Evaluation Supplement for School Counselors

2017

IOWA SCHOOL COUNSELOR ASSOCIATION

The mission of the Iowa School Counselor Association is to advance the academic, career and social-emotional development of all students through excellence in school counseling.

Using this Supplement

While the work of the school counselor is much like that of other education professionals, there are some distinct differences. This supplement is not meant to supplant the Iowa Teaching Standards, as Iowa Code requires the school counselor to be evaluated on those eight standards. However, this document is meant to support the administrator and the counselor through the evaluation process. Additionally, it is designed to be a reflective tool to support individual professional growth.

Within this document, you will find a section devoted to each of the eight teaching standards as well as the interpretation of the Iowa School Counseling Association regarding how those standards may be applied to the unique work of the school counselor as he/she implements a comprehensive school counseling program. As Iowa Administrative Rule states " 'School counseling program' means an articulated, sequential kindergarten through grade 12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data, and integral to the school district's curricula and instructional program."

Our recommendation is that the school counselor and administrator each review the rubrics and together determine a level of performance for each of the standards. These levels can then be used as a framework for discussion to complete the district required forms with examples and documentation from this supplement. These rubrics will not only serve to clearly articulate the work of the school counselor, but also to provide a roadmap to continuous improvement for the school counselor as a professional.

*Within this document ASCA refers to the American School Counselor Association and ISCA refers to the Iowa School Counselor Association.

"This evaluation supplement will be helpful for both school counselors and administrators as they collaborate to support the professional growth of school counselors as they leverage the unique skills counselors bring to serve students."

~Dr. Ryan Wise
Director, Iowa Department of Education

Summary Levels of Performance

Criterion	Current State	Desired State	Notes
STANDARD 1 – Student Achievement			
Leadership			
Advocacy			
Collaboration			
Systemic Change			
STANDARD 2 – Content Knowledge			
National – State Frameworks			
Domains and Standards			
Individual Student Planning			
Responsive Services			
STANDARD 3 - Planning			
Core Curriculum			
Action Plans			
STANDARD 4 – Diverse Learners			
Equitable Programming			
Culturally Responsive Collaboration			
Advocacy and Promoting Awareness			
STANDARD 5 - Assessment			
Understanding and Use of Data			
Programs and Interventions			
Program Evaluation			
STANDARD 6 – Classroom Management			
Program Management			
Classroom Management			
STANDARD 7 – Professional Growth			
Professional Agencies and Organizations			
Professional Growth			
Appraisal Process			
STANDARD 8 – Professional Responsibilities			
Ethical Standards			
Confidentiality			
District, State and Local Policy			

Standard 1: Student Achievement

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals

In addition to the environment created by a school counselor with students in the classroom, this standard can also be observed through application of leadership, advocacy and collaboration skills. "...as a part of a comprehensive school counseling program, school counselors promote student achievement and systemic change that ensures equity and access to rigorous education for every student and leads to closing achievement, opportunity and attainment gaps (Dahir & Stone, 2009; Martin & House, 2002 as cited in ASCA National Model, 3rd Edition)."

a. Provides multiple forms of evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision-making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Aligned School Counselor Competencies

- Serves as a leader in the school and community to promote and support student success (I-B-2).
- Advocates for student success (I-B-3).
- Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success (I-B-4).
- Acts as a systems change agent to create an environment promoting and supporting student success (I-B-5).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Leadership	Actively involved in teams at building/district level. Visible in community groups and activities. Demonstrates personal and professional qualities and skills of effective leaders.	Viewed by peers and community as a building leader. Participates in building-based plans to promote student achievement.	Knowledgeable about student achievement goals and individual student progress toward those goals.	Fails to see connection between the work of the counselor and the student achievement goals of the building or district.
Advocacy	Analyzes systems to identify barriers to student success and then advocates to remove those barriers. Understands process for development of policy and procedures at the building, district, state, and national levels.	Shares information regarding barriers to student success with stakeholders. Supports others in working to remove barriers. Advocates with or on behalf of students.	Understands there may be barriers to student success in school and community.	Is unaware of barriers to student success in the school and community.
Collaboration	Initiates, works with and often leads stakeholders as a change agent to promote student success. Identifies and utilizes best practices for collaborating with all stakeholders to affect student success. Facilitates group meetings effectively and efficiently to meet group goals.	Supports and cooperates with colleagues in a collaborative manner. Actively participates in the school culture.	Maintains cordial relationships with colleagues. Participates in the professional culture of the school when specifically invited.	Creates relationships with colleagues that are negative or self-serving. Resists opportunities to become involved in the professional culture of the school.
Systemic Change	Develops a plan to deal with personal and institutional resistance impeding the change process. Creates plans and presents solutions to promote change.	Identifies potential resistance points for change. Actively participates in solutions identified by others.	Identifies problems but does not work towards solutions.	Is not aware of problems, does not support solutions or may contribute to systemic problems.

Standard 2: Content Knowledge

Demonstrates competence in content knowledge appropriate to the teaching position

The effective school counselor utilizes student standards under "three broad domains to promote behaviors that enhance the learning process: academic, career and personal/social development (ASCA National Model, 3rd Edition). These standards are the foundation for the delivery system of the comprehensive school counseling program. This content is implemented through school counseling core curriculum, responsive services and individual student planning, in accordance with the Iowa Framework for School Counseling.

a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Aligned School Counselor Competencies

- Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model (and the Iowa Framework)(I-B-1).
- Articulates and demonstrates an understanding of the three domains of academic achievement, career planning, and personal and social development (II-A-8).
- Uses student standards, such as ASCA Mindsets and Behaviors for Student Success (Mindsets and Behaviors), and district or state standards, to drive the implementation of a comprehensive school counseling program (II-B-3).
- Facilitates individual student planning (III-B-2) and develops strategies such as those used for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning (III-B-2b).
- Provides responsive services (III-B-3) and can list and describe interventions used, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer

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Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
National – State Framework	Aligns the comprehensive school counseling program with the ASCA National Model and the Iowa Framework for School Counseling.	Aligns the comprehensive school counseling program with the Iowa Framework for School Counseling (see Appendix A).	Completes components of the Iowa Framework but does not align with a comprehensive school counseling program. (see Appendix A).	Does not know components of the Iowa Framework or ASCA National Model.
Domains and Standards: Career Planning, Academic Achievement and Personal-Social Development	Identifies standards addressed at each grade level for all students in all aspects of program delivery. Utilizes labor market trends and global economics for career planning. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response. Conducts training for other stakeholders to share school counseling expertise.	Crosswalks the Mindsets and Behaviors with other appropriate standards (i.e. Iowa Core, College and Career Readiness other local standards, etc). Prioritizes student standards that align with the school's goals. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling.	Does not address all three domains when aligning school counseling activities or curriculum.	Does not align school counseling activites or curriculum to student standards or domains.

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Individual Student Planning	Coordinates and leads systemic activities to assist students in establishing personal goals and developing future plans. Uses various career assessment techniques to assist students in understanding their abilities and career interests including, but not limited to, state requirements.	Ensures all students in grades 8-12 meet state requirements related to career and academic planning. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel. Understands and utilizes methods for helping students monitor and direct their own academic learning as well as personal/social and career development. Understands the importance of college and other post-secondary education and helps students navigate the college admissions process.	Inconsistent in meeting individual student planning needs, including meeting state requirements related to career and academic planning for all students in grades 8-12.	Participates in student planning sessions upon student or family request. Creates no strategic plan to ensure all students in grades 8-12 meet state requirements related to career and academic planning.
Responsive Services	Utilizes data from classroom guidance activities, as well as other data points to drive responsive services and interventions. Removes barriers and facilitates access to internal and external resources for students and families based on identified needs.	Utilizes referral process from students, families and school staff to drive responsive services and interventions. Articulates and demonstrates an understanding of appropriate individual and small-group counseling theories and techniques. Collaborates and consults with internal and external resources.	Knowledgeable of external resources to provide student/family optional services. Inconsistent support for students and families in needs. Inconsistent collaboration and consultation with internal and external resources to assist students and families.	Limited knowledge of strategies and/or resources available for students/families. Is not available to assist students and families in need. Does not seek internal or external resources to assist students and families.

Standard 3: Planning

Demonstrates competence in planning and preparing for instruction

A school counselor delivers instruction to students in a variety of environments and methods. Not only does she deliver instruction in the classroom setting, but also in individual and small group settings. These may be face-to-face, electronic or a hybrid approach. School counseling core curriculum is best delivered by the school counselor with collaboration from classroom teachers. This collaboration ensures ongoing, embedded support for the school counseling standards.

*Note - - Because classroom instruction is only one aspect of a comprehensive school counseling program, for purposes of this supplement, the criterions of effective instruction (Standard 4) are included in planning (Standard 3) for that instruction.

a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

Aligned School Counselor Competencies

- Implements the school counseling core curriculum (III-B-1). The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design. The curriculum is delivered to every student by school counselors and other educators as appropriate (ASCA National Model 3rd Edition and Iowa Framework).
- Designs and implements action plans aligning with school and school counseling program goals (IV-B-6).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Core Curriculum	Crosswalks Mindsets and Behaviors, Iowa College and Career Readiness definition, Iowa Core Standards and other developmentally appropriate student standards with guidance curriculum. Meets student need and school goals through the selected material and instructional strategies of the guidance curriculum including closing-the gap activities.	Crosswalks Mindsets and Behaviors with appropriate guidance curriculum. Selects materials and instructional strategies to meet student needs and school goals. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	Crosswalks Mindsets and Behaviors inconsistently. Selects materials and instructional strategies that are inconsistent in meeting student needs or school goals.	Delivers random lessons that may not align with appropriate standards
Action Plans	Creates, implements and assesses action plans within three areas: school counseling curriculum, small groups and closing-the-gap activities.	Creates and implements action plans within two of the three areas: school counseling curriculum, small groups and closing-the-gap activities.	Creates and implements sporadic and inconsistent action plans.	Does not create action plans.

Standard 4: Diverse Learners

Uses strategies to deliver instruction that meets the multiple learning needs of students

The effective school counselor uses a multi-tiered system of supports to establish and implement the school counseling program. The school counselor is an advocate for each student as he understands the inherent diversity of the student population and the differentiated needs for delivery, equity and access for each student.

*Note - - Because classroom instruction is only one aspect of a comprehensive school counseling program, for purposes of this supplement, the criterions of effective instruction (Standard 4) are included in planning (Standard 3) for that instruction.

a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies, in the delivery of instruction

Aligned School Counselor Competencies

- Articulate and demonstrate an understanding of individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student (I-A-5).
- Articulate and demonstrate an understanding of collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student (I-A-6).
- Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program (I-B-1h).
- Employ principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income (III-A-6).
- Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum (III-B-1g).
- Understands the resources available for students with special needs (III-B-1h).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Equitable Programming	Collaborates and consults with stakeholder groups to continuously adapt and maintain a comprehensive program that supports all students' academic, personal/social, and career development needs. Mitigates barriers to all students' academic and social/emotional success.	Plans appropriate programs using academic, behavior, and attendance data, including disaggregating data by the various student diversity groups. Seeks solutions to barriers that stand in the way of all students' academic and social/emotional success.	Understands the need for a comprehensive program that addresses the needs of all students, including underserved, underperforming, and under-represented populations Aware of some of the barriers that stand in the way of students' academic and social/emotional success.	Uses a "one size fits all" program. Is not aware of the disaggregated populations within his/her school and how various factors might impact a student's academic and social/emotional growth.
Culturally Responsive Collaboration	Promotes and builds trust, understanding, and partnerships among stakeholders at all levels. Challenges negative attitudes and helps to ensure that all students are served in an equitable manner, particularly those traditionally underserved.	Develops and actively utilizes community partnerships and resources to deepen understanding of student differences and attempts to utilize suggested methods to address the needs of all students.	Promotes and builds trust, understanding, and partnerships with some stakeholder groups. Acknowledges student differences but is unsure how to addresses individual student needs.	Engages in limited consultation and collaboration with various stakeholder groups (parents, teachers, administrators, etc.).
Advocacy and Promoting Awareness	Participates in district initiatives that address diverse learning needs and improve educational outcomes. Advocates at the district, state and/or national level for equitable student-centered policies, procedures, and legislation that positively impact student learning.	Promotes understanding of and responsiveness to learning styles, cultural diversity, and individual learning needs. Advocates for equitable student-centered school procedures and practices that will have a positive impact on student achievement.	Participates in initiatives but does not apply new learning to improve educational outcomes for all students.	Limited effort to participate in initiatives to improve educational outcomes for all students.

Standard 5: Assessment

Uses a variety of methods to monitor student learning

In addition to assessments of curriculum lessons, small groups, and individual student planning/goal setting, the school counselor consults and collaborates with teachers, teams and groups regarding use of data. The school counselor understands the important role of process, perception and outcome data in designing, implementing and evaluating all components of the school counseling program as well as individual student growth.

a. Aligns classroom assessment with instruction.
b. Communicates assessment criteria and standards to all students and parents.
c. Understands and uses the results of multiple assessments to guide planning and instruction.
d. Guides students in goal setting and assessing their own learning.
e. Provides substantive, timely, and constructive feedback to students and parents.
f. Works with other staff and building and district leadership in analysis of student progress.

Aligned School Counselor Competencies

- Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs (V-B-1a).
- Uses student data to support decision-making in designing effective school counseling programs and interventions (V-B-1b).
- Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared (V-B-1d).
- Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap (IV-B-3d).
- Collects, analyzes and interprets relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement (IV-B-3).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Understanding and Use of Data	Uses data to close educational gaps and identify education issues. Works with and leads teachers and building leaders in the use of data to promote student success.	Understands the various forms, uses and applications of data. Uses data to identify educational gaps to be addressed. Involved with/leads building teams regarding attendance, behavior and achievement data analysis as well as plans to address issues.	Knows that data can be used to advocate for student success but is unsure of how to accomplish. Monitors building data in the areas of attendance, behavior and achievement, but does not act on this data.	Is unaware of the use of (or how to use) data to advocate for students. Does not use attendance, behavior and/or achievement data to monitor and improve student success.
Programs and Interventions	Measures results attained from school counseling core curriculum and closing-the–gap activities. Shares results of action plans with staff, parents and community as appropriate.	Analyzes, synthesizes and disaggregates data to examine student outcomes and identify and implement programs and interventions as needed.	Understands how data can be used to guide programming and interventions.	Does not use data to make decisions about programming and interventions.
Program Evaluation	Uses data from results reports to evaluate program effectiveness and to determine program needs. Shares the results of the program review with administrators, the advisory council and other appropriate stakeholders.	Uses data to demonstrate the value the school counseling program adds to student achievement. Uses technology in conducting research and program evaluation. Completes annual program review and takes action to address non-existent or lacking components.	Collects process, perception and outcome data, but does not compile data into a formal program evaluation. Is aware of program evaluation tools.	Does not see the benefit in program evaluation. Does not complete program evaluation.

Standard 6: Classroom Management

Demonstrates competence in classroom management

Since classroom lessons are only a portion of the school counseling program, this standard has been expanded to include management of the school counseling program. As Iowa Administrative Rule states " 'School counseling program' means an articulated, sequential kindergarten through grade 12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data, and integral to the school district's curricula and instructional program." Program management of the school counseling program includes planning, implementation and evaluation through both formal and informal methods.

a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
b. Establishes, communicates, models, and maintains standards of responsible student behavior.
c. Develops and implements classroom procedures and routines that support high expectations for student learning.
d. Uses instructional time effectively to maximize student achievement.
e. Creates a safe and purposeful learning environment.

Aligned School Counselor Competencies

- Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program (I-B-1g).
- Articulate and demonstrate an understanding of classroom management (III-A-4).
- Implements program management and school support activities for the comprehensive school counseling program (III-B-4).
- Organizes and manages time to implement an effective school counseling program (IV-B-4).
- Develops calendars to ensure the effective implementation of the school counseling program (IV-B-5).
- Negotiates with the administrator to define the management system for the comprehensive school counseling program (IV-B-1).
- Conducts a program assessment (V-B-3).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Program Management	Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program. Cooperatively creates, shares and implements a program management and school support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management. Establishes and convenes an advisory council for the comprehensive school counseling program.	Completes and utilizes data from program assessment, use of time assessments, school data profiles, and calendars to create and complete action plans. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities. Spends at least 80% of time routinely providing direct or indirect student services.	Completes program assessment, use of time assessment, school data profile, calendars or action plans inconsistently. Creates rationale for school counselor's time as well as calendars and schedules independently without input from administration or other school personnel.	Does not complete program assessment, use of time assessments, school data profile, calendars or action plans. Does not work with other counselors or stakeholders to maintain school counseling program or seek help with management components.
Classroom Management	Provides leadership in improving school climate and culture. Demonstrates use of a classroom system that facilitates student success, active engagement, and purposeful learning environment.	Participates actively in initiatives to improve school climate and culture. Assists school staff in creating classroom management, formal and/or informal, behavior plans. Demonstrates appropriate classroom management and instructional skills.	Participates minimally in initiatives to improve school climate and culture. Suggests strategies to help struggling students in the classroom. Lacks skills to effectively manage behavior in the classroom.	No effort to improve school climate and culture. No effort to improve classroom management.

Standard 7: Professional Growth

Engages in professional growth

The school counselor is a professional with unique skills and abilities. This section of the evaluation tool calls on school counselors to be reflective, forward thinking professionals that create individual learning plans to increase their professional knowledge and skills to promote student success. For more information, please refer to the ASCA School Counselor Competencies. These "competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of our preK-12 students" (ASCA National Model, 3rd Edition).

a. Demonstrates habits and skills of continuous inquiry and learning.
b. Works collaboratively to improve professional practice and student learning.
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Aligned School Counselor Competencies

- Participates in professional organizations (*i.e. ASCA, ISCA, AEA, District, Building, PLC*) (IV-B-1d).
- Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions (IV-B-1e).
- Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals (IVB-1f).
- Uses personal reflection, consultation and supervision to promote professional growth and development (IV-B-1g).
- Continuously engages in professional development and uses resources to inform and guide ethical and legal work (II-B-4h).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Professional Agencies and Organizations (*i.e. ASCA, ISCA, AEA, District, Building, PLC*)	Actively participates and takes leadership roles in professional organizations. Applies learnings from professional memberships to his/her work and shares learnings with others to help their work.	Takes advantage of professional learning opportunities relevant to the school counseling profession. Holds membership in some professional organizations.	Participates in professional learning as required for licensure or employment.	Does not participate in professional learning.
Plan for Professional Growth	Develops and implements a yearly plan for professional growth aligning with the ASCA model, the state requirements, and the school district goals and needs.	Develops and implements a yearly plan for professional growth. Demonstrates advancement in relevant knowledge, skills and dispositions.	Develops a professional growth plan, but is inconsistent in completing the plan.	Does not develop a yearly plan for professional growth.
School Counselor Appraisal Process	Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies.	Conducts reflective self-appraisal related to school counseling skills and performance. Develops goals and benchmarks to improve school counseling skills and performance.	Completes limited reflection in self-appraisal Creates goals or benchmarks to improve school counseling skills and performance, but does not follow through.	Does not complete or is limited in self-appraisal. Does not write goals or benchmarks to improve school counseling skills and performance.

Standard 8: Professional Responsibilities

Fulfills professional responsibilities established by the school district

In addition to state law and district policy, ethical standards are established specific to the school counselor and their unique role in the education of our youth. "The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision making and help standardize professional practice to protect both students and school counselors" (ASCA National Model, 3rd Edition).

a. Adheres to board policies, district procedures, and contractual obligations.
b. Demonstrates professional and ethical conduct as defined by state law and district policy.
c. Contributes to efforts to achieve district and building goals.
d. Demonstrates an understanding of and respect for all learners and staff.
e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Aligned School Counselor Competencies

- Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor (II-B-4).
- Understands and practices in accordance with school district policy and local, state and federal statutory requirements (II-B-4c).
- Understands the unique legal and ethical nature of working with minor students in a school setting (II-B-4d).
- Practices within the ethical and statutory limits of confidentiality (II-B-4i).

Criterion	Highly Effective *Includes content in Effective	Effective	Developing or Needs Improvement	Ineffective
Ethical Standards	Practices ethical principles of the school counseling profession in accordance with the *ASCA Ethical Standards for School Counselors.* Shares information with stakeholders regarding ASCA ethical guidelines as needed. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society.		Does not utilize ethical principles of the school counseling profession in accordance with the *ASCA Ethical Standards for School Counselors.*	
Confidentiality	Understands and applies an ethical and legal obligation of confidentiality as appropriate to students, parents, administration and staff. Communicates standards of informed consent. Consistently protects the confidentiality of minor students in accordance with prescribed district, state and federal laws.		Unaware of or inconsistent application of confidentiality laws, regulations, and policies relating to students, parents, administration and staff. Does not communicate standards of informed consent.	
District, Local, State, Federal Policy	Understands process for development of policy and procedures at district, local, state and federal levels. Advocates responsibly for school board policy, as well as local, state and federal statutory requirements that are in the best interests of students.	Supports school district, local, state and federal laws by working within those guidelines. Identifies potential barriers within current policy and works collaboratively to remove barriers.	Understands there are district, local, state and federal policies but does not connect school counselor work with those guidelines.	Is unaware of district, local, state and federal policies.

Appendix A –Artifact Checklist for School Counseling Program Review

School counseling program **(SCP1)** *281—IAC 12.3(11)*:
_____ a. program is regularly reviewed and revised and designed to provide
_____ 1. curriculum that is embedded throughout the district's overall curriculum **(SCP5)**
Evidence:
Evidence might include a written guidance curriculum for the grade levels served by the district, a summary of guidance activities by grade level, or similar documentation.

Artifacts might include:

- *Standards and Benchmarks with outcomes and assessments aligned with Mindsets and Behaviors as well as the Iowa Definition of College and Career Readiness*
- *Curriculum maps with links to standards and benchmarks*
- *Sample lesson plans from each of the three domains at different age levels*
- *Counselor schedules and calendars with regard to curriculum*

_____ 2. individual student planning designed to help students establish educational and career goals **(SCP6)**
Evidence:
Evidence might include a summary of guidance activities related to individual student planning, such as completion of core curriculum plans, individual student meetings, and parent/student planning sessions.

Artifacts might include:

- *Documentation from Iowa Career and Academic Plan implementation regarding completion of District Plan (HF 2392)*
- *District plan and artifacts/data associated with completion*
- *Parent information planning documentation*

_____ 3. responsive services through intervention and curriculum that meet students' immediate and future needs **(SCP7)**
Evidence:
Evidence might include a summary of guidance activities such as crisis response, individual or group counseling, and response to referrals.

Artifacts might include:

- *Crisis Response trainings, planning and protocols for counseling staff*
- *Referral process and response protocols for school counseling services*
- *Training for ALL staff on referral process*
- *Data used for closing the gap activities or small group activities*
- *Small group schedules and activities at all levels*
- *Closing the gap activity plans, action plans, evaluations, and results reports*

_____ 4. management activities that establish, maintain, and enhance the total school counseling program **(SCP8)**

Evidence:

Evidence might include a summary of counselors' professional development participation, agendas/minutes of guidance advisory meetings, counseling program goals and action plans, and evidence of meetings with instructional and administrative staff.

Artifacts might include:

- *Professional development plans and documentation for school counselors*
- *Presentations to Administrative Groups, Advisory Group, School Improvement Advisory Council, or other groups*
- *"Data Day" agenda and plans*
- *School Counseling Program yearly goals and action plans*
- *Curriculum Improvement Plans*
- *Professional Development activities delivered to school/district staff*
- *Agendas and minutes of K-12 School Counseling Program meetings*

Guidance:

"School counseling program" means an articulated sequential kindergarten through grade 12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data, and integral to the school district's curricula and instructional program. A reference document entitled "Iowa School Counseling – A Program Framework" is available for download from the DE website.

***Items in red are not requirements, merely suggestions*

Iowa School Counselor Association

The Iowa School Counselor Association strives to provide school counselors across the state with opportunities to collaborate with one another, share resources, and have access to the tools needed to ensure development of comprehensive school counseling programs. Together we can work to close achievement and opportunity gaps, ensure equity for all, and prepare the students of Iowa to graduate from our schools college, career, and citizen ready.

The connections school counselors make with each other can only enhance our school counseling programs and the success of our students. The supports we provide each other, including this evaluation supplement, help to ensure that all students in Iowa have access to a school counseling program that is guided by the Iowa School Counseling Program Framework and the ASCA National Model.

IOWA SCHOOL COUNSELOR ASSOCIATION