

Iowa School Counselor Evaluation Supplement

While the school counselor's work 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 intended 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 the eight teaching standards crosswalked with the 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/they implement(s) 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 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.*



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S C H O O L
C O U N S E L O R
A S S O C I A T I O N

The mission of the Iowa School Counselor Association is to provide advocacy for and support to Iowa's school counselors as they implement school counseling programs in line with the ASCA National Model.

***Updated October 2022*

Directions and Considerations for Using the Iowa School Counselor Evaluation Supplement

Each Iowa Teaching Standard will receive one rating score as evidence of the current level of implementation. In order to arrive at a consensus for each rating score, school counselors and administrators are encouraged to engage in a discussion of the Iowa Teaching Standard with the crosswalked ASCA School Counselor Professional Standards and Competencies (Please see Appendix A. For examples of school counseling artifacts that can be used as evidence of each rating for the Iowa Teaching Standards, please see Appendix B. Each ASCA School Counselor Professional Standard and Competency (Appendix C) has examples to demonstrate the “standard in practice” and provide increased clarity around areas of strength and growth. While each Iowa Teaching Standard will receive only one rating, the rich conversation that results can provide a framework for meaningful action and next steps for the comprehensive school counseling program. Appendix D also includes potential next steps for school counselors to take action on the outcomes of the evaluation supplement including the use of individual professional development plans

In an effort to strive toward continuous improvement and growth, it is recommended that school counselors and administrators utilize the [Annual Administrative Conference](#) to reflect back on the most recently completed Evaluation Supplement in order to consider what professional learning needs exist as well as progress made toward implementation of School Counselor Professional Standards and Competencies.

The following rating scale descriptions may be useful in determining current level of implementation with each of the anchor standards and necessary elements for implementation.

Getting Started = The school counselor is getting started on the journey to implement the professional standards and competencies that link to the anchor standard.

Developing = The school counselor is engaged in the process to move toward full implementation of the standard/competency within the anchor standard being assessed.

Meets = The school counselor is in full implementation and reflects on the ongoing maintenance of the standard/competency within the anchor standard being assessed.

Exceeds = The school counselor is in full implementation of the standard/competency **and** there is evidence it is integrated in the school counseling program and their professional learning plan

Iowa Teaching Standard 1: Student Achievement

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

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

- Getting Started ▾ Identify sources of power and authority and formal and informal leadership
- Getting Started ▾ Identify and demonstrate professional and personal qualities and skills of effective leaders
- Getting Started ▾ Apply a model of leadership to a comprehensive school counseling program
- Getting Started ▾ Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- Getting Started ▾ Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program
- Getting Started ▾ Use leadership skills to facilitate positive change for the comprehensive school counseling program
- Getting Started ▾ Serve as a leader in the school and community to promote and support student success
- Getting Started ▾ Participate in the school improvement process to bring the school counseling perspective to the development of school goals

Anchor Standard: B-PF 9. Create systemic change through the implementation of a school counseling program

- Getting Started ▾ Act as a systems change agent to create an environment promoting and supporting student success
- Getting Started ▾ Use data to identify how school, district, and state educational policies, procedures and practices support and/or impede student success
- Getting Started ▾ 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
- Getting Started ▾ Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

Anchor Standard: B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district

- Getting Started ▾ Analyze personal, school, district, and state beliefs, assumptions, and philosophies about student success
- Getting Started ▾ 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
- Getting Started ▾ Analyze the school's vision and mission
- Getting Started ▾ Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- Getting Started ▾ Create a school counseling mission statement aligned with the school, district and state missions
- Getting Started ▾ Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 2: Content Knowledge
Demonstrates competence in content knowledge appropriate to the teaching position.

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PF 1. Apply developmental, learning, counseling, and education theories

- Getting Started** ▾ Use human development theories to have an impact on developmental issues affecting student success
- Getting Started** ▾ Use learning theory to support student achievement and success, including students with diverse learning needs
- Getting Started** ▾ Use established and Developing 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
- Getting Started** ▾ Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- Getting Started** ▾ Use career development theories to promote and support postsecondary planning
- Getting Started** ▾ 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

Anchor Standard: B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a comprehensive school counseling program

- Getting Started** ▾ Select ASCA Mindsets & Behaviors for Student Success standards to address student needs to be demonstrated in data
- Getting Started** ▾ Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
- Getting Started** ▾ Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and Common Core State Standards or other state-specific standards

Anchor Standard: B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings

- Getting Started** ▾ Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- Getting Started** ▾ Use assessments to help students understand their abilities, values, and career interests
- Getting Started** ▾ Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- Getting Started** ▾ Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- Getting Started** ▾ Help students understand how academic performance relates to the world of work, family life and community service
- Getting Started** ▾ Help students understand the importance of postsecondary education and/or training as a pathway to a career
- Getting Started** ▾ Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- Getting Started** ▾ Connect students to workplace experiences to deepen understandings and explore career interests

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 3: Planning
Demonstrates competence in planning and preparing for instruction

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-SS 1. Design and implement instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small group and individual settings

- Getting Started** ▾ Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- Getting Started** ▾ Evaluate cultural and social trends when Developing and choosing curricula
- Getting Started** ▾ Identify appropriate evidence-curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Getting Started** ▾ Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- Getting Started** ▾ 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
- Getting Started** ▾ Use a variety of technologies in the delivery of lessons and activities
- Getting Started** ▾ Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- Getting Started** ▾ Analyze data from lessons and activities to determine impact on student outcomes

Anchor Standard: B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

- Getting Started** ▾ Design and implement school counseling action plans aligned with school and school counseling program goals and student data
- Getting Started** ▾ Determine appropriate students for the target group of action plans based on student, school and district data
- Getting Started** ▾ Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
- Getting Started** ▾ 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
- Getting Started** ▾ Identify appropriate resources needed to implement action plans
- Getting Started** ▾ Identify intended impact on academics, attendance and discipline as a result of action plan implementation
- Getting Started** ▾ Explain basic research sampling, methodology, and analysis concepts as they relate to research outcomes and action research

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 4: Diverse Learners

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

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PF6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities

Getting Started ▾ 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

Getting Started ▾ Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school

Getting Started ▾ Maintain and communicate high expectations for every student, regardless of cultural, social or economic background

Getting Started ▾ Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively

Getting Started ▾ Collaborate with administrators, teachers and other staff in the school district to ensure culturally responsive curricula and student-centered instruction

Getting Started ▾ Understand personal limitations and biases, and articulate how they may affect the school counselor's work

Anchor Standard: B-SS 3. Provide short-term counseling in small-group and individual settings

Getting Started ▾ Use data to identify students in need of counseling intervention

Getting Started ▾ Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situation impeding student success

Getting Started ▾ Explain the difference between appropriate short-term counseling and inappropriate long-term therapy

Getting Started ▾ Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma

Getting Started ▾ Define the role of the school counselor and the school counseling program in the school crisis plan

Getting Started ▾ Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

Getting Started ▾ Identify and involve appropriate school and community professionals as well as the family in a crisis situation

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 5: Assessment
Use a variety of methods to monitor student learning

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources

Getting Started ▾ Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline, and opportunities

Getting Started ▾ Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed

Getting Started ▾ Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

Anchor Standard: B-PA 3. Develop annual student outcome goals based on student data

Getting Started ▾ Use achievement, attendance, and/or discipline data to create school counseling program goals aligned with school improvement plans

Getting Started ▾ Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement

Getting Started ▾ Use student data and results from survey tools to monitor and refine school counseling program goal

Getting Started ▾ Communicate program goals to administrators, teachers, other school staff and stakeholders

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 6: Classroom Management
Demonstrates competence in classroom management

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PA 5. Assess and report program results to the school community.

Getting Started ▾ Explain concepts related to program results and accountability within a comprehensive school counseling program

Getting Started ▾ Review progress toward school counseling program goals

Getting Started ▾ Analyze data to evaluate school counseling program effectiveness and to inform program development

Getting Started ▾ Collaborate with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared

Getting Started ▾ Use data to demonstrate the value the school counseling program adds to student achievement

Getting Started ▾ 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

Anchor Standard: B-PA 6. Use time appropriate according to national recommendations and student/school data

Getting Started ▾ Articulate the distinction between direct and indirect student services

Getting Started ▾ 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

Getting Started ▾ Articulate the best use of a school counselor’s time to meet student needs as identified through student data and program goals

Getting Started ▾ Organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing and prioritizing time

Getting Started ▾ Create annual and weekly calendars to plan activities reflecting school counseling program goals

Getting Started ▾ Identify, evaluate and participate in fair-share responsibilities

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 7: Professional Growth
Engages in professional growth

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PF 4. Apply school counseling professional standards and competencies

- Getting Started** ▾ Stay current with school counseling research and best practices
- Getting Started** ▾ Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- Getting Started** ▾ Use personal reflection, consultation, and supervision to promote professional growth and development
- Getting Started** ▾ Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

Anchor Standard: B-PA 7. Establish an agreement with the principal and other administrators about the school counseling program

- Getting Started** ▾ Complete management templates for the school counseling program with other members of the school counseling staff
- Getting Started** ▾ Discuss the school counseling annual agreement with the principal and/or supervising administrator to formalize the delivery, management and accountability of the comprehensive school counseling program
- Getting Started** ▾ Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- Getting Started** ▾ Explain school counseling program goals, their basis in student data and their alignment with the school improvement plan
- Getting Started** ▾ Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- Getting Started** ▾ Finalize the school counseling annual agreement after a presentation to and discussion with the principal and/or supervising administrator

Anchor Standard: B-PA 8. Establish and convene an advisory council for the school counseling program

- Getting Started** ▾ Determine appropriate education stakeholders for representation on the advisory council
- Getting Started** ▾ Develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program
- Getting Started** ▾ Explain and discuss school data, school counseling program assessment, and school counseling program goals with the advisory council
- Getting Started** ▾ Record advisory council meeting notes, and distribute as appropriate
- Getting Started** ▾ Analyze and incorporate feedback from the advisory council related to school counseling program goals as appropriate

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input checked="" type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa Teaching Standard 8: Professional Responsibilities
Fulfills professional responsibilities established by the school district

ASCA School Counselor Professional Standards and Competencies

Anchor Standard: B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- Getting Started ▾ Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- Getting Started ▾ Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- Getting Started ▾ Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- Getting Started ▾ Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- Getting Started ▾ 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
- Getting Started ▾ 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
- Getting Started ▾ Articulate a rationale for a comprehensive school counseling program
- Getting Started ▾ Use education research to inform decisions and programming
- Getting Started ▾ Use current trends in technology to promote student success

Anchor Standard: B-PF 3. Apply legal and ethical principles of the school counseling profession

- Getting Started ▾ Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- Getting Started ▾ 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
- Getting Started ▾ Adhere to the ethical and statutory limits of confidentiality
- Getting Started ▾ Fulfill legal and ethical obligations to families, teachers, administrators, and other school staff
- Getting Started ▾ Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- Getting Started ▾ Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical
- Getting Started ▾ Model ethical behavior
- Getting Started ▾ Engage in continual professional development to inform and guide ethical and legal work

Anchor Standard: B-PF 8. Demonstrate advocacy for a school counseling program

- Getting Started ▾ Model school counselor advocacy competencies to promote school counseling program development and student success
- Getting Started ▾ Responsibly advocate for school board policy and local, state, and federal statutory requirements in students' best interests
- Getting Started ▾ 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
- Getting Started ▾ Articulate and provide a rationale for appropriate activities for school counselors
- Getting Started ▾ Articulate and provide a rationale for discontinuation of inappropriate activities for school counselors
- Getting Started ▾ Use data (e.g., closing-the-gap reports) to promote the reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks

Iowa Teaching Standard 8: Professional Responsibilities—Continued from previous page
Fulfills professional responsibilities established by the school district

Anchor Standard: B-SS 4. Make referrals to appropriate school and community resources

Getting Started ▾ 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

Getting Started ▾ Communicate the limits of school counseling and the continuum of mental health services

Getting Started ▾ Articulate why diagnoses and long-term therapy are outside the scope of school counseling

Anchor Standard: B-SS 5. Consult to support student achievement and success

Getting Started ▾ Gather information on student needs from families, teachers, administrators, other school staff, and community organizations to inform the selection of strategies for student success

Getting Started ▾ Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations

Getting Started ▾ Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise

Getting Started ▾ Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

Anchor Standard: B-SS 6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success.

Getting Started ▾ Partner with others to advocate for student achievement and educational equity and opportunities

Getting Started ▾ Explain the potential for dual roles with families and other caretakers

Getting Started ▾ Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

Anchor Standard: B-PF 9. Use appropriate school counselor performance appraisal process

Getting Started ▾ Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program

Getting Started ▾ Explain how school counseling activities fit within categories of a performance appraisal instrument

Getting Started ▾ Utilize Components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

Getting Started <input type="checkbox"/>	Developing <input type="checkbox"/>	Meets <input type="checkbox"/>	Exceeds <input type="checkbox"/>	Data Sources Used to Assess Rating:
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Narrative Explanation for Rating:

Iowa School Counselor Evaluation Supplement-Appendix A

Crosswalk of Iowa Teaching Criteria and ASCA School Counselor Professional Standards and Competencies

Standard 1: Student Achievement

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

Iowa Teaching Criteria	ASCA School Counselor Professional Standards
<p>a. Provides multiple forms of evidence of student learning to students, families, and staff.</p> <p>b. Implements strategies supporting student, building, and district goals.</p> <p>c. Uses student performance data as a guide for decision-making.</p> <p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p> <p>e. Creates an environment of mutual respect, rapport, and fairness.</p> <p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p> <p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p>	<p>B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program</p> <p>B-PF 9. Create systemic change through the implementation of a school counseling program</p> <p>B-PA 1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district</p>

Standard 2: Content Knowledge

Demonstrates competence in content knowledge appropriate to the teaching position.

<p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p> <p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> <p>c. Relates ideas and information within and across content areas.</p> <p>d. Understands and uses instructional strategies that are appropriate to the content area.</p>	<p>B-PF 1. Apply developmental, learning, counseling, and education theories</p> <p>B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program</p> <p>B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings</p>
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Standard 3: Planning

Demonstrates competence in planning and preparing for instruction.

<p>a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.</p> <p>b. Sets and communicates high expectations for the social, behavioral, and academic success of all students.</p> <p>a. Uses students' developmental needs, backgrounds, and interests in planning for instruction.</p>	<p>B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small group, and individual settings</p> <p>B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data</p>
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- b. Selects strategies to engage all students in learning.
- c. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4: Diverse Learners

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

- 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

- B-PF 6. Demonstrate 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

Standard 5: Assessment

Uses a variety of methods to monitor student learning

- 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 the analysis of student progress.

- B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources
- B-PA 3. Develop annual student outcome goals based on student data

Standard 6: Classroom Management

Demonstrates competence in classroom management

- 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.

- B-PA 5. Assess and report program results to the school community.
- B-PA 6. Use time appropriately according to national recommendations and student/school data

- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Standard 7: Professional Growth
Engages in professional growth

- 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.

B-PF 4. Apply school counseling professional standards and competencies

B-PA 7. Establish an agreement with the principal and other administrators about the school counseling program

B-PA 8. Establish and convene an advisory council for the school counseling program

Standard 8: Professional Responsibilities
Fulfills professional responsibilities established by the school district

- 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.

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 for a 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-PA 9. Use the appropriate school counselor performance appraisal process

Iowa School Counselor Evaluation Supplement-Appendix B

Possible Artifacts to Determine Level of Performance for Each Standard

Iowa Teaching Standard 1: Student Achievement

- RAMP and/or District of Distinction Application
- School Counseling Program Assessment
- Annual Administrative Conference
- School Counseling Program Documentation
 - *Annual Calendars, Classroom & Group Results Reports, Closing-the-Gap Action Plan & Results Reports, Lesson Plans, Individual Career and Academic Plans, College and Career Readiness Activities, Career Information System*
- School Counseling Mission, Vision, and/or Belief Statements

Iowa Teaching Standard 2: Content Knowledge

- School Counseling Program Documentation
 - *Annual Calendars, Classroom & Group Results Reports, Closing-the-Gap Action Plan & Results Reports, Lesson Plans, Individual Career and Academic Plans, College and Career Readiness Activities, Career Information System*

Iowa Teaching Standard 3: Planning

- Sequential and Developmentally Appropriate Evidence-Based Curriculum
 - *Connections between ASCA Student Standards: Mindsets & Behaviors with the Iowa CCR Definition, CASEL SEL Competencies, Universal Constructs and/or other relevant standards and needs assessments*
- School Data Summary
 - *Aggregate and disaggregate data from a variety of sources representing achievement-related outcomes*

Iowa Teaching Standard 4: Diverse Learners

- School or District Crisis Plan, Mental Health Response Plans, Intervention Plans
 - *Referrals to community agencies, release of information forms, PLC and Collaboration Notes, school data profile and analysis, closing the gap action plans and results reports*

Iowa Teaching Standard 5: Assessment

- School Data Summary
 - *Aggregate and disaggregate data from a variety of sources representing achievement-related outcomes*
- School or District Crisis Plan, Mental Health Response Plans, Intervention Plans
 - *Referrals to community agencies, release of information forms, PLC and Collaboration Notes, school data profile and analysis, closing the gap action plans and results reports*
- Advisory Council Agenda & Minutes
- PLC/Collaboration Notes
- Staff and Community Presentations

Iowa Teaching Standard 6: Classroom Management

- Advisory Council Agenda & Minutes
- Staff and Community Presentations
- Use-of-Time 5-Day Calculator

Iowa Teaching Standard 7: Professional Growth

- Professional Development
 - *Professional goals, individual professional development plan, membership in professional organizations, participation in professional learning and various school trainings directly connected to professional school counseling*

Iowa Teaching Standard 8: Professional Responsibilities

- Professional Development
 - *Professional goals, individual professional development plan, membership in professional organizations, participation in professional learning and various school trainings directly connected to professional school counseling*

Iowa School Counselor Evaluation Supplement-Appendix C

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 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.** 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 assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 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-PA 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-PA 3. Develop annual student outcome 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-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess 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-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

Connecting the School Counselor Evaluation Supplement and Professional Development-Appendix D

Iowa Code Section 284.6 states the requirements for teacher professional learning. When developing individual professional development plans, school counselors can link this evaluation supplement results to their plan that is aligned to the Iowa teaching standards. Additional resources to create links between this evaluation supplement, the individual professional development plan, and the ASCA School Counselor Professional Standards & Competencies include:

1. [The Annual Administrative Conference](#)
 - a. *Align priorities from the evaluation supplement to the Professional Development section of the Annual Administrative Conference.*

2. [Annual Student Outcome Goal Plan](#)
 - a. *Develop annual student outcome goals based on student data that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed. This action step directly connects to anchor standards and competencies within each of the eight Iowa Teaching Standards. The annual student outcome goal is able to directly support school improvement goals and focus areas for individual buildings and districts.*

Resources Cited in the Creation of the School Counselor Evaluation Supplement:

1. American School Counselor Association (2019). ASCA School Counselor Professional Standards & Competencies. Alexandria, VA: Author.
2. Iowa Teaching Standards and Criteria (2018). Iowa Department of Education:
https://educateiowa.gov/sites/files/ed/documents/IowaTeachingStandardsAndCriteria_0.pdf
3. Teacher Performance, Compensation, and Career Development (2022). Iowa Code:
<https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Section.284.6.pdf>