

School Counselor Evaluation Supplement 2019



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.



While the work of the school counselor is much like that of other education professionals, some distinct differences exist. 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 cross-walked with the American School Counselor Association (ASCA) School Counselor Professional Standards and Competencies. This document demonstrates 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 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 in leveraging the unique skills counselors bring to serve students.”

*– Dr. Ryan Wise,
Director, Iowa
Department of
Education*

ASCA School Counselor Professional Standards & Competencies

MINDSETS

School counselors believe:

- M 1.** Every student can learn, and every student can succeed.
- M 2.** Every student should have access to and opportunity for a high-quality education.
- M 3.** Every student should graduate from high school prepared for postsecondary opportunities.
- M 4.** Every student should have access to a comprehensive school counseling program.
- M 5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6.** School counselors are leaders in the school, district, state and nation.
- M 7.** Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and evaluation of a comprehensive school counseling program.

| Professional Foundation | Direct and Indirect Student Services | Planning and Evaluation |
|--|---|--|
| B-PF 1. Apply developmental, learning, counseling and education theories | B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings | B-PE 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district |
| B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education | B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings | B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity and resources |
| B-PF 3. Apply legal and ethical principles of the school counseling profession | B-SS 3. Provide short-term counseling in small-group and individual settings | B-PE 3. Develop school counseling program goals based on student data |
| B-PF 4. Apply school counseling professional standards and competencies | B-SS 4. Make referrals to appropriate school and community resources | B-PE 4. Develop and implement action plans aligned with program goals and student data |
| B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program | B-SS 5. Consult to support student achievement and success | B-PE 5. Evaluate and report program results to the school community |
| B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities | B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success | B-PE 6. Use time appropriately according to national recommendations and student/school data |
| B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program | | B-PE 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program |
| B-PF 8. Demonstrate advocacy in a comprehensive school counseling program | | B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program |
| B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program | | B-PE 9. Use appropriate school counselor performance appraisal process |

Standard 1: Student Achievement

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

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|--|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-PF 7 Demonstrate leadership through the development and implementation of a comprehensive school counseling program. B-PF 9 Create systemic change through the implementation of a comprehensive school counseling program. B-PE 1 Create school counseling program beliefs, vision and mission statements aligned with the school and district. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • School Counseling Program Assessment • Annual Administrative Conference • School Counseling Program documentation • School Counseling belief, vision and mission statements • Leadership roles in school, district or community committees focused on student success • Participation in school counseling professional associations • Annual student outcome goals • Annual calendar • Results reports • Advisory council agendas and minutes • Reports showing change in student achievement, attendance or discipline data • Reports showing change in course enrollment or increased access to opportunities • Reports showing change in postsecondary success linked to National Student Clearinghouse data • Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures | |

STANDARD 1: STUDENT ACHIEVEMENT

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PF 7: Demonstrate leadership through the development and implementation of a comprehensive school counseling program. | | | | |
| a. Identify sources of power and authority and formal and informal leadership. | | | | |
| b. Identify and demonstrate professional and personal qualities and skills of effective leaders. | | | | |
| c. Apply a model of leadership to a comprehensive school counseling program. | | | | |
| d. Create the organizational structure and components of an effective school counseling program aligned with the <i>ASCA National Model</i> . | | | | |
| e. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program. | | | | |
| f. Use leadership skills to facilitate positive change for the comprehensive school counseling program. | | | | |
| g. Serve as a leader in the school and community to promote and support student success. | | | | |
| h. Participate in the school improvement process to bring the school counseling perspective to the development of school goals. | | | | |

STANDARD 1: STUDENT ACHIEVEMENT

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PF 9: Create systemic change through the implementation of a comprehensive school counseling program | | | | |
| <p>a. Act as a systems change agent to create an environment promoting and supporting student success.</p> | | | | |
| <p>b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success.</p> | | | | |
| <p>c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.</p> | | | | |
| <p>d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success.</p> | | | | |

STANDARD 1: STUDENT ACHIEVEMENT

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PE 1: Create school counseling program beliefs, vision and mission statements aligned with the school and district. | | | | |
| a. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success. | | | | |
| b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the education process consistent with the school's educational philosophy and mission. | | | | |
| c. Analyze the school's vision and mission. | | | | |
| d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved. | | | | |
| e. Create a school counseling mission statement aligned with the school, district and state missions. | | | | |
| f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders. | | | | |

Standard 2: Content Knowledge

- Demonstrates competence in content knowledge appropriate to the teaching position.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-PF 1 Apply developmental, learning, counseling and education theories. B- PF 5 Use <i>ASCA Mindsets & Behaviors for Student Success</i> standards to inform the implementation of a comprehensive school counseling program. B - SS 2 Provide appraisal and advisement in large-group, classroom, small-group and individual settings. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • Career Academic Plans • College and Career Readiness activities • Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories • School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief) • Classroom and group Mindsets & Behaviors action plans • Closing-the-gap action plan/results report • Lesson plans • Completed graduation plans • Completed postsecondary plans • Completed career interest inventories with lesson plans showing appraisal and advisement activities • Completed strengths inventories with lesson plans showing appraisal and advisement activities • Completed field trips to communication organizations, businesses and postsecondary institutions | |

STANDARD 2: CONTENT KNOWLEDGE

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PF 1: Apply developmental, learning, counseling and education theories. | | | | |
| <p>a. Use human development theories to have an impact on developmental issues affecting student success.</p> | | | | |
| <p>b. Use learning theory to support student achievement and success, including students with diverse learning needs.</p> | | | | |
| <p>c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career, and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling and family systems.</p> | | | | |
| <p>d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development.</p> | | | | |
| <p>e. Use career development theories to promote and support postsecondary planning.</p> | | | | |
| <p>f. Use principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need.</p> | | | | |

STANDARD 2: CONTENT KNOWLEDGE

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PF 5: Use <i>ASCA Mindsets & Behaviors for Student Success</i> standards to inform the implementation of a comprehensive school counseling program. | | | | |
| a. Select <i>ASCA Mindsets & Behaviors for Student Success</i> standards to address student needs demonstrated in data. | | | | |
| b. Prioritize <i>ASCA Mindsets & Behaviors for Student Success</i> standards aligned with school improvement goals. | | | | |
| c. Select or create competencies aligned with the <i>ASCA Mindsets & Behaviors for Student Success</i> and Common Core State Standards or other state-specific standards. | | | | |

STANDARD 2: CONTENT KNOWLEDGE

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-SS 2: Provide appraisal and advisement in large-group, classroom, small-group and individual settings. | | | | |
| a. Develop strategies to provide appraisal and advisement to students and families about attaining the <i>ASCA Mindsets & Behaviors for Student Success</i> . | | | | |
| b. Use assessments to help students understand their abilities, values and career interests. | | | | |
| c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans. | | | | |
| d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals. | | | | |
| e. Help students understand how academic performance relates to the world of work, family life and community service. | | | | |
| f. Help students understand the importance of postsecondary education and/or training as a pathway to a career. | | | | |
| g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes. | | | | |
| h. Connect students to workplace experiences to deepen understandings and explore career interests. | | | | |

Standard 3: Planning

► Demonstrates competence in planning and preparing for instruction.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|--|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-SS 1 Design and implement instruction aligned to the <i>ASCA Mindsets & Behaviors for Student Success</i> in large-group, classroom, small group and individual settings. B- PE 4 Develop and implement action plans aligned with program goals and student data. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • Curriculum crosswalk • Connections between ASCA Mindsets and Behaviors, Iowa CCR Definition, CASEL SEL and Universal Constructs and/or other relevant standards • Curriculum/small group/closing the gap action plans and results reports • Needs assessments • Results reports • Career information system reports and activities • Data collection and analysis documents • Lesson plans • Annual calendar (details of specific school counseling events for the year) • Classroom and group Mindsets & Behaviors action plan and results reports • Closing-the-gap action plan/results reports • Annual and weekly calendars • Annual student outcome goal plan worksheet • Annual administrative conference template | |

STANDARD 3: PLANNING

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-SS 1: Design and implement instruction aligned to the <i>ASCA Mindsets & Behaviors for Student Success</i> in large-group, classroom, small group and individual settings. | | | | |
| a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction. | | | | |
| b. Evaluate cultural and social trends when developing and choosing curricula. | | | | |
| c. Identify appropriate evidence-curricula aligned to the <i>ASCA Mindsets & Behaviors for Student Success</i> or select/develop other materials informed by research and best practice if evidence-based materials do not exist. | | | | |
| d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction. | | | | |
| e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be evaluated to determine impact on student outcomes. | | | | |
| f. Use a variety of technologies in the delivery of lessons and activities. | | | | |
| g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction. | | | | |
| h. Analyze data from lessons and activities to determine impact on student outcomes. | | | | |

STANDARD 3: PLANNING

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PE 4: Develop and implement action plans aligned with program goals and student data. | | | | |
| a. Design and implement school counseling action plans aligned with school and school counseling program goals and student data. | | | | |
| b. Determine appropriate students for the target group of action plans based on student, school and district data. | | | | |
| c. Identify appropriate <i>ASCA Mindsets & Behaviors for Student Success</i> standards addressing needs identified in action plans. | | | | |
| d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist. | | | | |
| e. Identify appropriate resources needed to implement action plans. | | | | |
| f. Identify intended impact on academics, attendance and discipline as a result of action plan implementation. | | | | |
| g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research. | | | | |

Standard 4: Diverse Learners

- Use strategies to deliver instruction that meets the multiple learning needs of students.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-PF 6 Understanding of the impact of cultural, social and environmental influences on student success and opportunities. B-SS 3 Provide short-term counseling in small-group and individual settings. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • School/district crisis plan • Mental health response plans • Intervention plans • PLC/collaboration notes • Referrals to community agencies • Release of information forms • School data profile and analysis • Closing-the-gap action plans and results reports • Completion certificates from professional development sessions on cultural, social or environmental influences • Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others • Annual professional growth plan • Classroom and group Mindsets & Behaviors action plan • Group lesson/session plans • Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices • Crisis response “pack” or bag/box • Participation/membership on district crisis response teams | |

STANDARD 4: DIVERSE LEARNERS

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PF 6: Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities. | | | | |
| <p>a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors.</p> | | | | |
| <p>b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school.</p> | | | | |
| <p>c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background.</p> | | | | |
| <p>d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively.</p> | | | | |
| <p>e. Collaborate with administrators, teachers and other staff in the school district to ensure culturally responsive curricula and student-centered instruction.</p> | | | | |
| <p>f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work.</p> | | | | |

STANDARD 4: DIVERSE LEARNERS

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-SS 3: Provide short-term counseling in small-group and individual settings. | | | | |
| a. Use data to identify students in need of counseling intervention. | | | | |
| b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situation impeding student success. | | | | |
| c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy. | | | | |
| d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma. | | | | |
| e. Define the role of the school counselor and the school counseling program in the school crisis plan. | | | | |
| f. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response. | | | | |
| g. Identify and involve appropriate school and community professionals as well as the family in a crisis situation. | | | | |

Standard 5: Assessment

- Uses a variety of methods to monitor student learning.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|---|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-PE 2 Identify gaps in achievement, attendance, discipline, opportunity and resources. B-PE 3 Develop school counseling program goals based on student data. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • Program goals • Intervention plans • PLC/collaboration notes • Evidence of involvement with district/building leadership teams • School data profile and analysis • Advisory council minutes • Staff and community presentations • Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities • Goals addressing achievement, opportunity and/or information gaps • School data summary worksheet • Annual student outcome goal plan worksheet • Closing-the-gap action plan/results report • Annual student outcome goals written in a SMART goal format including baseline and target data • Annual results reports | |

STANDARD 5: ASSESSMENT

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PE 2: Identify gaps in achievement, attendance, discipline, opportunity and resources. | | | | |
| a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities. | | | | |
| b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed. | | | | |
| c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps. | | | | |

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PE 3: Develop school counseling program goals based on student data. | | | | |
| a. Use achievement, attendance and/or discipline data to create school counseling program goals aligned with school improvement plans. | | | | |
| b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement. | | | | |
| c. Use student data and results from survey tools to monitor and refine school counseling program goals. | | | | |
| d. Communicate program goals to administrators, teachers, other school staff and stakeholders. | | | | |

Standard 6: Classroom Management

► Demonstrates competence in classroom management.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-PE 5 Evaluate and report program results to the school community. B-PE 6 Use time appropriately according to national recommendations and student/school data. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • Advisory council agenda and minutes • Data snapshots • Presentations to staff/community/board/stakeholders • Presentation materials with data from school counseling activities • School data summary worksheet • Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) • Annual administrative conference template and meeting notes • Annual and weekly calendars | |

STANDARD 6: CLASSROOM MANAGEMENT

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PE 5: Evaluate and report program results to the school community. | | | | |
| <p>a. Explain concepts related to program results and accountability within a comprehensive school counseling program.</p> | | | | |
| <p>b. Review progress toward school counseling program goals.</p> | | | | |
| <p>c. Analyze data to evaluate school counseling program effectiveness and to inform program development.</p> | | | | |
| <p>d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are evaluated and how results are shared.</p> | | | | |
| <p>e. Use data to demonstrate the value the school counseling program adds to student achievement.</p> | | | | |
| <p>f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders.</p> | | | | |

STANDARD 6: CLASSROOM MANAGEMENT

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PE 6: Use time appropriately according to national recommendations and student/school data. | | | | |
| a. Articulate the distinction between direct and indirect student services. | | | | |
| b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component. | | | | |
| c. Articulate the best use of a school counselor’s time to meet student needs as identified through student data and program goals. | | | | |
| d. Organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing and prioritizing time. | | | | |
| e. Create annual and weekly calendars to plan activities reflecting school counseling program goals. | | | | |
| f. Identify, evaluate and participate in fair-share responsibilities. | | | | |

Standard 7: Professional Growth

- Engages in professional growth.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|--|--|
| <ul style="list-style-type: none"> 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 districtwide tests. | <ul style="list-style-type: none"> B-PF 4 Apply school counseling professional standards and competencies. B-PE 7 Establish agreement with the principal and other administrators about the comprehensive school counseling program. B-PE 8 Establish and convene an advisory council for the comprehensive school counseling program. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • Advisory council agenda and minutes • Individual professional development plan • Membership in professional organizations • Participation in professional learning • Membership documentation in state and national school counselor organizations • Completed School Counselor Evaluation Supplement with written plans for own professional growth • Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought • Leadership roles in school, district or community committees focused on student success • Participation in school counseling professional associations • Annual student outcome goals • Annual calendar • Results reports • Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor | |

STANDARD 7: PROFESSIONAL GROWTH

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PF 4: Apply school counseling professional standards and competencies. | | | | |
| a. Stay current with school counseling research and best practices. | | | | |
| b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies. | | | | |
| c. Use personal reflection, consultation and supervision to promote professional growth and development. | | | | |
| d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations. | | | | |

STANDARD 7: PROFESSIONAL GROWTH

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PE 7: Establish an agreement with the principal and other administrators about the comprehensive school counseling program. | | | | |
| a. Complete management templates for the school counseling program with other members of the school counseling staff. | | | | |
| b. Discuss school counseling annual agreement with the principal and/or supervising administrator to formalize the delivery, management and accountability of the comprehensive school counseling program. | | | | |
| c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program. | | | | |
| d. Explain school counseling program goals, their basis in student data and their alignment with the school improvement plan. | | | | |
| e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs. | | | | |
| f. Finalize the school counseling annual agreement after presentation to and discussion with the principal and/or supervising administrator. | | | | |

STANDARD 7: PROFESSIONAL GROWTH

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PE 8: Establish and convene an advisory council for the comprehensive school counseling program. | | | | |
| a. Determine appropriate education stakeholders for representation on the advisory council. | | | | |
| b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program. | | | | |
| c. Explain and discuss school data, school counseling program assessment and school counseling program goals with the advisory council. | | | | |
| d. Record advisory council meeting notes, and distribute as appropriate. | | | | |
| e. Analyze and incorporate feedback from the advisory council related to school counseling program goals as appropriate. | | | | |

Standard 8: Professional Responsibilities

- Fulfills professional responsibilities established by the school district.

| Iowa Teaching Criteria | ASCA School Counselor Professional Standards |
|---|--|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> B-PF 2 Demonstrate understanding of educational systems, legal issues, policies, research and trends in education. B-PF 3 Apply legal and ethical principles of the school counseling profession. B-PF 8 Demonstrate advocacy in a comprehensive school counseling program. B-SS 4 Make referrals to appropriate school and community resources. B-SS 5 Consult to support student achievement and success. B-SS 6 Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success. B-PE 9 Use appropriate school counselor performance appraisal process. |
| <p>Possible Artifacts:</p> <ul style="list-style-type: none"> • RAMP and/or District of Distinction Application • Evidence of various school trainings (mandatory reporter, ethics, suicide prevention and postvention, etc.) new decision making process for ethical dilemmas in concert with the ASCA Ethical Standards for School Counselors • Participation in legal or ethical trainings • Confidentiality statements, school counseling program brochures and flyers • School counseling program presentations • Referral procedures and forms • Referral lists • PLC/Collaboration notes • Participation at ISCA Day on the Hill • Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.) • Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor’s role • Minutes from school counseling advisory committee meetings • Completed ASCA National Model templates/ worksheets for planning student outcome goals and interventions | |

- Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)
- Weekly calendars, regarding documentation of critical interactions with students
- Completion certificates of professional development experiences
- Leadership roles in school, district or community committees focused on student success
- Participation in school counseling professional associations
- Annual student outcome goals
- Annual calendar
- Results reports
- Advisory council agendas and minutes
- Recognized ASCA Model Program (RAMP) certification
- List of school and community referral sources
- School-counselor-developed school counseling brochure
- Presentation materials from school-counselor-led trainings or workshops
- Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)
- Schedule of parent programs
- Member of school leadership team, data team, etc.
- List of groups that partner with the school counseling program
- List of committee involvement in school, district or community focused on student success
- Completed performance appraisal aligned with the ASCA Professional Standards & Competencies
- Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model
- Recognized ASCA Model Program (RAMP) application

STANDARD 8: PROFESSIONAL RESPONSIBILITIES

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PF 2: Demonstrate understanding of educational systems, legal issues, policies, research and trends in education. | | | | |
| <p>a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices.</p> | | | | |
| <p>b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation.</p> | | | | |
| <p>c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels.</p> | | | | |
| <p>d. Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs.</p> | | | | |
| <p>e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care.</p> | | | | |
| <p>f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success.</p> | | | | |

STANDARD 8: PROFESSIONAL RESPONSIBILITIES

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|----------------|--------------|-------------------|----------------------|
| g. Articulate a rationale for a comprehensive school counseling program. | | | | |
| h. Use education research to inform decisions and programming. | | | | |
| i. Use current trends in technology to promote student success. | | | | |

STANDARD 8: PROFESSIONAL RESPONSIBILITIES

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PF 3: Apply legal and ethical principles of the school counseling profession. | | | | |
| a. Practice within the ethical principles of the school counseling profession in accordance with the <i>ASCA Ethical Standards for School Counselors</i> . | | | | |
| b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting. | | | | |
| c. Adhere to the ethical and statutory limits of confidentiality. | | | | |
| d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff. | | | | |
| e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise. | | | | |
| f. Resolve ethical dilemmas by employing an ethical decision making model in accordance with the <i>ASCA Ethical Standards for School Counselors</i> . | | | | |
| g. Model ethical behavior. | | | | |
| h. Engage in continual professional development to inform and guide ethical and legal work. | | | | |

STANDARD 8: PROFESSIONAL RESPONSIBILITIES

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-PF 8: Demonstrate advocacy for a comprehensive school counseling program. | | | | |
| <p>a. Model school counselor advocacy competencies to promote school counseling program development and student success.</p> | | | | |
| <p>b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests.</p> | | | | |
| <p>c. Explain the benefits of a comprehensive school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders.</p> | | | | |
| <p>d. Articulate and provide rationale for appropriate activities for school counselors.</p> | | | | |
| <p>e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors.</p> | | | | |
| <p>f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks.</p> | | | | |

STANDARD 8: PROFESSIONAL RESPONSIBILITIES

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-SS 4: Make referrals to appropriate school and community resources | | | | |
| a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues. | | | | |
| b. Communicate the limits of school counseling and the continuum of mental health services. | | | | |
| c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling. | | | | |

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-SS 5: Consult to support student achievement and success. | | | | |
| a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success. | | | | |
| b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations. | | | | |
| c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise. | | | | |
| d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise. | | | | |

STANDARD 8: PROFESSIONAL RESPONSIBILITIES

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|---|---------|-------|------------|---------------|
| B-SS 6: Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success. | | | | |
| a. Partner with others to advocate for student achievement and educational equity and opportunities. | | | | |
| b. Explain the potential for dual roles with families and other caretakers. | | | | |
| c. Supervise school counseling interns consistent with the principals of the <i>ASCA School Counseling Professional Standards & Competencies</i> . | | | | |

| Standard and Competencies | Exceeds | Meets | Developing | Does Not Meet |
|--|---------|-------|------------|---------------|
| B-PE 9: Use appropriate school counselor performance appraisal process. | | | | |
| a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program. | | | | |
| b. Explain how school counseling activities fit within categories of a performance appraisal instrument. | | | | |
| c. Utilize Components of the <i>ASCA National Model</i> to document data-informed, student -focused activities that demonstrate evidence of meeting standards of performance appraisal instruments. | | | | |

