



COLORADO
Department of Education

**Colorado State Model Evaluation
System for Specialized Service
Professionals:
*Practical Ideas Guide for
Evaluating School Counselors***

Developed by:

Colorado Department of Education and Practitioners Across Colorado

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Foreword

****PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating school counselors. CDE will be collecting on-going feedback to improve this guidance.***

Following the passage of Senate Bill 10-191, commonly referred to as the Great Teachers and Leaders Act, the Colorado Department of Education (CDE) began creating the state's evaluation system and requirements for all educators whose positions require them to hold a state license. During the first two years of development of the new system (2010 to 2012), CDE staff members focused on the processes and materials for evaluating teachers and principals. Those processes and materials were pilot tested during the 2012-13 school year, and a validation study was conducted based on data collected during the 2013-14 school year. During the 2013-14 school year, processes and materials for specialized service professionals were made available to districts to pilot test and provide feedback related to needed improvements. Data related to the outcomes of using specialized service professional materials were collected during the 2014-15 school year and will be used to conduct validation activities related to this set of rubrics.

Throughout the development, pilot testing, and validation study activities, CDE heard from groups of teachers, principals and specialized service professionals and their evaluators who expressed concerns that the materials do not provide adequate guidance evaluating some staff members, particularly those whose positions differ from or require unique responsibilities as a result of the context in which they work. Users have requested additional guidance regarding evidence/artifacts that may be used to help them better understand what materials and documentation educators should be expected to collect throughout the year as a part of completing their responsibilities. In addition, they have asked about specific practices to "look-for" to guide observations of their practice and help ensure that all licensed educators receive fair, valid, and reliable evaluations.

In response to such requests, CDE initiated the development of a set of practical ideas guides written by practitioners for practitioners. They are intended to provide informal advice to educators and their evaluators to help them understand the evaluation process within their specific context. Unless otherwise noted, the contents of this guide are not policy requirements but merely ideas to help educators make the best use of the state model system. The following practical ideas guides have been developed and are available at <http://cde.state.co.us/educatoreffectiveness/implementationguidance#practicalideaguides>.

- Early Childhood Education Teachers
- Special Education Teachers
- Teacher Librarians
- Teachers of English Language Learners/Culturally and Linguistically Diverse Education Specialists
- Teachers of the Arts (Dance, Music, Theatre and Visual Arts)
- World Languages

In addition, the following guides are under development and will be posted to the same website as they are finalized:

Assistant Principals

Teachers of:

- Bilingual Students
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies

Specialized Service Professionals

- School Counselors
- School Nurses
- School Psychologists
- Speech-Language Pathologists

It is CDE's hope that these guides will help everyone involved have a better understanding of how the State Model Evaluation System and evaluation process may be fairly used to ensure that all educators, including those in the groups listed above, are evaluated in a manner that is fair, rigorous, transparent and valid.

Acknowledgements

The many contributions of the CDE staff members and practitioners who contributed to this work are gratefully acknowledged. Many school- and district-based practitioners generously gave their time and expertise to write this brief as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help school counselors and their evaluators better understand the Colorado State Model Evaluation System for Specialized Service Professionals and how it applies to them. Contributors to the development of this guide include:

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Colorado State Model Evaluation System for Specialized Service Professionals: *Practical Ideas Guide for Evaluating School Counselors*

Introduction

Colorado's Senate Bill 10-191 (S.B. 10-191) requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality and performance standards at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and specialized service professionals. To help districts address this requirement, CDE provides the processes and materials for specialized service professionals that were developed as a part of the Colorado State Model Educator Evaluation System (state model system). Throughout the development and pilot testing of the state model system, groups of specialized service professionals have expressed questions about the applicability of the new evaluation system in the varying context in which they provide services. This is true for school counselors whose roles and responsibilities often differ from setting to setting or student to student. Because of such differences, the specialized service professional evaluation materials do not necessarily provide opportunities to review and rate all facets of the school counselor's work. This practical ideas guide is intended to help school counselors and their evaluators maximize the flexibility options built into the new system to ensure that they receive a rigorous, fair and valid evaluation.

The Colorado State Model Educator Evaluation System

The state model system is being planned, developed and implemented with a focus on continuously improving educator performance and student achievement. S.B. 10-191 guides the state and school districts in the transformation of current evaluation processes from a focus primarily on compliance to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, CDE developed the state model system to provide consistent, fair and rigorous educator evaluations, save district resources and enable them to focus on improving teaching, learning and leading. Districts are not required to use the state model system, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student outcomes (50 percent) and evaluating professional practices (50 percent).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the state model system is dependent upon attending to the following priorities, or guiding principles:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.

4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and the person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. Districts may choose to conduct frequent observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalizing them. The state model system evaluation cycle includes, but is not limited to:

- Training
- Annual orientation to the system/tools
- Educator self-assessment
- Review of annual goals and performance plan
- A mid-year review
- An evaluator assessment based on observation(s) and review of artifacts
- An end-of-year review
- A final rating
- Goal-setting and performance planning for the next school year

Who Should Use This Brief

This brief is intended for:

- School counselors and
- Evaluators who are responsible for evaluating school counselors

This guide is intended to support school counselors and their evaluators as they explore and evaluate the intricacies of the school counselor.

Definition of Effectiveness for School Counselors

The following definition of effectiveness for school counselors was created by practitioners in the field. This definition provides a high level overview as to the roles and responsibilities of a school counselor. This definition is by no means an exhaustive list of the work done by a school counselor, but it does provide context for evaluators.

Effective school counselors are a vital part of the educational team. School counselors focus their skills, time, and energy on direct and indirect services to students. Effective school counselors strive to support growth and development through the delivery of a comprehensive school counseling program; that focuses on closing the achievement gap and prepares diverse student populations for postsecondary and workforce success. Effective school counselors employ relevant evidence-based practices to enhance the equitable access to educational services and programs. They have a deep understanding of the interconnectedness of the home, school, and community and collaborate with all members of the education team to strengthen those connections. Through advocacy, leadership, and reflection, school counselors build frameworks for systemic change to support

students in the areas of academic achievement, social and emotional wellbeing, and post-secondary/workforce readiness.

Effective Service Delivery Practices and Programmatic Considerations

The following work is built upon the *American School Counselor Association's National Model: A Framework for School Counseling Programs, 3rd Edition*. As School Counselors and their evaluator complete the State Model Evaluation Rubric for School Counselors, they should keep the following guiding principles in mind as they determine professional practice ratings:

- School Counselors work within a programmatic framework which may or may not include all the components from the ASCA National Model. ([Click here](#) for additional component templates.) The program, however, should be:
 - Student centered
 - Data-driven
 - Sustainable
 - Regularly evaluated
 - Designed to meet the unique needs of their educational community.
- For maximum school counselor effectiveness the American School Counselor Association recommends a school counselor-to-student ratio of 1:250.
- School Counselors are responsible for collecting and analyzing process, perception, and outcome data which supports:
 - Identifying school counseling program goals
 - Monitoring student progress to close the achievement gap
 - Assessing and evaluating programs
 - Demonstrating school counseling program effectiveness.

Service to students and families are delivered both directly and indirectly.

- Direct services include but are not limited to large group instruction, classroom guidance, small group interventions, individual counseling and crisis response.
 - Best practice advocates that 80% of a school counselor’s time be spent in direct service activities.
- Indirect services include but are not limited to providing referrals, consulting, collaboration, and coordination.
 - Best practice advocates that more than 20% of a school counselor’s time be spent in indirect service activities.
- The developmental level of students’ guides service delivery, often leading school counselors at the elementary grades to utilize more classroom curriculum delivery and school counselors at the secondary level to utilize more individual student planning.

	Elementary	Middle	High
School Counseling Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%
Total Time	100%	100%	100%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Non-guidance activities inhibit a school counselor’s ability to deliver an effective program. The following chart is offered by the American School Counseling Association to provide guidance on appropriate and inappropriate activities for school counselors:

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS	INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS
■ individual student academic program planning	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing counseling to students as to appropriate school dress	■ sending students home who are not appropriately dressed
■ collaborating with teachers to present school counseling core curriculum lessons	■ teaching classes when teachers are absent
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ interpreting student records	■ maintaining student records
■ providing teachers with suggestions for effective classroom management	■ supervising classrooms or common areas
■ ensuring student records are maintained as per state and federal regulations	■ keeping clerical records
■ helping the school principal identify and resolve student issues, needs and problems	■ assisting with duties in the principal’s office
■ providing individual and small-group counseling services to students	■ providing therapy or long-term counseling in schools to address psychological disorders
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards	■ coordinating schoolwide individual education plans, student study teams and school attendance review boards
■ analyzing disaggregated data	■ serving as a data entry clerk

SOURCE: The ASCA National Model: A Framework for School Counseling Programs

An Example of a Final Evaluation Discussion Between a School Counselor and Evaluator

Quality Standard I: Element C (*School counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.*) **was identified through pilot data as an area of difficulty for principals or evaluators to identify the scope of practice for School Counselors. The following vignette is an example of the dialogue between a School Counselor and a Principal.**

“Terri,” a School Counselor at “Anywhere High School,” meets with her principal for a final evaluation conference. Before this meeting, Terri has assessed her performance by using the State Model Evaluation System Rubric for School Counselors and by thinking about her preparation and commitment developing and providing a comprehensive guidance program to all students. Terri should prepare for her meeting with the principal by drawing on her expertise in working with students from diverse backgrounds and finding the places of alignment between the Specialized Service Professional Quality Standards and Elements and the American School Counselor Association (ASCA) Mindset and Behaviors for Student Success that guide her work on which she is being evaluated. This alignment of the standards and her expertise will ensure that she is being evaluated from a perspective that acknowledges her specialized knowledge, background, and expertise as a School Counselor.

Prior to the final evaluation conference Terri, indicated that she was Exemplary for Quality Standard I; Element C: School Counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction. By indicating “Exemplary” Terri, acknowledges that she: recognizes the importance of evidence-based school practices and related research, locates and selects appropriate evidence-based practices and related research, integrates evidence-based school counseling and related research into practice, demonstrates an awareness of evidence-based strategies, practices and interventions to meet individual student needs, and participates in services that reflect evidence-based practices.

During the final evaluation conference Terri and her evaluator spend a few minutes talking about what it will look like in Terri’s classroom guidance lessons, small group counseling, individual student planning, and collaborative work with educational colleagues for her to be “proficient,” “accomplished,” or “exemplary” on these standards and elements. This is an important opportunity for Terri’s evaluator to learn about the services Terri provides to all students through her comprehensive guidance program, as well as an opportunity for Terri to describe how students have been impacted by her work.

Considering this conversation her Evaluator might ask Terri, “What documentation or evidence do you have that indicates you use evidence-based school counseling practices related to research.” Terri’s comments could resemble what follows, as well as, some tangible artifacts, *if necessary*.

“Through my comprehensive guidance program, I’ve delivered classroom guidance lessons on Bullying. It was determined through our school counseling needs assessments, school climate survey, and office referrals there was a need for the delivery of an evidence-based curriculum to reduce the number incidences of bullying in our school, as well as, increase the feeling of safety by students in our building. Through pre and post assessments, we’ve seen an increase in the feeling of safety by students and a reduction of bullying referrals. Also, during a parent workshop conducted in the spring, we provided resources to parents and had an expert in the field of Cyberbullying address students’ digital footprint. Additionally, this speaker spoke to our staff about the impact social media can have on school climate.”

Examples of artifacts that could show evidence of Exemplary, but are only needed if there is a discrepancy between Terri and her Principal:

1. Lesson Plans that align with the ASCA Mindset and Behaviors for Student Success, as well as, references to peer-reviewed journals that outline an evidence-based curriculum targeting a specific need.
2. Pre and Post Assessments from a classroom guidance lesson that indicates students' prior knowledge and gained knowledge
3. Minutes from a Rtl meeting with Parents which outlines how the school counselor informed and educated parents on evidence-based interventions they could use at home with their child

Through this collaborative dialog, Terri and her Evaluator agreed that she was Exemplary in her work as it related to Quality Standard I; Element C.

Evidence of Practices that May Be Used in the Evaluation of School Counselors

The following chart may prove to be useful for evaluating school counselors. Evaluators may find it helpful as they think about the work of school counselors and how their specialized knowledge and skills can be evaluated fairly and accurately. The chart may also help school counselors develop their own roadmaps to success as they complete their self-assessments, participate in the evaluation process, and develop professional goals.

The chart below contains a great deal of information. Labeled as "Look Fors" and organized by Standard, Element and rating level, the center of the chart provides ideas for the evaluator to use during the observation process. The "physical evidence/demonstration (what to look for)" lists suggested behaviors and activities that may be found where the school counselor demonstrates effective practice in relation to the specialized service professional quality standards and elements. The practices included in these tables are **examples only and should not be considered requirements or an all-inclusive list**. They are provided to help the evaluator and school counselor understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

The last column, labeled "artifacts", provides ideas for artifacts and other types of evidence that **may** be used to help confirm the accuracy of observations and ratings on non-observable items. It is important to note that these are ideas for evidence/artifacts; they are not required to be used during the evaluation. A school counselor should not be expected to collect all of these items. These examples are meant to serve as a catalyst for helping counselors and their evaluators generate a short and focused list of artifacts that may prove beneficial in fully understanding the quality of the school counselor's performance. It must be noted that evaluations performed using the state model system may be completed without a consideration of any artifacts.

**Specialized Service Professional Quality Standards and Physical Evidence/Demonstration:
School Counselors**

PROFESSIONAL EXPERTISE	QSI	<i>School Counselors demonstrate mastery of and expertise in the domain for which they are responsible.</i>	
	ELEMENT A:	School counselors demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.	
	RATINGS	LOOK FORs	ARTIFACTS
	BASIC	COUNSELOR: School Counselor has a current Colorado School Counseling License.	<ul style="list-style-type: none"> ● Classroom guidance, small-group or individual lessons ● Discussion of delivery plans including: individual sessions, group sessions and classroom guidance lessons ● Annual Agreement signed by school administration to determine program goals for the year; should be signed within four weeks of the start of the school year ● Advisory Council that meets at least once a semester composed of staff, district staff, students, parents and community members ● Pre- and post-tests with data aggregated and analyzed for effectiveness ● Annual and weekly calendars shared with administrators ● Action plans, Needs Assessment, Academic Data, Attendance Data and Pre/Post Surveys
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor collaborates with peers, attending staff meetings, In-service workshops and additional trainings.	
	PROFICIENT	COUNSELOR: School Counselor promotes Counseling Curriculum, ASCA standards and ICAP Standards through classroom lessons, email, website, duties chart, In-services, parent meetings, newsletter, planning session, etc.	
		COUNSELOR: School Counselor Advocates for students at their development levels. Examples include but are limited to: Promote Counseling Curriculum, ASCA standards and ICAP Standards through classroom lessons, email, website, duties chart, In-services, parent meetings, newsletter, planning session, etc.	
	ACCOMPLISHED	STUDENTS, TEACHERS AND/OR FAMILIES: Students participate in lessons that are built into the counseling curriculum. Examples include but are not limited to: Individual student meetings, Small group counseling and ICAP completion.	
	EXEMPLARY	STUDENTS: Students requesting postsecondary information, social/emotional support, progress monitoring of academic grades, group support, appropriate course selection, etc.	
		STUDENTS: Age-appropriate group/individual counseling based on needs assessment.	
	ELEMENT B:	School counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.	
	BASIC	COUNSELOR: School Counselor is knowledgeable of all curriculum areas and the content that is offered in each content area.	<ul style="list-style-type: none"> ● Classroom guidance, small-group, or individual lessons, lesson plans or workshops ● Communications with school staff, administration and families through in-person meetings, email or newsletters ● Hosts organizations during school hours ● Bulletin boards, fliers, newsletters, resources for parent nights, etc. ● Coordinate events ● Grades, student planners, behavior plans, daily progress reports....
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor collaborates with the other content areas regarding the school counseling program.	
	PROFICIENT	COUNSELOR: School Counselor uses data to correctly place students in appropriate content classes to meet their academic needs	
		COUNSELOR: School Counselor uses data to determine guidance curriculum/services that reduce barriers to learning (organization groups, study skills, test-taking strategies, learning style lessons...)	
	ACCOMPLISHED	STUDENTS AND/OR TEACHERS: Students participate in the plan created to increase academic success. Examples include but are not limited to: ACT prep, at risk groups, 504's, co-teach ASCA related lessons with content teachers	
	EXEMPLARY	STUDENTS: Students are proactively advocating for services including tutoring, specific academic support groups, FAFSA/College application assistance, etc.	
		STUDENTS: Students use tools/strategies to effectively reduce barriers to their learning (behavior plans, daily progress reports, planner, tutoring services etc....)	
	ELEMENT C:	School counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction.	
	BASIC	COUNSELOR: School Counselor uses and is knowledgeable about the importance of data in our day-to-day practice.	<ul style="list-style-type: none"> ● Classroom guidance, small-group, or individual lessons, lesson plans or workshops ● Communications with school staff, administration and families through in-person meetings, email or newsletters
PARTIALLY PROFICIENT	COUNSELOR: School Counselor is knowledgeable about where and how to access relevant data.		
PROFICIENT	COUNSELOR: School Counselor uses data to drive planning of curriculum.		

	COUNSELOR: School Counselor uses evidence based programs or services (Link/Web, Second Step, Life Skills, Girls Circle, Solution Focused Therapy, AIM, Sources of Strength...)	<ul style="list-style-type: none"> • Hosts organizations during school hours. • Bulletin boards, fliers, newsletters, resources for parent nights, etc. • Coordinate events • Needs assessment • Provide research to support the programs and services (CAMFEL, Challenge day, ropes course...) • Professional journals • ICAP, state mandated programs • RAMP
ACCOMPLISHED	TEACHERS AND/OR FAMILIES: School Counselor uses data in student meetings, parent meetings. Student participates in options to meet individual needs that were provided by counselor: Examples include but are not limited to: Alt. options Truancy court Self-check-in	
	TEACHERS AND/OR FAMILIES: School Counselor provides information on data practices in the following ways: Parent Night, Open Houses, Website, Staff Meetings, Newsletter, Emails... Students complete tasks that are created from relevant data. Examples include but are not limited to: Closing the Gap Goals Naviance ASCA Goals ICAP Activities Rtl accommodations Co-teach ASCA related lessons with content teachers	
EXEMPLARY	STUDENTS: Students proactively advocate for services such as assistance in logging into College in Colorado/Naviance/Other, student data management system, evidence based support groups.	
	STUDENTS: Students actively participate in evidence/research based services (Link/Web, Second Step, Life Skills, Girls Circle, Solution Focused Therapy, AIM, Sources of Strength...) or group counseling, guidance lessons.	
ELEMENT D:	School counselors demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.	
BASIC	COUNSELOR: School Counselor understands the importance of educating the whole child.	<ul style="list-style-type: none"> • Classroom guidance, small-group, or individual lessons, lesson plans or workshops • Communications with school staff, administration and families through in-person meetings, email or newsletters • Hosts organizations during school hours • Bulletin boards, fliers, newsletters, resources for parent nights, etc. • Coordinate events • Connecting all stakeholders
PARTIALLY PROFICIENT	COUNSELOR: School Counselor creates opportunities for students to be successful.	
PROFICIENT	COUNSELOR: School Counselor refers to community resources that are available.	
	COUNSELOR: School Counselor partners with community resources, Homeless Services, Drop-out Prevention, Second Wind Fund...	
ACCOMPLISHED	STUDENTS, FAMILIES AND TEACHERS: School Counselor refers to community resources that are available. Students and stakeholders (parents, teachers, support staff, administrators, and community members) will participate and take advantage of resources that are available to them.	
	STUDENTS, FAMILIES AND TEACHERS: School Counselor uses platforms such as: parent teacher conference, individual student meetings, website, brochures, etc. to promote factors that influence student achievement.	
EXEMPLARY	STUDENTS, FAMILIES AND TEACHERS: Stakeholders are actively seeking out and participating in counselor facilitated events.	
	STUDENTS, FAMILIES AND TEACHERS: Events may include but are not limited to: community lunches, ELL/Special Education parent nights, FAFSA events, counseling advisory committees, etc.	
ELEMENT E:	School counselors demonstrate knowledge of and expertise in their professions.	
BASIC	COUNSELOR: School Counselor understands the role of the school counselor.	<ul style="list-style-type: none"> • Classroom guidance, small-group or individual lessons • Discussion of delivery plans including: individual sessions, group sessions and classroom guidance lessons • Annual Agreement signed by school administration to determine program goals for the year; should be signed within four weeks of the start of the school year • Advisory Council that meets at least once a semester composed of staff, district staff, students,
PARTIALLY PROFICIENT	COUNSELOR: School Counselor organizes time based on ASCA recommendations.	
PROFICIENT	COUNSELOR: School Counselor uses and implements the ASCA National Model. (Mindsets and Behavior and 3 Domains: Academic, Social/Emotional and Career) Examples included but not limited to: School Wide Assembly, Guidance Lessons, individual counseling, small groups, ICAP implementation.	
ACCOMPLISHED	STUDENTS: Students will complete tasks that are aligned with their counseling curriculum.	

EXEMPLARY	STUDENTS AND/OR TEACHERS: Students comment on their experiences with their counselor to help shape future interactions and lessons (best practices). Examples include but are not limited to: Exit surveys, individual meetings, small group meetings.	parents and community members ● Pre- and post-tests with data aggregated and analyzed for effectiveness ● Annual and weekly calendars shared with administrators ● Action plans	
	STUDENTS AND/OR TEACHERS: School Counselor measures effectiveness through student results/feedback and adjusts accordingly.		
QS 2	<i>School counselors support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.</i>		
ELEMENT A:	<i>School counselors foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</i>		
RATINGS	LOOK FORS	ARTIFACTS	
BASIC	COUNSELOR: School Counselor is knowledgeable about the importance of being accessible and empathetic to individual student need.	● Culturally sensitive communication through newsletters, emails, posters and visuals to teachers/parents/community ● Training for staff on safe environments and culturally inclusive language ● Parents are included in school initiatives through translated materials, community based meetings, etc. ● Opportunities for students: clubs, groups, internships, job shadows, speakers, career activities or programs ● RTI and PBIS involvement or leaderships ● Behavior, attendance or improvement plans ● Restorative approach efforts ● Classroom presentations ● Teacher support	
PARTIALLY PROFICIENT	COUNSELOR: School Counselor has an open door policy and is available for all students. The School Counselor also facilitates conversations with staff and students.		
PROFICIENT	COUNSELOR: School Counselor knows their school demographics to provide an inclusive school environment. Examples include but are not limited to: RtI/mentoring, coaching, analyzing, data points from school/district/county assessments.		
	COUNSELOR: School counselor provides professional development for staff (low-income, trauma, diversity, understanding the teenage brain...)		
ACCOMPLISHED	STUDENTS: Students participate in individual and/or small group counseling.		
	STUDENTS: Students access the counseling curriculum. Examples include but are not limited to: post-secondary conversations, conflict mediation, individual student meetings, advisory Discovery, Journey to a Hate-Free Millennium, SOS, RAK, Bully-Free, Parent/Guardian Meetings		
EXEMPLARY	STUDENTS: Students model respectful and open dialogue with each other and their school community. (Character education program, anti-bullying, Sources of Strength, Link/Web, peer mentors, homeroom/advisement, challenge day...)		
	STUDENTS: Students participate in Conflict mediation (restorative justice)		
ELEMENT B:	<i>School counselors demonstrate respect for diversity within the home, school and local and global communities.</i>		
BASIC	COUNSELOR: School Counselor understands that outside influences have a direct impact on student learning.		● Set with sensitivity to diverse students' needs ● Community outreach and involvement ● Visuals/Posters, translated materials, diverse visuals, etc. ● Contact log with students; particularly students in English Language Learners (ELL) and Special Ed programs and those struggling with attendance, academics and behavior ● Student Risk Assessment and Safety Plan ● Advisory Committee ● Lessons on diversity for students, staff and parents
PARTIALLY PROFICIENT	COUNSELOR: School Counselor collaborates with teachers/admin on individual student needs.		
PROFICIENT	COUNSELOR: School Counselor differentiates lesson/interventions and programming based on individual student needs. Collaborating with school staff regarding individual student needs.		
	COUNSELOR: School Counselor provides materials: posters, handouts in multiple languages, promote cultural holidays/months.		
ACCOMPLISHED	STUDENTS, FAMILIES AND/OR TEACHERS: Students begin awareness of national cultural recognition and awareness. Students help to organize school-wide awareness via posters, activities, etc. Examples include but are not limited to: magnet programs (SOAR, STEM, L2K), Closing the Gap groups, at risk groups, surveys/needs assessments.		
EXEMPLARY	STUDENTS, FAMILIES AND/OR TEACHERS: School staff organize and administer an after school club or group supporting cultural awareness. Students seek out a counselor facilitated group promoting cultural diversity.		
	STUDENTS, FAMILIES AND/OR TEACHERS: Teacher seeks counselor to gain a better understanding of a student.		
ELEMENT C:	<i>School counselors engage students as unique individuals with diverse backgrounds, interests, strengths and needs.</i>		

LEARNING ENVIRONMENT

BASIC	COUNSELOR: School Counselor acknowledges unique differences and individual potential in all students during one on one conversation with them.	<ul style="list-style-type: none"> ● Students are offered opportunities such as cultural awareness activities, groups, clubs or community involvement ● Individual Career and Academic Plans (ICAP) ● Contact log with students; particularly students in English Language Learners (ELL) and Special Ed programs and those struggling with attendance, academics and behavior ● Student Risk Assessment and Safety Plan ● Response to Intervention activities
PARTIALLY PROFICIENT	COUNSELOR: School Counselor collaborates with teachers/admin on individual students.	
PROFICIENT	COUNSELOR: School Counselor progresses through ICAP, creates interventions, working with outside agencies, groups, or other services to meet the needs of the individual student.	
ACCOMPLISHED	STUDENTS AND/OR FAMILIES: Students build strong rapport with their counselor by building positive relationships through personal interactions. Examples include but are not limited to: cultural awareness providing developmentally appropriate services ICAP development	
EXEMPLARY	STUDENTS AND/OR FAMILIES: Students utilize their ICAP to help reach goals utilizing appropriate resources (Naviance, College in Colorado, etc.)	
	STUDENTS AND/OR FAMILIES: Students are knowledgeable on financial aid and scholarship requirements (knowing which students qualify for specific scholarships)	
ELEMENT D:	School counselors engage in proactive, clear and constructive comm. and work collaboratively with students, families and other significant adults and/or professionals.	
BASIC	COUNSELOR: School Counselor generates emails/phone messages that are professional and appropriate; completed in an adequate time frame when initiated by parent/student/staff and other stakeholders.	<ul style="list-style-type: none"> ● Culturally sensitive communication through websites, newsletters, emails, posters and visuals to teachers/parents/community ● Training for staff on safe environments and culturally inclusive language ● Parents are included in school initiatives through translated materials, community based meetings, etc. ● RtI and PBIS involvement or leaderships ● Behavior, attendance or improvement plans ● Teacher support
PARTIALLY PROFICIENT	COUNSELOR: School Counselor maintains websites/ counseling page.	
	COUNSELOR: School Counselor uses student information systems to communicate with students and families.	
PROFICIENT	COUNSELOR: School Counselor conducts meetings with the student(s) and or parent(s) at their level.	
	COUNSELOR: School Counselor shares information with all necessary parties through various mediums.	
ACCOMPLISHED	STUDENTS AND/OR FAMILIES: Students and families use student information systems to communicate with counselors.	
	STUDENTS AND/OR FAMILIES: Student and parents can identify counselor and know how to contact them. Making clear the counselor role to students/staff/parents.	
EXEMPLARY	STUDENTS AND/OR FAMILIES: Students and family initiate and maintain ongoing communication with counselors. Examples include but are not limited to: meetings, phone calls, emails, website, College in Colorado/Other, newsletters/blogs.	
ELEMENT E:	School counselors select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies	
BASIC	COUNSELOR: School Counselor establishes safe and open environment for all students.	<ul style="list-style-type: none"> ● RtI and PBIS involvement or leaderships ● Behavior, attendance or improvement plans ● Restorative approach efforts ● Classroom presentations ● Use of time analysis
PARTIALLY PROFICIENT	COUNSELOR: School Counselor has norms and clear expectations for students.	
	COUNSELOR: School Counselor uses curriculum to meet and enhance goals for students.	
PROFICIENT	COUNSELOR: School Counselor promotes positive behaviors and collaborates with teachers, Admin and Deans. Examples include but are not limited to: time on task analysis, using needs assessment and use data, PBIS	
ACCOMPLISHED	STUDENTS: Students respect classroom rules and procedures during counselor taught curriculum instruction throughout the year. Examples include but are not limited to: mediations, conflict resolution strategies, facilitating groups	

	EXEMPLARY	STUDENTS: Students participate in leadership roles. Examples include but are not limited to: peer mentors, peer tutor, WEB/LINK leaders, and student ambassadors	
HIGH QUALITY DELIVERY	QS 3	School counselors plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.	
	ELEMENT A:	School counselors provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.	
	RATINGS	LOOK FORS	ARTIFACTS
	BASIC	COUNSELOR: School Counselor is aware of policies and procedures.	<ul style="list-style-type: none"> ● 504 Plans, IEPs ● Student Intervention Teams (SIT) Team notes ● ICAPs/PEPs ● Threat Assessment/Risk Management ● Crisis Response Plan ● Suicide intervention ● Child Abuse Reports
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor is knowledgeable about the Registration Guide and is able to utilize policies and procedures around student's individual scheduling needs and course placement. COUNSELOR: School Counselor is knowledgeable about graduation requirements and communicates those with students and parents.	
	PROFICIENT	COUNSELOR: School Counselor attends relevant meetings regarding their students: RTI, 504, IEP, dean/counselor, teacher-directed, etc., in order to articulate individual needs of the student.	
		COUNSELORS: School Counselors oversee students' correct placement into course selections/schedules.	
	ACCOMPLISHED	STUDENTS: Students will be able to create and access their graduation/ICAP plans with the counselor and on their own through their student information systems.	
		STUDENTS: Students 4-year plan completed.	
	EXEMPLARY	STUDENTS: Students active involvement and progression through their ICAP, courses, programs and counseling curriculum.	
	ELEMENT B:	School counselors utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.	
	BASIC	COUNSELOR: School Counselor is knowledgeable about where important student achievement data is stored.	<ul style="list-style-type: none"> ● Students' and staff's needs assessments ● Results reports or School Level Accountability Report which include pre-/post-test data from classroom guidance lesson, groups and individual sessions ● Assessment test results lessons such as ACT, PLAN, EXPLORE and PARCC ● Action Plan reports with minimum of three lesson plans that address students' needs in academic, career and personal/social arenas ● Use of Time analysis ● Use of Naviance, CollegeInColorado.org, Student/Parent Portal, Social Media and relevant web based mediums
		COUNSELOR: School Counselor is aware of the ASCA standards as they relate to the district school counseling core curriculum.	
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor accesses student information systems for appropriate individual growth data and how it relates to our counseling standards.	
PROFICIENT	COUNSELOR: School Counselor creates at least one Closing the Gap goal for their school/team based on current data trends and monitor progress on a quarterly basis.		
	COUNSELOR: School Counselor uses current data to align needs of students and school to adjust counseling lessons and meetings based on data.		
ACCOMPLISHED	STUDENTS/ TEACHERS AND/OR FAMILIES: Students access Naviance and IC in order to see their own personal needs/strengths and assessment results. This can include grades, attendance, DWYA (Do What You Are) and interest profiles, and other relevant assessments.		
EXEMPLARY	STUDENTS: Students understand their own achievement and behavior data to lessons and understand the connection between their needs and assessment data.		
	STUDENTS: Students relate to their own results of achievement/interest data to their own unique needs and individual programming they receive. Student led conferences, Parent/guardian/teacher input regarding student achievement issues is also synthesized.		
ELEMENT C:	School counselors plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals.		
BASIC	COUNSELOR: School Counselor uses data from all school resources to identify specific and unique needs of each student.	<ul style="list-style-type: none"> ● Students' and staff's needs assessments ● Results reports or School Level Accountability 	

PARTIALLY PROFICIENT	COUNSELOR: School Counselor collects and access school data and ASCA data from our school curriculum framework and student information systems.	<p>Report which include pre-/post-test data from classroom guidance lesson, groups and individual sessions</p> <ul style="list-style-type: none"> ● Assessment test results lessons such as ACT, PLAN, EXPLORE and Transitional Colorado Assessment Program (TCAP) ● Use of Time analysis ● Individual, small groups and classroom guidance lessons
PROFICIENT	COUNSELOR: School Counselor uses data from interest inventories, career exploration activities, and student achievement data to show students how to make informed decisions about course selection and planning as part of short-range goals.	
ACCOMPLISHED	STUDENTS, TEACHERS AND/OR FAMILIES: Students make informed decisions using all assessment data from multiple sources to create their own short and long-term post-secondary goals. This would include course selection and working towards college and career readiness and post-secondary options.	
	STUDENTS, TEACHERS AND/OR FAMILIES: Students have participated in creating a 4 year plan and has knowledge of high school specialty programs.	
EXEMPLARY	STUDENTS: Students are in the correct course plan they selected for themselves, understanding the link between their current courses and longer-term goals.	
	STUDENTS: Students apply to college and the FAFSA as part of their goals created earlier.	
ELEMENT D:	School counselors support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.	
BASIC	COUNSELOR: School Counselors is aware of all district technology relevant to the position of school counselor.	<ul style="list-style-type: none"> ● Use of Naviance, CollegeInColorado.org, Student Information Systems, Social Media and other relevant web based mediums ● Use of multimedia during presentations and lessons
PARTIALLY PROFICIENT	COUNSELOR: School Counselor is able to select unique technology tools based on how they need to do their job better and support student success.	
PROFICIENT	COUNSELOR: School Counselor works directly with students and current technology to contribute to student achievement.	
	COUNSELOR: School Counselor integrates Student Information System, Career/College Information System, Google, FAFSA and scholarship applications into their daily meetings with students.	
ACCOMPLISHED	STUDENTS, TEACHERS AND/OR FAMILIES: Students are able to identify and understand how their student information systems are used in the ongoing monitoring of grades, attendance, post-graduate planning, and the comprehensive counseling curriculum.	
EXEMPLARY	STUDENTS: Students access and use technology systems to self-monitor progress, as well as continue career and college research.	
ELEMENT E:	School counselors establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.	
BASIC	COUNSELOR: School Counselor is knowledgeable about graduation requirements and the state graduation guidelines	<ul style="list-style-type: none"> ● Counseling program mission and vision statement reflects belief in all students ● Messages relay high expectations in written and verbal communications such as newsletters, websites, fliers, etc. ● Curriculum action plans ● Written and verbal communication ● Student feedback ● Observations
PARTIALLY PROFICIENT	COUNSELOR: School Counselor plans and schedules the delivery of a comprehensive counseling curriculum to all students.	
PROFICIENT	COUNSELOR: School Counselor shares information to stakeholders about what the comprehensive curriculum looks like. Examples include but are not limited to: website, brochures, parent night, email, IC message, autodialer.	
ACCOMPLISHED	STUDENTS: Students create an ICAP and participate in the comprehensive counseling curriculum. Examples include but are not limited to: career interest surveys, personality surveys, Career Fair, School to Career 1 & 2, Senior Seminar, Blended Learning, Capstone, job shadowing and internships.	
EXEMPLARY	STUDENTS: Students demonstrate their PWR (Postsecondary Workforce Readiness) and 21st Century skills on such assessments through College in Colorado/Naviance/Other, as well as through CTE.	
	STUDENTS: Student progression through ICAP.	
ELEMENT F:	School counselors communicate effectively with students.	
BASIC	COUNSELOR: School Counselor uses active listening skills when meeting with	<ul style="list-style-type: none"> ● Mission and vision statement reflects belief in all

		students.	students
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor interacts with students in meaningful and developmentally appropriate ways.	<ul style="list-style-type: none"> ● Messages relay high expectations in written and verbal communications such as newsletters, websites, fliers, etc.
	PROFICIENT	COUNSELOR: School Counselor works with students to recommend them for developing leadership role by fostering positive communication skills, self-advocacy, and self-confidence.	<ul style="list-style-type: none"> ● Curriculum action plans ● Written and verbal communication ● Student feedback ● Observations
		COUNSELOR: School Counselor helps students begin communication with teachers, parents and other adults when needed.	
	ACCOMPLISHED	STUDENTS, TEACHERS AND/OR FAMILIES: Students use the information from counseling meetings and presentations to demonstrate their own effective self-advocacy in different age-appropriate ways. Problem solving, conflict management and less referrals.	
	EXEMPLARY	STUDENTS AND/OR FAMILIES: Students and families demonstrate this element by accessing counseling services based on their individual needs. Examples include, but are not limited to: Parent and student meetings, RTI, IEP meetings, 504's, ICAP, Post-secondary planning, Career awareness, Social emotional support.	
	ELEMENT G:	School counselors develop and/or implement services and/or specially designed instruction unique to their professions.	
	BASIC	COUNSELOR: School Counselor identifies basic mental health needs and concerns in students and act on them.	<ul style="list-style-type: none"> ● Students' and staff's needs assessments ● Results reports or School Level Accountability Report which include pre-/post-test data from classroom guidance lesson, groups and individual sessions ● Assessment test results lessons such as ACT, PLAN, EXPLORE and Transitional Colorado Assessment Program (TCAP) ● Action Plan reports with minimum of three lesson plans that address students' needs in academic, career and personal/social arenas ● Use of Time analysis ● Use of Naviance, CollegeInColorado.org, Student/Parent Portal, Social Media and relevant web based mediums ● Curriculum, Small Group, Closing the Gap Action Plans
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor evaluates students for specific services within the school counseling department.	
		COUNSELOR: School Counselor is a part of their building crisis team, and demonstrates understanding of building protocols and procedures for crisis.	
PROFICIENT	COUNSELOR: School Counselor uses curriculum for psycho-educational needs around mental health, abuse, and suicide prevention.		
	COUNSELOR: School Counselors work directly with outside referral agencies to provide additional services.		
ACCOMPLISHED	STUDENTS, TEACHERS and/or FAMILIES: Students feel comfortable enough to confide in counselor regarding safety needs.		
	STUDENTS, TEACHERS and/or FAMILIES: Signs Of Suicide, Second Wind, Centennial Peaks, Safety Plans, Behavioral Plans and Safe to Tell.		
EXEMPLARY	STUDENTS: Students proactively advocate for specific counseling services related to crisis management.		
	STUDENTS: Students access the help available to them and utilize the strategies taught to them.		
REFLECT ON PRACTICE	QS 4	School counselors reflect on their practice.	
	ELEMENT A:	School counselors demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.	
	RATINGS	LOOK FORS	ARTIFACTS
	BASIC	COUNSELOR: School Counselor is knowledgeable of the comprehensive school counseling curriculum.	<ul style="list-style-type: none"> ● Student and/or staff needs assessments ● Pre- and post-tests of classroom guidance lessons, small-groups or individual sessions to gauge learning ● Results Reports or School Level Accountability Report ● School Counseling Program Assessment
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor compiles data throughout the year in order to evaluate our program and student needs.	
	PROFICIENT	COUNSELOR: School Counselor evaluates and critically assesses the data collected to improve program. Examples include but are not limited to: creating Closing the Gap goals, small groups, alternative ways to deliver curriculum, SPED/ESL differentiation.	
ACCOMPLISHED	COUNSELOR: School Counselor develops an Admin/Counselor agreement collaboratively and monitors progress of goals on a quarterly basis.		

LEADERSHIP	EXEMPLARY	COUNSELOR: School Counselors share results of curriculum data/reports with administration and supervisory/leadership groups and stakeholders: Advisory Council, SIT and parent groups.	
	ELEMENT B:	School counselors link professional growth to their professional goals.	
	BASIC	COUNSELOR: School Counselor attends Counseling District Trainings during the school year, consulting and collaborating with colleagues.	<ul style="list-style-type: none"> ● Records of Professional Developments ● Presentations or agendas for conducted training courses ● Lesson plans demonstrating skills learned in Professional Development (PD) ● Professional Development plan
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor seeks out professional development at school or outside of school that focuses on your own professional needs.	
	PROFICIENT	COUNSELOR: School Counselor creates a plan to attend personally relevant professional development opportunities inside and outside of their district.	
		COUNSELOR: School Counselor plans for continuing education.	
	ACCOMPLISHED	COUNSELOR: School Counselor attends conferences & professional development to increase professional growth and increase student achievement.	
		COUNSELOR: School Counselor develops lessons to address student data needs.	
	EXEMPLARY	COUNSELOR: School Counselor brings back information and delivers the information to stakeholders after attending a professional development opportunity, (College in Colorado, Naviance, SOS, CSCA,	
		COUNSELOR: School Counselor uses data from the stakeholders to create data driven professional development opportunities. The School Counselor proactively leads trainings, programs, curriculum, etc. from knowledge gained through counselor professional growth opportunities.	
	ELEMENT C:	School counselors respond to complex, dynamic environments.	
	BASIC	COUNSELOR: School Counselor understands the unique nature of your building and school environment (i.e. procedures, policies, meeting schedules, demographics, etc.)	<ul style="list-style-type: none"> ● Student and/or staff needs assessments ● Pre- and post-tests of classroom guidance lessons, small-groups or individual sessions to gauge learning ● Results Reports or School Level Accountability Report ● School Counseling Program Assessment
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor explores current trends in counseling and education and technological trends in education.	
	PROFICIENT	COUNSELOR: School Counselor responds appropriately to the needs of your school, has effective time-management, and has access/working knowledge of your school's Unified Improvement Plan.	
ACCOMPLISHED	COUNSELOR: School Counselor uses evaluation skills to direct interventions and makes the necessary changes. Examples include but are not limited to: reevaluating the system you use to meet with students how you divide your caseload, registration and scheduling.		
EXEMPLARY	COUNSELOR: School Counselor fosters community partnerships that directly support the student population. Examples include but are not limited to: being a mentor, having interns, applying to be a RAMP school, attending conference(s), present workshops, college liaisons.		
QS 5	School counselors demonstrate collaboration, advocacy and leadership.		
ELEMENT A:	School counselors collaborate with internal and external stakeholders to meet the needs of students.		
RATINGS	LOOK FORS	ARTIFACTS	
BASIC	COUNSELOR: School Counselor has a basic understanding of your student population and culture.	<ul style="list-style-type: none"> ● Consultation records ● Meeting logs or committee participation logs ● Email communications ● Counselor/Administrator agreement ● Students' and/or staff's needs assessments ● Records of parent/student conferences or meeting ● Lesson plans and/or pre-/post-tests from classroom presentations on self-advocacy ● Resource List ● Parent evenings 	
PARTIALLY PROFICIENT	COUNSELOR: School Counselor participates in grade level meetings, makes parent phone calls, attends parent/teacher conferences, attends Back to School Nights, participates with intakes, helps with their counseling website and attends district meetings.		
PROFICIENT	COUNSELOR: School Counselor provides referrals to community and/or other outside agencies (including but not limited to: Probation Officers, local colleges, community resources, human services).		

ACCOMPLISHED	COUNSELOR: School Counselor participates in counseling advisory board meetings, RTI participation.	
EXEMPLARY	COUNSELOR: School Counselor leads the school or district (including but not limited: RTI leader, 504 coordinator, department chair, steering committee representative, district leadership).	
ELEMENT B:	School counselors advocate for students, families and schools.	
BASIC	COUNSELOR: School Counselor has a current Colorado School Counseling License.	<ul style="list-style-type: none"> ● Involvement or attendance at events ● Professional Development leadership ● Newsletters ● Documentation of consultation records from teacher and/or parent meetings ● Records of PDs, Professional Development Unit (PDUs) or conference participation
PARTIALLY PROFICIENT	COUNSELOR: School Counselor gives presentations, maintains the counseling webpage, info fliers for parents, newsletters, attends P/T conferences, discussions with students/parents/teachers for class changes, new student interviews, climate / sunshine committee (staff morale).	
PROFICIENT	COUNSELOR: School Counselor uses data and systems to advocate for student needs: Examples include but are not limited to: attendance data, discipline data, Rtl team, IDEA / 504 team (providing solutions), delivering counseling curriculum, individual student responsive services/planning, solution focused counseling, ICAP completion.	
	COUNSELOR: School Counselor communicates with teachers regarding concerns. Individual meetings with students and parents.	
ACCOMPLISHED	COUNSELOR: School Counselor engages in building committees, leadership team, and has individual discussions with administration.	
	COUNSELOR: School Counselor facilitates mediations between students and/or teachers.	
EXEMPLARY	COUNSELOR: School Counselor advocates through any public means with stakeholders. Examples include but are not limited to: speaking at school board meetings, state meetings for CSCA or ASCA, Day at the Capitol, Counseling Leadership Teams, Community Advisory Boards, and Counseling Advisory Boards.	
ELEMENT C:	School counselors demonstrate leadership in their educational setting(s).	
BASIC	COUNSELOR: School Counselor attends district counseling meetings, read steering minutes, and participate in school level meetings	<ul style="list-style-type: none"> ● Involvement or attendance at events ● Professional Development leadership ● Newsletters ● Documentation of consultation records from teacher and/or parent meetings ● Records of PDs, Professional Development Unit (PDUs) or conference participation
PARTIALLY PROFICIENT	COUNSELOR: School Counselors explore and participate in options for leadership.	
PROFICIENT	COUNSELOR: School Counselor heads projects; hold leadership role within teams; point person for questions. Examples include but are not limited to: leadership of 504, PD teams, Rtl, facilitates core meetings, arrange parent meetings, instructional leader.	
ACCOMPLISHED	COUNSELOR: School Counselor uses evaluation skills to direct interventions; educates and collaborates with staff to help improve school climate.	
	COUNSELOR: School Counselor creates new programming (ex: college visits, revising old programs using data/feedback to improve existing programs).	
EXEMPLARY	COUNSELOR: School Counselor is an ASCA-member; attends conferences and PD's; hold mentor role; have an intern; apply for RAMP; implement unit of study; present at workshop. National Certification	
ELEMENT D:	School counselors contribute knowledge and skills to educational practices and their profession.	
BASIC	COUNSELOR: School Counselor answers staff/co-workers' questions.	<ul style="list-style-type: none"> ● Involvement or attendance at events ● Professional Development leadership ● Newsletters ● Documentation of consultation records from
PARTIALLY PROFICIENT	COUNSELOR: School Counselor partakes in professional development opportunities; read articles; subscribe to newsletters.	

	PROFICIENT	COUNSELOR: School Counselor trains staff; stay up to date and implement current practices proven to be effective. Examples include but are not limited to: implementing Signs Of Suicide, Second Step, Girl's Circle, Boys Council, Why Try, Random Acts of Kindness, College in Colorado, Naviance, Employability Training, Individual counseling, Group counseling.	teacher and/or parent meetings ● Records of Professional Developments or conference participation
	ACCOMPLISHED	COUNSELOR: School Counselor provides effective training to the staff. Examples include but are not limited to: risk assessment, suicide training, child abuse reporting, risky behaviors, Naviance, College in Colorado, ACT Prep, ASCA guidelines, FAFSA and parent nights.	
	EXEMPLARY	COUNSELOR: School Counselor presents at CSCA; ASCA; Naviance; or any professional organization (ex – District Counselors). COUNSELOR: Counselor provides a presentation to the school, district, state and/or national forums that promote evidence based knowledge regarding the counseling profession.	
	ELEMENT E:	School counselors demonstrate high ethical standards.	
	BASIC	COUNSELOR: School Counselor has a current license as a school counselor.	<ul style="list-style-type: none"> ● Maintains records in a confidential manner ● Email communications ● Counselor entries in Infinite Campus logs
	PARTIALLY PROFICIENT	COUNSELOR: School Counselor is ethical and follows the law.	
	PROFICIENT	COUNSELOR: School Counselor demonstrates and promotes ASCA Ethical School Counselor Standards. Examples include but are not limited to: ASCA standards, fair/equal treatment of all.	
	ACCOMPLISHED	COUNSELOR: School Counselor supports colleagues. Examples include but are not limited to: assist in reporting, collaborate on issues and ensuring confidentiality.	
	EXEMPLARY	COUNSELOR: School Counselor promotes ethics. Examples include but are not limited to: Speaking to school board, community/staff, Day at the Capitol, Promoting ASCA ethical school counselor standards, Speaking at the state board of education, Present at district and state policy boards.	

Conclusion

The evaluation of school counselors presents unique challenges for both evaluators and the school counselors who are being evaluated. This brief addresses the first concern by explaining how school counselors and their evaluators can take advantage of the flexibility built into the State Model Evaluation Rubric for Evaluating School Counselors. The charts in this guide are designed to be helpful in understanding how evaluation requirements may look for school counselors.

It is CDE's hope that this brief will prove helpful to school counselors and their evaluators by providing them with real-life examples of evidence/artifacts, what to look for in observations and ways in which school counselors may discuss their performance with their evaluators.

Resources

- American School Counselor Association (ASCA), <http://www.schoolcounselor.org>
- American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA: Author.
- The Center for Excellence in School Counseling Leadership, <http://www.CESCaL.org>
- Closer Look at the Principal-Counselor Relationship A Survey of Principals and Counselors.* (2009). <http://www.schoolcounselor.org/asca/media/asca/home/CloserLook.pdf>
- College Board K-12 Counselor, <https://professionals.collegeboard.com/educator/k-12-counselor>
- Colorado Community College System ICAP Page, <http://www.coloradostateplan.com/icap.htm>
- Colorado Department of Education Data and Accountability Page (Schoolview) <http://www.cde.state.co.us/schoolview>
- Colorado Department of Education ICAP Page, <https://www.cde.state.co.us/postsecondary/icap>
- Colorado Department of Education ICAP Toolkit Page, <https://www.cde.state.co.us/postsecondary/icaptoolkit>
- Colorado Department of Higher Education Data Tools Page, <http://highered.colorado.gov/Data/tools.html>
- Colorado School Counselor Association, <http://www.coloradoschoolcounselor.org>
- Dimmett, Carey, Carey, John, C., Hatch, Trish. (2007). *Evidence-Based School Counseling: Making a Difference With Data-Driven Practices*. Corwin Press. Thousand Oaks, CA.
- Dollarhide, C.T., and Saginak, K.A. (2012). *Comprehensive School Counseling Programs: k-12 Delivery Systems in Action: Second Edition*. Boston, MA: Pearson.
- Enhancing the Principal-School Counselor Relationship, Toolkit.* (2011). http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4729_PC_Toolkit_WEB_111104.pdf
- Hatch, Trish., (2013). *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession*. Corwin Press. Thousand Oaks, CA.
- Kaffenberger, Carol, PhD. and Young, Anita, PhD. (2013) *Making Data Work: Third Edition*. American School Counselor Association Publication. Alexandria, VA.
- National Collaborative on Workforce and Disability (NCWD) for Youth, ICAP Page <http://www.ncwd-youth.info/ilp>

NOSCA: National Office for School Counselor Advocacy, <http://nosca.collegeboard.org/>

School Counselor.com *Advancing Counseling & Technological Literacy Among School Counselors and Educators*
<http://www.schoolcounselor.com>

Young, Anita, PhD., and Miller Kneale, Marcy. (2013) *School Counselor Leadership: The Essential Practice*.
American School Counselor Association Publication. Alexandria, VA.