques

The school counselor applies developmental, learning, counseling, and education theories to create a comprehensive program aligned to organizational goals.

◯ Distinguished

- Demonstrates extensive knowledge of counseling theory, best practice, and comprehensive school counseling based on the ASCA national model and with focus on historic and systemic barriers.
- Implements a counseling plan that reflects extensive knowledge of theory and best practice for comprehensive in-person and remote program delivery for diverse students.

◯ Proficient

- Demonstrates sufficient knowledge of counseling theory, best practice, and comprehensive school counseling based on the ASCA national model.
- Implements a counseling plan that reflects sound knowledge of theory and best practice for in-person and remote program delivery.

◯ Needs Improvement

- Demonstrates limited knowledge of counseling theory, best practice, and comprehensive school counseling.
- Implements a counseling plan that reflects some knowledge of theory, technique, and best practice.

◯ Failing

- Demonstrates little to no knowledge of counseling theory, best practice, and comprehensive school counseling.
- Implements a counseling plan that lacks knowledge of theory, techniques and best practice or possesses no plan at all.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe your familiarity with the ASCA National Standards and how they affect your practice.*
- *How do you determine what theoretical frameworks you apply in specific instances?*
- *How do you determine student outcomes?*

Evidence of Practice:

- Communication logs (e.g., emails, letters, notes regarding phone conversations with parents, staff, students, and/or community members and providers)
- Quarterly and end of year summation reports
- Lesson plans
- Student projects or portfolios
- Professional development plan
- Program presentations

COMPONENT 1B:

Demonstrating Knowledge of Child and Adolescent Development

The school counselor demonstrates knowledge of child and adolescent development and utilizes this knowledge to inform effective service delivery.

◯ Distinguished

- Demonstrates extensive knowledge of child and adolescent development and historic and systemic factors which impact children.
- Provides comprehensive services that are highly customized, culturally responsive, and developmentally appropriate, using a continuum of evidence-based methodologies and practices.

◯ Proficient

- Demonstrates sufficient knowledge of child and adolescent development; provides services that are differentiated and developmentally appropriate.
- Provides comprehensive services, using a continuum of evidence-based methodologies and practices.

◯ Needs Improvement

- Demonstrates limited knowledge of child and adolescent development; attempts to develop services that are differentiated and developmentally appropriate.

◯ Failing

- Demonstrates little or no knowledge of child and adolescent development.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you ensure that your program is differentiated and developmentally appropriate?*
- *In planning for your program, how do you adapt to the varying needs of your students?*
- *Describe your greatest challenges are in meeting the needs of all students.*

Evidence of Practice:

- Career lesson plans
- SAP documents
- Data management system reports
- Technology resources used for supporting learning
- Materials from social skills curriculum/lessons
- Postsecondary planning documentation

COMPONENT 1C:

Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services

The school counselor collects and analyzes data from multiple sources to understand student needs in order to develop and refine comprehensive service goals and outcomes.

○ Distinguished

- Sets program goals based on available data and extensively focused on students' academic, career, and social-emotional development.
- Analyzes, evaluates, and modifies instructional outcomes on a continuous basis; initiates program review for rigor and relevance, measurability, and coherence/alignment with the needs of a diverse population.

○ Proficient

- Sets program goals based on available data, sufficiently aligned to students' academic, career, and social-emotional development.
- Initiates program review based on the overall needs of the population and system goals.

○ Needs Improvement

- Sets program goals based on limited data, minimally aligned to students' academic, career, and social-emotional development.
- Participates in program review when directed.

○ Failing

- Sets little or no program goals related to students' academic, career, and social-emotional development.
- Fails to review program.

○ Not Observed

Discussion Prompts:

- *What data do you use to establish your outcomes/goals?*
- *How do you plan your activities to achieve your goals?*
- *How do you involve students in the goal setting process?*
- *How do you use your evaluation outcomes to improve your school counseling services?*

Evidence of Practice:

- Comprehensive schoolwide counseling program plan
- Schoolwide discipline data summary reports
- Surveys
- Student data (e.g., attendance, placement, management system)
- Needs assessment
- Presentation materials
- Bullying prevention materials
- Small groups
- Prevention programs/materials

COMPONENT 1D:
Demonstrating Knowledge of Resources
The school counselor is knowledgeable about community, school, and home resources to inform all aspects of service delivery.

◯ **Distinguished**
- Demonstrates extensive knowledge of resources; actively engages in resource mapping.

◯ **Proficient**
- Demonstrates sufficient knowledge of resources; uses this information on a regular basis to inform planning and preparation relative to provision of comprehensive services.

◯ **Needs Improvement**
- Demonstrates some knowledge of resources and occasionally uses this information to inform planning and preparation of services.

◯ **Failing**
- Demonstrates little or no knowledge of resources.

◯ **Not Observed**

Discussion Prompts:
- *What evidence-based programs/resources do you employ?*
- *How do you collaborate with stakeholders to identify and locate resources?*
- *What are your "go to" resources?*

Evidence of Practice:
- Community resources directory
- In-service training materials
- Professional membership confirmation
- References websites (e.g., IES/WWC)
- School counselor presence on district website
- Resource delivery system
- Counseling newsletters

DOMAIN 1: Planning & Preparation

Designing Coherent Service Delivery

The school counselor designs a comprehensive school counseling program that addresses the needs of students, families, and the school community.

◯ Distinguished

- Designs a counseling program reflective of extensive knowledge of evidence-based strategies and that consists of an extensive array of related activities and services that are equitable and accessible to the population, being particularly mindful of historically marginalized populations.
- Works with an interdisciplinary team to design and integrate comprehensive services for the individual and system; programs and services are reviewed annually to ensure alignment to local, state, and ASCA guidelines to maximize positive outcomes for all students.

◯ Proficient

- Designs a counseling program sufficiently comprised of related services and activities that have efficacy and meaning for the population.
- Designs and integrates programs and services in alignment to local, state, and ASCA guidelines to maximize positive outcomes for all students.

◯ Needs Improvement

- Designs a counseling program comprised of related activities and services that have limited efficacy and meaning for the population.
- Designs programs and services minimally integrated with other services; limited alignment to local, state, and ASCA guidelines.

◯ Failing

- Delivers a counseling program negligible in its scope of activities and services and lacking efficacy and meaning for the population.
- Delivers programs and services that lack integration with other services and/or fail to align to the needs of the population; little to no alignment to local, state, and ASCA guidelines.

◯ Not Observed

Discussion Prompts: ℹ

- *How do you collaborate within the school community to design your school counseling program?*
- *How do you integrate support services into your program?*
- *How does the ASCA national model assist in your design of a coherent program of services?*

Evidence of Practice:

- Lesson plans aligned to Career Education and Work standards
- Schedule of school counseling lessons
- Data summary reports reflecting services provided
- Post-secondary planning materials and plan
- Advisory program description, goals, and outcomes
- School counseling calendar of events

DOMAIN 1: Planning & Preparation

COMPONENT 1F:

Use of Assessments and Data to Provide Supports and Interventions

The school counselor collects and analyzes assessment data to identify students in need of support and/or interventions.

◯ Distinguished

- Conducts valid and comprehensive assessments; accurately interprets student needs to inform service delivery and programming at the individual student level.
- Uses student data to identify and develop student outcome goals; collaborates with relevant stakeholders to design culturally appropriate and equity-based action plans for service delivery and programming.

◯ Proficient

- Conducts appropriate assessments; matches student needs to service delivery and programming.
- Reviews student data, providing guidance to stakeholders related to student needs and service delivery.

◯ Needs Improvement

- Conducts assessments; occasionally employs assessment results to plan or evaluate service delivery.
- Reviews student data, but does not consistently report this information to relevant stakeholders.

◯ Failing

- Conducts few or no assessments.
- Fails to review student data.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you incorporate multiple forms of assessment to measure student outcomes?*
- *When designing your program, how does assessment data assist in establishing student outcomes?*
- *How do you work with other stakeholders to use the assessment to develop intervention strategies?*
- *Explain how you provide feedback to students concerning their progress toward their identified goals.*

Evidence of Practice:

- Behavioral screening tools and resulting data
- Data analysis protocols
- Exemplar portfolio (non-tenured)
- Data summaries of the school counseling program
- SAP documentation
- Truancy documentation
- Alternative graduation pathways documentation

COMPONENT 2A:

Creating an Environment of Respect and Rapport

The school counselor provides equitable services that foster a positive school climate, using expertise to build and enhance relationships leading to greater school connectedness for all stakeholders.

◯ Distinguished

- Interacts with students, families, staff, and communities (both in person and remotely); interactions reflect strong rapport and mutual trust, free from conflict and tension.
- Models respect and rapport; leads in collaborative development of policies and programs that promote equity and cultural responsiveness, sensitive to other factors that may impact interaction and relational trust.

◯ Proficient

- Interacts with students, families, staff, and communities (both in person and remotely) in a manner free from conflict and tension.
- Participates in the development of policies and programs that promote equity and cultural responsiveness.

◯ Needs Improvement

- Interacts with students, families, staff, and communities (both in person and remotely) but there may be conflict or tension.
- Acknowledges but applies on a limited basis the principles of equity and cultural responsiveness; lacks sensitivity to other factors that may impact interaction and relational trust.

◯ Failing

- Interacts with students, families, staff, and communities (both in person and remotely) in a manner characterized by conflict, tension, and a lack of rapport.
- Fails to acknowledge the importance of equity and cultural responsiveness; ignores other factors that may impact interaction and relational trust.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you model respect and rapport for all students and staff?*
- *How does your modeling of respect and rapport influence student behavior?*

Evidence of Practice:

- Recognition program summary
- Training materials
- Community resource directory
- Request for assistance procedures
- Resource examples
- Communication logs (e.g., emails, letters, notes regarding phone conversations with parents, staff, students, and/or community members and providers)
- Utilization of environment (create capacity for remote and in-person meetings)

COMPONENT 2B:
Establishing a Culture for Learning
The school counselor, in collaboration with others, promotes preventive and responsive services that enhance learning, and social-emotional well-being.

Distinguished
- Collaborates with stakeholders to foster a school climate that values equity, diversity, inclusion, and high standards for academic, social-emotional, and career development.
- Conveys high expectations for all students to promote growth, risk-taking, and problem-solving.
- Demonstrates effectiveness in removing barriers and closing gaps for underserved populations; creates a variety of educational opportunities accessible to all.

Proficient
- Promotes a school climate that values equity, diversity, inclusion, and high standards for academic, social-emotional, and career development.
- Demonstrates effectiveness in removing barriers and closing gaps for underserved populations.

Needs Improvement
- Recognizes the importance of a school climate that values equity, diversity, inclusion, and high standards for academic, social-emotional, and career development.
- Acknowledges the need to remove barriers and close gaps for underserved populations.

Failing
- Fails to recognize the importance of school climate, equity, diversity, inclusion, and high standards for academic, social-emotional, and career development.
- Ignores the need to remove barriers and close gaps for underserved populations.

Not Observed

Discussion Prompts:
- *How do you communicate high expectations for your students?*
- *How have you contributed to the establishment of a positive culture of learning within your school?*
- *How do you collaborate with staff to ensure that strategies and supports are in place for student success?*

Evidence of Practice:
- SEL instructional materials
- SWPBIS or school climate core team meeting minutes/data analysis protocols
- Community resource directory
- Family resources
- School counselor site/page on school/IU website/learning delivery system
- School counseling calendar of events
- Consultation evidence

COMPONENT 2C:

Managing Procedures

The school counselor establishes organizational routines, data systems, and practices for equitable and ethical delivery of comprehensive services.

Distinguished

- Establishes routines, procedures, and practices, whether in-person or remote, that maximize service delivery and positive student outcomes; manages data systems effectively.
- Models and leads in the advocacy for the welfare and rights of students and demonstrates expertise to promote changes to student plans, school procedures, building/district policy, school environment, and other related systems.
- Exemplary compliance with legal and ethical requirements.

Proficient

- Establishes routines, procedures, and practices, whether in-person or remote, minimizing the loss of service delivery time; efficiently manages data systems.
- Advocates for the welfare and rights of students and demonstrates sufficient expertise to promote changes to student plans, school procedures, building/district policy, school environment, and other related systems.
- Compliant with legal and ethical requirements.

Needs Improvement

- Establishes routines, procedures, and practices that are limited in effectiveness, resulting in some loss of service delivery time.
- Minimally contributes to changes in student plans, school procedures, building/district policy, school environment, and other related systems.
- Minimally compliant with legal and ethical requirements; limited understanding of regulations.

Failing

- Fails to establish effective routines, procedures, and practices, resulting in significant loss of service delivery time.
- Fails to contribute to changes in student plans, school procedures, building/district policy, school environment, and other related systems.
- Not compliant with legal and ethical requirements; lacks awareness and understanding of regulations.

Not Observed

Discussion Prompts:

- *How do you ensure the most effective use of your time in providing services?*
- *How do you prioritize your workload?*

Evidence of Practice:

- Operational schedules
- Data analysis protocols
- Counseling newsletters and other communication examples
- Protocol for delivery of remote counseling intervention
- Threat/suicide assessment team guidelines
- School counseling calendar of events
- Communication logs (e.g., emails, letters, notes regarding phone conversations with parents, staff, students, community members, providers)

DOMAIN 2: Educational Environment

COMPONENT 2D:
Managing Student Behavior

The school counselor, through a comprehensive counseling program, promotes and supports positive behavior, decision-making, and success for all students.

○ Distinguished

- Demonstrates a high level of understanding of management techniques and a high degree of competence in managing student behaviors in various situations.
- Provides comprehensive assistance to school personnel at the systems, group, and individual levels relative to implementation of positive behavioral support strategies and/or a continuum of mental health services that promote equity and access to educational opportunity.
- Evidence of student participation in setting expectations and monitoring behavior.
- Measures student behavior through the lens of historic context and systemic oppression, advocating and supporting restorative practices, and providing customized response to individual students.

○ Proficient

- Establishes clear standards of conduct and applies them consistently.
- Provides assistance to school personnel at the systems, group, and individual level relative to implementation of positive behavioral support strategies and/or a continuum of mental health services that promote equity and access to educational opportunity.
- Measures student behavior through the lens of historic context and systemic oppression, supporting restorative practices.

○ Needs Improvement

- Establishes standards of conduct but may be unclear or application may be inconsistent.
- Provides limited assistance to school personnel at the systems and group level relative to implementation of positive behavioral support strategies.

○ Failing

- Establishes little or no standards of conduct.
- Provides little or no assistance to school personnel relative to implementation of positive behavioral support strategies.

○ Not Observed

Discussion Prompts: ⓘ

- *How do you promote student self-advocacy and empowerment?*
- *How have you incorporated an understanding of student responsibility into your procedures?*
- *How do you ensure the most effective use of your time in providing services?*

Evidence of Practice:

- Assessment examples
- Data analysis protocols
- Certifications/current documentation of skills for specific programs (e.g., CPI)
- Restorative practices documentation
- SWPBIS/MTSS core team meeting minutes/ data analysis protocol (e.g., team-Initiated problem solving)
- SAP documentation
- Truancy documentation

COMPONENT 2E:
Organizing the Environment

The school counselor effectively organizes space to promote an inclusive environment that maintains privacy, safety, and confidentiality for all.

◯ **Distinguished**
- Effectively organizes physical and digital spaces to ensure privacy, safety, and confidentiality.
- Creates a welcoming and inclusive environment that embraces diverse populations.

◯ **Proficient**
- Organizes physical and digital spaces with consideration for privacy, safety, and confidentiality.
- Creates a welcoming and positive environment.

◯ **Needs Improvement**
- Organizes the environment with respect to privacy, safety, and confidentiality; however, security risks are evident.

◯ **Failing**
- Does not organize the environment with respect to privacy, safety, and confidentiality; security breaches are likely to occur.

◯ **Not Observed**

Discussion Prompts: ⓘ
- *How do you maintain a safe, secure, and welcoming environment?*
- *Describe how you maintain confidentiality.*
- *How do you create an inclusive environment for a diverse population (e.g., LGBTQ, people of color, religions)?*

Evidence of Practice:
- Pictures of school counselor's office
- School counselor website resource center
- Creation of digital counselor's corner with resources
- Storage of virtual resources/lesson plans
- Ascribes to CDC, ADA, and PA guidance

COMPONENT 3A:

Communicating Clearly and Accurately

The school counselor communicates clearly and accurately with student, families, educators, and stakeholders.

◯ **Distinguished**
- Uses effective and consistent communication strategies with students and families, exhibiting sensitivity regarding cultural, developmental, religious, and other factors.

◯ **Proficient**
- Uses effective communication strategies with students and families, acknowledging general stakeholder diversity.

◯ **Needs Improvement**
- Employs adequate communications with students and families, with evolving awareness of stakeholder diversity.

◯ **Failing**
- Has limited communication with students and families, lacking clarity, accuracy, and/or respect for diversity.

◯ **Not Observed**

Discussion Prompts:
- *How do you check for student understanding when delivering services?*
- *What media do you use to communicate with your stakeholders?*
- *How do you view your role in communicating with stakeholders?*

Evidence of Practice:
- Career inventory example
- Social skills curriculum/lesson plans/ data examples
- Counselor website/page on district/ IU website/learning management system
- CBT and other counseling intervention protocols/examples
- Documentation of intervention with students
- SAP documentation
- Truancy documentation

DOMAIN 3: Delivery of Service

Using Questioning and Discussion Strategies

The school counselor employs appropriate strategies and techniques in developing and implementing an effective, engaging program.

◯ **Distinguished**
- Employs multi-tiered, culturally responsive counseling and instructional strategies, with an emphasis on the marginalized and under-represented populations.
- Counseling techniques are reflective of a holistic and extensive approach to providing student services.

◯ **Proficient**
- Employs multi-tiered, culturally responsive counseling and instructional strategies.
- Counseling techniques are reflective of a consistent approach to providing student services.

◯ **Needs Improvement**
- Employs counseling and instructional strategies with limited use of cultural responsiveness or multi-tiered approaches to student services.
- Counseling techniques exhibit an inconsistent approach to providing student services.

◯ **Failing**
- Counseling and instructional strategies lack evidence of cultural awareness or multi-tiered approaches to student services.
- Counseling techniques lack alignment to student services.

◯ **Not Observed**

Discussion Prompts:
- *What discussion strategies are used to define students' needs or areas of support and or enrichment?*
- *Is the language used inclusive and student-centered?*
- *What evidenced-based strategies are applied to support individual students through counseling?*

Evidence of Practice:
- Counselor/administrator student consultation
- SAP documentation
- Truancy documentation
- CBT, MI, B-SFT, other counseling intervention protocols/examples
- Documentation of intervention with students

COMPONENT 3C:
Engaging Students in Learning and Development

The school counselor implements techniques to assist all students in engaging effectively with the full range of available counseling services.

○ Distinguished
- Engages students and stakeholders through a culturally responsive learning environment.
- Mobilizes structures and supports to facilitate continued student engagement in learning.
- Empowers all parties to take ownership of continued engagement and positive outcomes.

○ Proficient
- Engages students and stakeholders appropriately.
- Provides structures and supports to facilitate continued student engagement in learning.

○ Needs Improvement
- Engages students and stakeholders in the learning environment, but engagement may be limited or occasionally inappropriate.
- Provides limited structures and supports to facilitate continued student engagement in learning.

○ Failing
- Does not engage students or stakeholders in the learning environment or engagement is insensitive or inappropriate.

○ Not Observed

Discussion Prompts: ⓘ
- *What strategies do you employ to actively engage students in planned activities?*
- *How do you identify and address the role a student may play in a group activity? How do you encourage students to engage and ask questions during an activity?*
- *How do you manage open discussion in a student group?*

Evidence of Practice:
- Behavior plan examples
- Progress monitoring data
- Community services directory
- Graduation progress management
- Alternative graduation pathways
- School counselor resources on website/learning management system
- Calendar/schedule of guest speakers, job shadowing opportunities, tours
- Counseling newsletter
- Threat/suicide Assessment

COMPONENT 3D:
Using Assessment in Service Delivery

The school counselor uses data to inform delivery of academic, career, and social-development services in collaboration with students.

○ **Distinguished**
- Performs a comprehensive analysis of assessment data to continuously monitor and support student learning, career development, social-emotional growth, and overall progress; ensuring equity and considerations of historically marginalized populations are addressed.
- Collaborates with students to review data and adjust service delivery, as appropriate.

○ **Proficient**
- Uses assessment data to support student learning, career development, social-emotional growth, and overall progress.
- Shares data with students and adjusts service delivery, as appropriate.

○ **Needs Improvement**
- Uses assessment data on a limited basis; minimal impact on supports for student learning, career development, social-emotional growth, and overall progress.

○ **Failing**
- Neglects to use assessment data to inform service delivery.

○ **Not Observed**

Discussion Prompts:
- *How does assessment inform program planning and overall student planning?*
- *What methods of assessment do you regularly use to monitor student progress?*

Evidence of Practice:
- Progress monitoring data
- School-wide academic data, attendance data, behavioral data
- Disaggregated data by area of need/interest
- Screening data

COMPONENT 3E:
Demonstrating Flexibility and Responsiveness

The school counselor displays flexibility and responsiveness and serves as an interdisciplinary team member, engaging in collaboration and problem solving with stakeholders to meet the evolving needs of students.

○ **Distinguished**
- Operates from a growth mindset; uses data and actively solicits feedback from all stakeholders to inform continuous improvement efforts and related outcomes as a function of direct and indirect service delivery plans.

○ **Proficient**
- Uses data to promote the successful goal achievement of all students; makes adjustments as needed to direct and indirect service delivery plans.

○ **Needs Improvement**
- Accepts responsibility for the quality of direct and indirect service delivery outcomes; has a limited repertoire of strategies to improve outcomes.

○ **Failing**
- Adheres to the direct and indirect service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.

○ **Not Observed**

Discussion Prompts:
- *How do you respond when challenged?*
- *When results are unfavorable or unexpected, how do you modify your approach?*

Evidence of Practice:
- Universal screening data (academic and behavioral)
- Early Warning System data (or other at-risk notification system)
- Documentation of interventions
- Responsive services

DOMAIN 4: Professional Development

COMPONENT 4A:
Reflecting on Professional Practice

The school counselor continually reflects upon professional practice and works toward integrated evidence-based approaches to improve service delivery and outcomes.

○ Distinguished
- Engages in reflective practice relative to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities to enhance professional growth.
- Engages in high levels of regular professional supervision, peer consultation, and mentoring for effective practice.
- Solicits input from all stakeholders to improve the quality and implementation of the school counseling program.
- Explores and examines implicit biases and the impact on practice and interaction with students; applies learnings to program practice and development.

○ Proficient
- Demonstrates consistent and sufficient levels of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and and/or professional learning needs and opportunities to enhance professional growth.
- Engages in professional supervision, peer consultation, and mentoring for effective practice and improved program development.
- Consistently explores and examines implicit biases and the impact on practice and interaction with students.

○ Needs Improvement
- Demonstrates some reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities to enhance professional growth.
- Inconsistently seeks and uses professional supervision, peer consultation, and mentoring for effective practice and program improvement.

○ Failing
- Inadequate demonstration of reflective practice relative to adherence to professional, ethical, and legal standards; quality of services; and/or professional learning needs and opportunities that would enhance professional growth.
- Does not seek or use professional supervision, peer consultation, and/or mentoring.

○ Not Observed

Discussion Prompts: ⓘ
- *How do you employ evidence-based methodology to improve practice?*
- *How have you modified your program upon reflection of prior performance?*

Evidence of Practice:
- Curriculum review documentation
- Resource mapping
- Professional development documentation
- School counseling calendar
- Advisory Council minutes, agendas

COMPONENT 4B:

Maintaining Accurate and Confidential Records

The school counselor adheres to ethical, professional, and legal standards while maintaining accuracy and confidentiality in record keeping.

○ Distinguished

- Maintains highest level of confidentiality and compliance in accordance with local policy and state and federal law.
- Maintains a well-organized system of record-keeping characterized by accuracy and comprehensiveness; information is readily accessible and easily retrieved.

○ Proficient

- Maintains confidential records according to the local policy and state and federal law.
- Maintains accurate records that are organized and comprehensive.

○ Needs Improvement

- Adheres minimally to local policy and state and federal law.
- Maintains records that may be limited in organization, comprehensiveness, and/or accuracy.

○ Failing

- Fails to adhere to local policy and state and federal law.
- Fails to maintain organized, comprehensive, and/or accurate records.

○ Not Observed

Discussion Prompts: ⓘ

- *How do you share individual as well as overall progress to promote system change?*
- *Explain how your records management system adhere to FERPA.*
- *How can your management of the records system support program improvement?*

Evidence of Practice:

- Record keeping system details / documentation
- Professional development documentation
- Ethical standards reflected in adherence to confidentiality and record keeping

Communicating with Stakeholders

The school counselor communicates effectively verbally, non-verbally, and in writing for students, families, and other stakeholders.

○ Distinguished

- Highly effective in establishing and maintaining effective home-school partnerships to enhance student achievement; considers factors such as cultural norms in communicating with student and families.
- Serves as a role model for others on how to communicate and collaborate effectively with stakeholders.

○ Proficient

- Consistently establishes effective home-school partnerships and effectively communicates with families.
- Informs colleagues of the school counselor services, as related to student needs, educational programs, and career pathways.

○ Needs Improvement

- Engages families on a limited basis in home-school partnerships and/or school counseling services.

○ Failing

- Fails to engage families in home-school partnerships or school counseling services; where present, relationships are negative, self-serving, and/or culturally insensitive.

○ Not Observed

Discussion Prompts: ⓘ

- *How do you inform your community of learners?*
- *How do you manage difficult situations when communicating with various stakeholders?*
- *What methods do you use to communicate with staff (e.g., needs for improvement, recognition of outstanding effort)*
- *How do you maintain a strong working relationship with staff?*
- *How do you ensure communication is timely and customized for diverse stakeholder groups?*
- *How do you maintain appropriate boundaries between your professional and personal relationships with families?*

Evidence of Practice:

- Welcome packets
- Counselor website/page on district/IU website/learning management system
- Annual program description
- Report of annual student outcome goals and data
- Survey examples
- Counseling calendar
- Program presentation, workshops, agendas
- Counseling newsletter

DOMAIN 4: Professional Development

Participating in a Professional Community

The school counselor participates in a professional community to enhance personal growth.

○ **Distinguished**
- Proactively seeks opportunities for professional collaboration with others; maintains productive relationships characterized by mutual support and cooperation.
- Makes substantial contributions to the professional community.

○ **Proficient**
- Participates in collaborative efforts with colleagues; maintains positive relationships with colleagues.
- Participates in events or projects for the professional community.

○ **Needs Improvement**
- Maintains relationships that are perfunctory and fulfill required duties.
- Participates in events or projects for the professional community when requested.

○ **Failing**
- Exhibits negative or self-serving relationships with colleagues.
- Does not participate in, and generally avoids, events and/or projects for the professional community.

○ **Not Observed**

Discussion Prompts:
- *How do you contribute to the professional learning community?*
- *How would describe your engagement (e.g., committees, teams, boards) in the school and greater community?*
- *How do you view your role and/or relationships within your building and inform the faculty of your appropriate role?*

Evidence of Practice:
- Professional organization membership
- Continuing education hours
- Description/documentation of participation or leadership in local / regional/state/national networks of professionals

DOMAIN 4: Professional Development

Growing and Developing Professionally

The school counselor self-assesses mindset and behaviors and formulates an appropriate professional development plan.

◯ Distinguished

- Proactively seeks opportunities for growth through continual personal and professional reflection.
- Conducts action research, solicits feedback, and makes important contributions to the profession at the systems level.
- Pilots new programs, mentors new staff members, and offers professional development opportunities to improve school climate and the student experience.

◯ Proficient

- Seeks out professional learning opportunities.
- Welcomes feedback to improve practice.
- Reflects and assesses one's own biases, stereotypes, and level of cultural competence in order to seek further professional development.

◯ Needs Improvement

- Engages in professional development activities when requested or directed.
- Reluctantly accepts feedback on performance.
- Reflects and assesses one's own biases, stereotypes, and level of cultural competence, with limited impact on performance.

◯ Failing

- Does not engage in professional development activities.
- Ignores feedback on performance.
- Exhibits a lack of knowledge of biases, stereotypes, and level of cultural competence; unwilling to participate in professional development.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe your participation in local, state, and national organizations.*
- *How are you increasing your ability to adapt to change (e.g., distance learning)?*

Evidence of Practice:

- Professional organization membership
- Continuing education hours
- Description/documentation of participation or leadership in local/regional/state/national networks of professionals
- Presentation materials

DOMAIN 4: Professional Development

Showing Professionalism

The school counselor engages in practices that are ethical, equity-based, and uphold the standards of the profession.

○ **Distinguished**
- Exhibits the highest standards of honesty, integrity, and ethics reflective of the institution and the profession.
- Inspires professionalism in others through seeking out leadership roles in serving students, challenging negative attitudes and practices, and ensuring full compliance with applicable regulations.
- Ensures that all students, particularly those traditionally underserved, are honored in the school.

○ **Proficient**
- Demonstrates honesty, integrity, and ethics in professional practice.
- Demonstrates professionalism when serving students, challenges negative attitudes and practices, and encourages full compliance with applicable regulations.
- Works actively to bridge gaps for students, particularly underserved populations.

○ **Needs Improvement**
- Interactions are characterized by honesty but may lack integrity and/or ethical considerations.
- Attempts to correct negative attitudes and practices with limited success.
- Minimally complies with applicable regulations.
- Limited engagement with underserved populations.

○ **Failing**
- Interactions are characterized by questionable integrity and ethics; may be negative and/or self-serving.
- Does not comply with applicable regulations.
- Fails to engage with underserved populations.

○ **Not Observed**

Discussion Prompts: ⓘ
- *Describe your affiliation with professional organizations. How does professional association participation enhance your practice?*
- *How do you model the Professional Standards and Competencies of your profession? How do you model the ethics of your profession?*
- *What are your personal goals to maintain your professionalism?*

Evidence of Practice:
- Professional organization membership
- Communication to stakeholders
- Intern supervision/mentoring
- Participation on advisory boards
- Presentation agenda (external audiences)

Ratings by Domain

DOMAIN 1: Planning and Preparation

Effective nonteaching professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs. Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for the individual and/or system.	NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs. Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.	NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs. Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.	NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs. All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes. There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.	Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes. There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.	Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth. Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.	Recipients of services make a significant and meaningful contribution to various dimensions of the environment and contribute to improved academic, behavioral, and social-emotional outcomes.

DOMAIN RATING: _____

COMMENTS:

Comments are continued on last page

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.	Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports.	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity.
Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.
			As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.

DOMAIN RATING: _____

## COMMENTS:

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTPs do not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs partially adhere to ethical standards and convey an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs fully adhere to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs have exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues.
Their record keeping systems are inefficient and ineffective.	Their record keeping systems are approaching efficiency and effectiveness.	Their record keeping systems are efficient and effective.	Their record keeping systems are exceptionally efficient and effective.
Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.	Communication is somewhat effective, albeit inconsistent.	Communication is clear, frequent, and effective.	Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.
NTPs do not take on leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice.	NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs consistently seek out leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.
Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice may result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice consistently results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

ADDITIONAL COMMENTS:
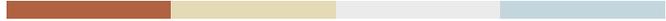
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