

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered on this \_\_\_\_ day of May, 2015 by and between the Clinton Massie Education Association (hereinafter the "Association") and the Clinton Massie Local School District Board of Education (hereinafter the "Board").

**WHEREAS**, the Association and the Board are parties to a collective bargaining agreement the effective dates of which are August 1, 2014 through July 31, 2017 (hereinafter referred to as the "Agreement"); and

**WHEREAS**, the Agreement contains a provision for the evaluation of members of the bargaining unit; and

**WHEREAS**, the Ohio Legislature has passed legislation that requires the Board and Association to implement a new evaluation procedure; and

**WHEREAS**, the required framework for the new evaluation procedure is different than the evaluation language contained in the agreement between the parties; and

**WHEREAS**, the Parties wish to also address how bargaining unit members who do not meet the definition of "teacher" under the Board's OTES Teacher Evaluation Policy will be evaluated during the duration of the current Agreement; and

**WHEREAS**, the Board and Association also desire to replace the provisions of Article 23 with the evaluation procedures addressed in Section 3 of this Memorandum of Understanding.

**IT IS NOW THEREFORE AGREED** as follows:

The Board and the Association agree that the District's evaluation program will include the following:

1. A uniform instrument for rating bargaining unit members.
2. A philosophy of evaluation whereby the evaluator will assist the bargaining unit member in improving his/her instructional and professional performance.
  - A. The evaluation procedure established in this agreement conforms to the framework for the evaluation of teachers developed pursuant to section 3319.112 of the Ohio Revised Code. Each completed evaluation will result in the assignment of a teacher effectiveness rating. The teacher effectiveness rating shall be derived from a summative evaluation where fifty (50) percent of the overall evaluation is based on student growth measures and fifty (50) percent of the overall evaluation is based on a teacher's performance rating.

B. Application

The teacher evaluation procedure contained in this MOU applies to the following employees of the District:

1. Teachers working under a license and/or permanent certificate issued under sections 3319.22, 3319.26, 3319.222 or 3319.226 of the Revised Code who spend at least fifty (50) percent of their time providing content-related student instruction.
2. Teachers working under a permanent certificate issued under 3319.301 of the Revised Code who spend at least fifty (50) percent of their time providing content-related student instruction.
3. Teachers who do not satisfy the above criteria for the evaluation procedure contained in this MOU shall be evaluated in accordance with Section 3 of this Memorandum of Understanding.

C. Evaluators

1. An evaluator must be a credentialed contracted administrator of the Clinton Massie Local School District. Notwithstanding the foregoing, an evaluator may be employed by the Southern Ohio Educational Service Center (the "ESC") if the District contracts with the ESC for the services of the evaluator and the evaluator is contracted by the Board for at least thirty (30) hours a week with the District. An evaluator employed by the ESC may evaluate all non-teaching bargaining unit members specified in Section 2(B)(3) of this MOU and, if performing special education supervisory duties for the District, all special education teachers employed by the District.

D. Evaluation Instrument

The Evaluation Instrument shall be the OTES process and forms used by the teacher's evaluator. The forms are attached and incorporated into this MOU.

E. Schedule for Evaluation

1. No teacher shall receive more than one final written evaluation each year.
2. With the exception of the 2014-2015 school year, each teacher being evaluated shall participate in a goal development meeting with his/her evaluator no later than September 30<sup>th</sup> and prior to the first observation being conducted. The goal setting meeting may be an individual meeting with the teacher and evaluator in attendance, or a group meeting

with more than one teacher and more than one evaluator present, however, the evaluator shall meet with a teacher individually if the teacher requests said meeting. Each teacher shall complete the Professional Growth Plan form prior to the goal development meeting.

3. In the year when a teacher's contract expires, a minimum of three (3) formal observations shall be conducted. The only exception is if the administration waives the third (3<sup>rd</sup>) observation. Under no circumstances shall a teacher's contract be non-renewed or terminated unless a minimum of three (3) observations have been completed. A formal observation shall last a minimum of thirty (30) minutes.
  - a. All formal observations shall be preceded by a conference between the evaluator and the teacher not more than five (5) work days prior to the observation (unless otherwise agreed upon by the evaluator and teacher) in order for the teacher to explain lesson plans and objectives for the class which will be observed. The form to be completed is either the Observation Sheet or the Observation Rubric.
  - b. All post-observation conferences shall be held between the evaluator and the teacher no longer than five (5) work days after the observation. A copy of the teacher's ratings shall be provided to the teacher within ten (10) work days after the post-observation conferences.
  - c. With the exception of the 2014-2015 school year, the timeline for teachers in the last year of a limited contract being observed three (3) times shall be:
    - i. First (1<sup>st</sup>) post-observation conference held on or before December 1<sup>st</sup>.
    - ii. Second (2<sup>nd</sup>) post-observation conference held on or before March 31<sup>st</sup>.
    - iii. Third (3<sup>rd</sup>) post-observation conference held on or before May 1<sup>st</sup>.
    - iv. At least 10 days shall pass between the end of one observation cycle and the start of the next.
  - d. Before the evaluation cycle is final, and no later than May 10, a copy of the formal written evaluation report shall be given to the teacher and a conference shall be held between the teacher and the evaluator.
4. In any year when a teacher's contract does not expire, unless a teacher qualifies for an off-cycle evaluation year in accordance with Board

policy and the parameters set forth at Section 5 of this policy, a minimum of two (2) formal observations shall be completed. A formal observation shall last a minimum of thirty (30) minutes.

- a. All formal observations shall be preceded by a conference between the evaluator and the teacher not more than five (5) work days prior to the observation in order for the teacher to explain lesson plans and objectives for the class which will be observed.
  - b. All post-observation conferences shall be held between the evaluator and the teacher no longer than five (5) work days after the observation. A copy of the teacher's ratings shall be provided to the teacher within ten (10) work days after the post-observation conferences.
  - c. With the exception of the 2014-2015 school year, the timeline for teachers being observed two (2) times shall be:
    - i. First (1<sup>st</sup>) post-observation conference held on or before December 10<sup>th</sup>.
    - ii. Second (2<sup>nd</sup>) post-observation conference held on or before May 1<sup>st</sup>.
  - d. Before the evaluation cycle is final, and no later than May 10, a copy of the formal written evaluation report shall be given to the teacher and a conference shall be held between the teacher and the evaluator.
5. If a teacher on continuing contract receives a final summative evaluation score of Accomplished or Skilled on his/her most recent evaluation, at the discretion of the Superintendent/designee, the teacher may be entitled to an exemption from the annual evaluation requirements as long as the teacher receives a student growth measure score of at least "Average Growth" in the most recent school year.

Teachers who qualify for this exemption will receive one informal "off-cycle" observation and a post-conference interview with a credentialed evaluator in any year that he/she is exempt from the formal evaluation process. The teacher shall also continue to receive a student growth measure score every school year.

Teachers shall be formally evaluated in accordance with the OTES Evaluation Cycle attached hereto as Exhibit A. This cycle is intended to ensure that there is a proper and appropriate interval for evaluations in the District and to provide consistency in the number of formal evaluations required to be accomplished on an annual basis.

6. A teacher who has submitted a notice of retirement by November 1<sup>st</sup> will not be evaluated as long as the Board of Education has accepted the retirement by December 1<sup>st</sup>.
7. A teacher who is on leave from the District for at least fifty (50) percent or more of the school year will not be evaluated in that year.

F. Walkthroughs

1. A walkthrough shall not unreasonably disrupt and/or interrupt the learning environment and shall be summarized in a formative written assessment that is to be shared with teachers within two (2) work days.

G. Finalization of Evaluation

1. Written Report

Before the evaluation cycle is final, and no later than May 10, a copy of the formal written evaluation report shall be given to the teacher, the teacher shall acknowledge receipt of the written evaluation report with a signature or electronic signature, and a conference shall be held between the teacher and the evaluator.

2. Response to Evaluation

The teacher shall have the right to make a written response to any observation and to the evaluation and to have it attached to the applicable report to be placed in the teacher's personnel file provided that the written response is submitted within fifteen (15) work days of the teacher's receipt of the formal written evaluation report.

H. SLO Committee

1. The Board and the Association shall establish a Student Learning Objective (SLO) Committee to develop and/or review SLOs as required by the evaluation procedure. The committee shall consist of not more than three administrators and not more than three teachers. The committee shall also have the responsibility to develop internal procedures that will govern the committee's operations.

I. Improvement Plans

1. An Improvement Plan is a clearly articulated assistance program for a teacher whose performance on key professional indicators has been documented to be unsatisfactory by the evaluator.
2. The evaluation will give specific areas that need to be improved, including a plan for such improvement.

J. Personnel Action Requirements

1. The first year that student growth measures data will be used as a basis for employment decisions will be the 2017 – 2018 school year.

**3. NON-OTES BARGAINING UNIT MEMBERS**

The Board and the Association agree that the District's evaluation program will include the following beginning with the 2014-2015 school year:

- A. All non-teaching bargaining unit members, which include nurses, guidance counselors, school psychologists, library media specialists, occupational therapists, and speech language pathologists, will be evaluated annually. The Superintendent or his or her designee may elect to evaluate non-teaching bargaining unit members employed under continuing contracts once every two years.

B. Procedures for Evaluation of Non-teaching Bargaining Unit Members

The evaluation of a nonteaching bargaining unit member shall be completed by May 1<sup>st</sup>, and a written copy of the evaluation provided to the employee by May 10<sup>th</sup>. Evaluations will include a minimum of two (2) observations.

Each observation shall be for a minimum of thirty (30) minutes in length, and shall be followed by a post-conference with the evaluator within five (5) school days unless unusual circumstances prevent the meeting within that timeframe. At this conference, the observation will be reviewed with the employee and if weaknesses are noted, any suggestion for improvement and the means by which the employee may obtain assistance in making these improvements shall be discussed and reduced to writing using the district's observation form, attached as Exhibit B.

The observation schedule provided above sets minimums and all nonteaching employees may be observed by the administration at additional times and for varying lengths of time.

Each nonteaching employee shall complete a professional growth plan by October 1<sup>st</sup> using the Professional Growth Plan attached hereto as Exhibit C.

Evaluators shall be assigned by the Superintendent/designee, and shall include building administrators from the employee's assigned work location when practicable. The district may also assign administrators from other buildings or central office when necessary, as well as contracted administrators from the Educational Service Center as long as those administrators are assigned to work an average of thirty (30) hours or more each week in the district.

C. Evaluation Forms

The Board shall use the following Charlotte Danielson model forms for evaluation of non-teaching staff:

- Nurse Rubric for evaluations of all school nurses, attached hereto as Exhibit D.
- School Counselor Rubric for evaluations of all school counselors, attached hereto as Exhibit E.
- School Psychologist Rubric for evaluations of all school psychologists, attached hereto as Exhibit F.
- Therapeutic Specialist Rubric for evaluations of all occupational therapists and speech language pathologists, attached hereto as Exhibit G.
- Library Media Specialist Rubric for evaluations of all library/media specialists, attached hereto as Exhibit H.

**4. MISCELLANEOUS**

Poorly performing teachers may be removed, upon recommendation of the Superintendent, and through the requirements of the collective bargaining agreement and/or Ohio law, either through nonrenewal or termination.

Nothing in this Memorandum of Understanding will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend an employee as provided by law and the terms of the collective bargaining agreement in effect between it and the Clinton Massie Education Association. The evaluation system and procedures set forth in this Agreement shall not create an expectation of continued employment for employees on a limited contract that are evaluated. The Board reserves its right to nonrenew an employee evaluated under

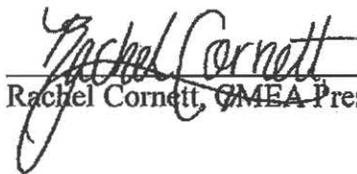
this Memorandum of Understanding in accordance with ORC 3319.11 notwithstanding the teacher's summative rating.

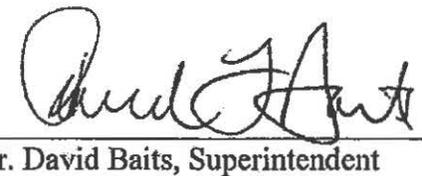
The Parties agree that this Memorandum of Understanding shall expire on June 30, 2017.

The Parties agree that attendance statistics and related information shall not be included in the Evaluation Instrument unless there is a perceived problem with a teacher's attendance. Notwithstanding the foregoing, the parties agree that the Board may create a report for each teacher that is to be maintained separate from the Evaluation Instrument that specifies individual attendance statistics and related information.

As a material inducement to entering into this Agreement, the parties agree that nothing contained herein shall be construed or utilized as "past practice" or "precedent setting" in any related or unrelated, current or future grievance, arbitration, litigation or matter of contract interpretation involving the Board and the Association.

This Memorandum shall constitute the full and complete understanding of the parties concerning this subject matter, and any amendments or modifications shall be in writing and signed by the parties.

 5/29/15  
Rachel Cornett, OMEA President Date

  
Dr. David Baits, Superintendent Date

## Exhibit A

### **I. Preliminary Matters**

- a. Exhibit A shall only apply to teachers holding continuing contract status with the Board as of August 1, 2014 (“Tenured Teachers”).
- b. For purposes of this Exhibit, seniority shall be determined as of September 1, 2014 (the “Seniority Date”). Tenured Teachers shall be ranked from least senior to most senior as of the Seniority Date (the “Seniority List”).

### **II. Initial Cycle for Accomplished Teachers in the High School and Middle School**

- a. Tenured Teachers who are in the highest 1/3 of seniority on the Seniority List and who received a final summative rating of “Accomplished” at the end of the 2013-2014 school year may be eligible for an exemption from formal evaluations beginning in the 2014-2015 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.
- b. Tenured Teachers who are in the next highest 1/3 of seniority on the Seniority List and who received a final summative rating of “Accomplished” at the end of the 2013-2014 school year may be eligible for an exemption from formal evaluations beginning in the 2014-2015 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1, and shall next be evaluated during the 2015-2016 school year.
- c. Tenured Teachers who are in the remaining 1/3 of seniority on the Seniority List and who received a final summative rating of “Accomplished” at the end of the 2014-2015 school year may be eligible for an exemption from formal evaluations beginning in the 2015-2016 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.

### **III. Initial Cycle for Skilled Teachers in the High School and Middle School**

- a. Tenured Teachers who are in the highest 1/2 of seniority on the Seniority List and who received a final summative rating of “Skilled” at the end of the 2013-2014 school year may be eligible for an exemption from formal

evaluations for the 2014-2015 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.

- b. Tenured Teachers who are in the remaining 1/2 of seniority on the Seniority List and who received a final summative rating of “Skilled” at the end of the 2014-2015 school year may be eligible for an exemption from formal evaluations for the 2015-2016 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.

#### **IV. Initial Cycle for Accomplished Teachers in the Elementary School**

- a. Tenured Teachers who received a final summative rating of “Accomplished” at the end of the 2013-2014 school year shall not receive a formal evaluation during the 2014-2015 school year.
- b. Tenured Teachers who are in the highest 1/2 of seniority on the Seniority List and who received a final summative rating of “Accomplished” at the end of the 2013-2014 school year may be eligible for an exemption from formal evaluations beginning in the 2015-2016 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1, and shall next be evaluated during the 2016-2017 school year.
- b. Tenured Teachers who are in the remaining 1/2 of seniority on the Seniority List and who received a final summative rating of “Accomplished” at the end of the 2013-2014 school year shall be evaluated during the 2015-2016 school year and may be eligible for an exemption from formal evaluations beginning in the 2016-2017 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.

#### **V. Initial Cycle for Skilled Teachers in the Elementary School**

- a. Tenured Teachers who are in the highest ½ of seniority on the Seniority List and who received a final summative rating of “Skilled” at the end of the 2013-2014 school year may be eligible for an exemption from formal evaluations for the 2014-2015 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.
- b. Tenured Teachers who are in the remaining ½ of seniority on the Seniority List and who received a final summative rating of “Skilled” at the end of the 2014-2015 school year may be eligible for an exemption from formal

evaluations for the 2015-2016 school year provided the teachers continue to meet the criteria included in Board Policy AFC-1.

**VI. Miscellaneous**

Teachers who attain a continuing contract after August 1, 2014 shall not be subject to the provisions of Sections II, III, IV, or V. These teachers may be eligible for an exemption after receiving a final summative rating of “Skilled” or “Accomplished” in accordance with Board Policy AFC-1.

## DOMAIN 1 FOR SCHOOL PSYCHOLOGISTS: PLANNING AND PREPARATION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a:</b> Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<b>1b:</b> Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1c:</b> Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d:</b> Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e:</b> Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1f:</b> Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2 FOR SCHOOL PSYCHOLOGISTS: THE ENVIRONMENT**

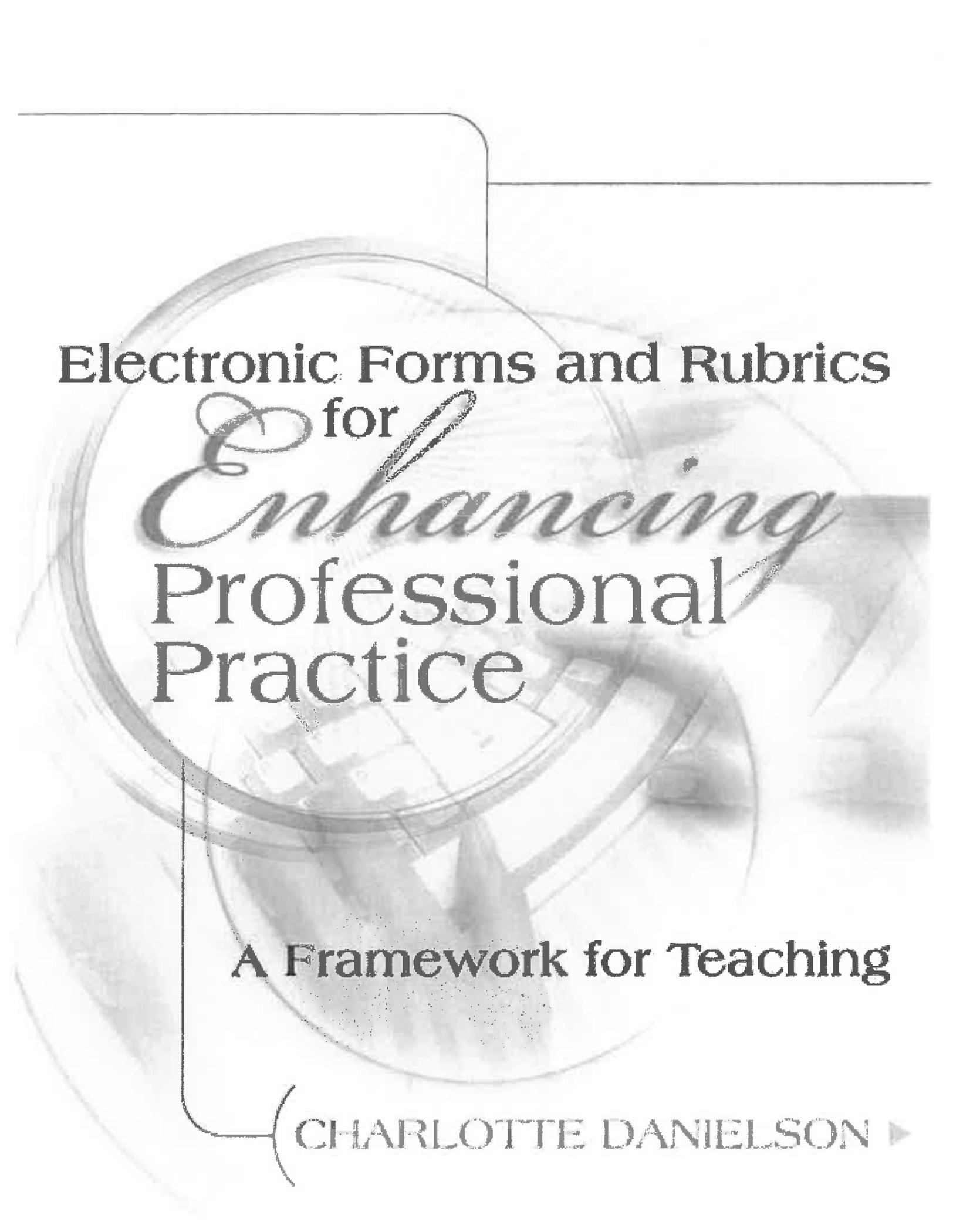
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e: Organizing physical space for testing of students and storage of materials</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

**DOMAIN 3 FOR SCHOOL PSYCHOLOGISTS: DELIVERY OF SERVICE**

	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Responding to referrals; consulting with teachers and administrators</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<b>3c: Chairing evaluation team</b>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
<b>3d: Planning Interventions to maximize students' likelihood of success</b>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3f: Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

## DOMAIN 4 FOR SCHOOL PSYCHOLOGISTS: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<b>4c: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4d: Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.



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# Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

*Charlotte Danielson*

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**DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<b>1b: Establishing goals for the therapy program appropriate to the setting and the students served</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<b>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1f: Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: ENVIRONMENT

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>2a:</b> <b>Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2b:</b> <b>Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>2c:</b> <b>Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d:</b> <b>Establishing standards of conduct in the treatment center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e:</b> <b>Organizing physical space for testing of students and providing therapy</b>	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3 for Therapeutic Specialists: Delivery of Service

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Responding to referrals and evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<b>3b: Developing and implementing treatment plans to maximize students' success</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3c: Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3d: Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>3e: Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Therapeutic Specialists: Professional Responsibilities

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Collaborating with teachers and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4c: Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

**DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>1a:</b> Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<b>1b:</b> Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1c:</b> Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
<b>1d:</b> Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<b>1e:</b> Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
<b>1f:</b> Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT**

	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
<b>2c: Establishing and - maintaining library - procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

**DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE**

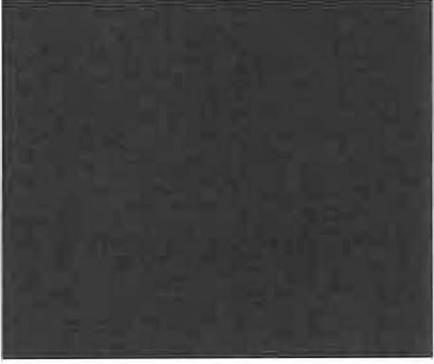
	<b>UNSATISFACTORY</b>	<b>NOVICE/NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>EXCELLENT</b>
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

## DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	NOVICE/NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.



# Ohio School Counselor Evaluation System (OSCES)



2013



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## Self-Assessment Summary Tool

Name of School Counselor:

Date:

**Directions:** School counselors should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

	Standard	Strengths	Areas for Growth	Priorities
Standard 1: Comprehensive School Counseling Program	School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.			<input type="checkbox"/>
Standard 2: Direct Services	School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.			<input type="checkbox"/>
Standard 3: Indirect Services	School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.			<input type="checkbox"/>
Standard 4: Evaluation and Data	School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.			<input type="checkbox"/>
Standard 5: Leadership and Advocacy	School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.			<input type="checkbox"/>
Standard 6: Professional Responsibility and Growth	School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.			<input type="checkbox"/>

## Guidelines for Conducting a Pre-Observation Conference

### Planning and observation of the activity

At the pre-observation conference, the evaluator and school counselor discuss what the evaluator will observe during the activity. Important information is shared about the characteristics of the environment of the activity. Specific information is also shared about the objectives of the activity and the assessment of participant/student learning, if applicable. The conference will also give the school counselor an opportunity to identify areas in which she/he would like focused feedback from the evaluator during the activity. The communication takes place during a formal meeting and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Activity objective(s)
- Prior learning experiences of the participants/students
- Characteristics of the environment of the activity
- Instructional strategies that will be used to meet the lesson objectives
- Participant/student activities and materials
- Differentiation based on needs of participants/students
- Assessment (data) collected to demonstrate effectiveness

## Pre-Observation Planning and Activity Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

### **Standard 1: Comprehensive School Counseling Program**

- Discuss ways you implement a guidance curriculum to meet the needs of all students.
- Discuss ways you implement responsive services to meet student needs.
- Discuss ways you meet the needs of students through individual planning.
- Discuss the ways you meet the needs of students through systems support.

### **Standard 2: Direct Services**

- How will you help students develop skills for academic success?
- How will you help students explore skills for career development?
- How will you help students develop skills for personal/social success?

### **Standard 3: Indirect Services**

- Discuss how you advocate for students.
- In what ways do you interact and communicate with parents/guardians?
- What methods do you use to communicate with the community?
- In what situations do you recommend referrals to other resources?

### **Standard 4: Evaluation and Data**

- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?
- What knowledge will students acquire based upon your lessons?

### **Standard 5: Leadership and Advocacy**

- How does the school environment support all students?
- How do you collaborate with colleagues?

### **Standard 6: Professional Responsibility and Growth**

- How do you apply knowledge gained from other experiences into your counseling?
- Discuss ways you analyze and reflect on your counseling.
- What are some proactive ways you further your own professional growth?

## Guidelines for Conducting an Informal Observation

An informal observation is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidence-based feedback to school counselors; and
- Means for the evaluator to observe the school counseling program more frequently and more purposefully.

An informal observation is not a(n):

- Formal observation
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the school counselor evaluation process.

Informal observations, as a part of the school counselor evaluation system, may be general in nature or focused on observing a specific aspect of school counselor performance. Summary data collected through a series of informal observations along with evidence documented through formal observations will come together to inform the school counselor’s summative performance rating: ineffective, developing, skilled or accomplished.

### Informally Observe All School Counselors

All school counselors benefit from informal observations. An evaluator should conduct only as many informal observations in a day as time is available for same or next day follow-up.

### Informally Observe As Often As You Can

The evaluator’s interest in the comprehensive, developmental school counseling program sends a positive message to the school counselor. Including informal observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe school counselors at varying times of the day; for counselors, what occurs in the morning is much different than what occurs during the afternoon.

### Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the school. A focus may also occur based upon past conferences and the need for follow-up observations.

### Make Time to Follow-Up

Follow-up communication to informal observations is a critical component. Follow-up will often be in writing, but the evaluator should extend to the school counselor an invitation to discuss any comments provided face-to-face. The evaluator may offer resources to help the school counselor refine his/her practice.

### School Counselor-Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging the school counselors to identify activities for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus.

### Types of Data

Data collected as evidence of school counselor practice may be quantitative, qualitative or a combination of both. Quantitative data includes frequencies, distributions and other counts. Qualitative data can include notes detailing patterns or activities and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

### Informal Observation Form

School Counselor Name:            Grade(s):            Date:

Evaluator Name:            Time Observation Begins:            Time Observation Ends:

TIMES	OBSERVATIONS		
	PROGRAM PLANNING AND IMPLEMENTATION	PROGRAM EVALUATION	PROFESSIONALISM

**Evaluator Summary Comments:**

Evaluator Signature: \_\_\_\_\_

Photocopy to School Counselor

## Guidelines for Conducting a Formal Observation

A formal observation is a gathering of evidence about school counselor performance, and he or she will participate in a minimum of two formal observations. A formal observation consists of visitation to two activities the school counselor has planned throughout the school year. These activities could be classroom guidance presentations, school-wide assembly programs, groups, parent or community programs, or any other activities agreed upon by the evaluator and the school counselor. The observation should be conducted for the entire activity period, or a minimum of 30 minutes.

During the activity observation, the evaluator documents specific information related to school counselor performance, using the School Counselor Performance Evaluation Rubric: Record of Evidence. The rubric is based on the Framework for 21<sup>st</sup> Century Learning and the Ohio Standards for the School Counseling Profession. It is designed to promote effective leadership, quality instruction and guidance, and student learning while enhancing professional practice. This instrument for evaluation and its accompanying processes, as well as other materials, are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

Not all evidence for the School Counselor Performance Evaluation Rubric will be gathered during the formal observation. Due to the holistic nature of the rubric, which is designed to complement a comprehensive, developmental school counseling program, some evidence will be discussed during the pre-observation conference and the post-observation conference or observed during informal observations. This information and evidence can and should be noted on the rubric. The evaluator does not need to focus on every standard during every formal observation. Due to the nature of the activity being presented, some standards may not be applicable. The school counselor should not be responsible for submitting evidence or documentation to address and support all standards.

After the formal observation, a narrative will be completed by the evaluator. The results of each formal observation are reviewed with the school counselor during the post-observation conference. Formal observations will not include videotaping or sound recordings, except with the written permission of the school counselor.

For each standard, the evaluator should assess which level (Ineffective, Developing, Skilled, or Accomplished) provides the best overall description of the school counselor's performance.

## Formal Observations: School Counselor Performance Evaluation Rubric Record of Evidence

Name of School Counselor:

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
<b>PROGRAM PLANNING &amp; IMPLEMENTATION</b>	<p><b>Standard 1: Comprehensive School Counseling Program</b></p> <p>School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.</p> <p><i>Sources of Evidence:</i></p> <p>School Counselor Advisory Council</p> <p>Annual Agreement</p> <p>Comprehensive, Developmental School Counseling Program</p>	<p>The school counselor does not understand the concept of the comprehensive, developmental school counseling program.</p> <p>The school counselor does not use data to determine programming nor attempt to align programs with best practices.</p> <p>The school counselor does not discuss the programming with the school administrators.</p> <p>The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming.</p> <p>The school counselor does not involve the staff in the comprehensive, developmental school counseling program.</p>	<p>The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one.</p> <p>The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices.</p> <p>The school counselor attempts to discuss the programming with the school administrators.</p> <p>The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success.</p> <p>The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.</p>	<p>The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.</p> <p>The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association.</p> <p>The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students.</p> <p>The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success.</p> <p>The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.</p>	<p>The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model.</p> <p>The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association.</p> <p>The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.</p> <p>The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council.</p> <p>The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.</p>
		<b>Evidence</b>			

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
<b>PROGRAM PLANNING &amp; IMPLEMENTATION</b>	<p><b>Standard 2: Direct Services</b></p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p> <p><i>Sources of Evidence:</i></p> <p><b>Program Calendar</b></p> <p><b>Action / Lesson Plans</b></p> <p><b>Closing The Gap</b></p>	<p>The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices.</p> <p>The school counselor does not engage in individual student planning.</p>	<p>The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth.</p> <p>The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>
	<b>Evidence</b>				

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
<b>PROGRAM PLANNING &amp; IMPLEMENTATION</b>	<p><b>Standard 3: Indirect Services</b></p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p> <p><i>Sources of Evidence:</i></p> <p><b>Community Partnerships</b></p> <p><b>Referral Sources</b></p> <p><b>Parent Meetings</b></p> <p><b>School Committees</b></p> <p><b>IAT, IEP, ETR, RTI Meetings</b></p>	<p>The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor does not improve communication and collaboration among the school, home, and community.</p> <p>The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p> <p>The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor takes a proactive role in connecting the school, parents/guardians, and the community.</p> <p>The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>
		<b>Evidence</b>			

PROGRAM EVALUATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM EVALUATION	<p><b>Standard 4: Evaluation and Data</b></p> <p>School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.</p> <p><i>Sources of Evidence:</i></p> <p><b>Needs Assessment</b></p> <p><b>Curriculum Results Report (OSCAR)</b></p> <p><b>Curriculum Action Plan</b></p> <p><b>Closing The Gap Results</b></p> <p><b>Minutes From Advisory Council</b></p>	<p>The school counselor does not seek ways to improve the program or adhere to professional standards in the program.</p> <p>The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.</p> <p>The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.</p> <p>The school counselor does not consider ethics when making decisions.</p> <p>The school counselor does not use data and works in isolation.</p> <p>The school counselor does not consider policy and procedures that may be limiting achievement for all students.</p>	<p>The school counselor attempts to use results data from the comprehensive, developmental school counseling program</p> <p>The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.</p> <p>The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.</p> <p>The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA.</p> <p>The school counselor attempts to use data to measure results but does not share it with stakeholders.</p> <p>The school counselor attempts to recommend change to policy and procedures but does not use data to do so.</p>	<p>The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.</p> <p>The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.</p> <p>The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success.</p> <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.</p> <p>The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.</p> <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.</p>	<p>The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program.</p> <p>The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.</p> <p>The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.</p> <p>The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.</p> <p>The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.</p> <p>The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.</p>
		<b>Evidence</b>			

PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p><b>Standard 5: Leadership and Advocacy</b></p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p> <p><i>Sources of Evidence:</i></p> <p><b>Bullying/Climate Surveys</b></p> <p><b>School Improvement Plan</b></p> <p><b>Building/Student Safety</b></p> <p><b>School-Wide Programming</b></p>	<p>The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration.</p> <p>The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor works in isolation and does not attempt to collaborate with others.</p>	<p>The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration.</p> <p>The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.</p>	<p>The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs.</p> <p>The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success.</p>	<p>The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor celebrates diversity, treats students as individuals, and advocate for practices, activities, and programs that promote understanding and that counteract stereotypes.</p> <p>The school counselor consults with the Advisory Council, community, staff, and administration to share the responsibility for educating the students.</p>
	<b>Evidence</b>				

PROFESSIONALISM		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p><b>Standard 6: Professional Responsibility and Growth</b></p> <p>School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.</p> <p><i>Sources of Evidence:</i></p> <p><b>SC Self Assessment</b></p> <p><b>Professional Development Plan</b></p> <p><b>Code of Ethics</b></p> <p><b>Professional association membership/activities</b></p> <p><b>Conference presentations/attendance</b></p> <p><b>Publications</b></p> <p><b>Research and continuing education</b></p>	<p>The school counselor does not conduct self-assessments.</p> <p>The school counselor does not participate in professional development opportunities unless required by administration.</p> <p>The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors or state codes of professional conduct.</p> <p>The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community.</p> <p>The school counselor does not participate in activities that promote the profession of school counseling at any level.</p>	<p>The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school's mission or the comprehensive, developmental school counseling program.</p> <p>The school counselor attends professional development, whether or not it aligns with the school's mission and goals or meets the needs of their students.</p> <p>The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors and state codes of professional conduct.</p> <p>The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> <p>The school counselor seldom attends activities that promote the profession of school counseling at any level.</p>	<p>The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school's mission and the comprehensive, developmental school counseling program.</p> <p>The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of their students.</p> <p>The school counselor applies knowledge to align personal and professional practices and policies with ASCA's Ethical Standards for School Counselors, as well as with state codes of professional conduct.</p> <p>The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> <p>The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.</p>	<p>The school counselor conducts annual self-assessments using the Ohio School Counselor Standards and ASCA's School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school's mission and the comprehensive, developmental school counseling program.</p> <p>The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school's mission, and embeds professional development experiences into daily practice.</p> <p>The school counselor models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselors, as well as state codes of professional conduct.</p> <p>The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.</p> <p>The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.</p>
	<b>Evidence</b>				

## Guidelines for Conducting a Formal Post-Observation Conference

While the School Counselor Performance Evaluation Rubric is used to evaluate school counselor performance, its primary purpose is to provide the basis of support school counselors receive for their own professional growth. The evaluator's support should be provided in numerous ways, including the modeling of specific standard areas in professional development meetings, in school counselor's daily activities and in the post-observation conference.

The purpose of the post-observation conference is to provide school counselors opportunities to self-reflect on their activities with guidance and support from the evaluator who conducted the observation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength) and an area of refinement (area in which the observer needs to help the school counselor improve). Therefore, the focus of the post-observation conference is on two standard areas from the rubric as opposed to multiple areas. By focusing on just two areas, school counselors have the opportunity to segment their own learning with support from an evaluator.

When choosing an area of reinforcement and refinement from the rubric, evaluators should ask themselves several guiding questions to ensure that a school counselor's professional growth will have the maximum impact on the achievement of his/her students. Examples of these questions can be found on page 4.

### Hints and Questions for Choosing Reinforcement and Refinement Objectives

- Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
- Which of these areas would have the greatest impact on student achievement?
- Which of these areas would have the greatest impact on the other areas of the rubric?
- In which areas will the school counselor have the most potential for growth?
- Choose a refinement area for which you have sufficient and specific evidence from the observed activity to support why the school counselor needs to work in this area.
- Select refinement topics with which you have personal knowledge or experience.

Once the areas of reinforcement and refinement have been selected, the post-observation conference is developed. On the next page is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions, which through reflection, lead to the identification of the areas of reinforcement and refinement.

### Post-Observation Conference Introduction

1. Introduction/Greetings/Establish length of conference
2. Review the conference process
3. Ask a general impression question: How do you think the activity went?

### Reinforcement Plan

1. **Reinforcing the school counselor.** Use specific language from the rubric to develop your area of reinforcement. You may choose an entire standard or portion of a standard on a specific rubric.
2. **Self-analysis question.** Prompt school counselor to talk about what you, as the observer, want to reinforce. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on what the evaluator has identified as his/her area of reinforcement.
3. **Identify specific examples from script about what school counselor did relatively well.** It is critical that the observer leading the post-conference provides specific examples for the activity of when the school counselor incorporated portions from the standard area being reinforced.

### Refinement Plan

1. **Refinement objective.** Use specific language from the rubric to develop the area of refinement. The evaluator may choose an entire standard or portion of a standard on a specific rubric depending on the needed development of the school counselor.
2. **Self-analysis question.** Ask a specific question to prompt the school counselor to talk about what you, as the observer, want him/her to improve. Utilize a question that includes specific language from the rubric which can lead the school counselor to reflect on the standard area you have identified as his/her area of refinement.
3. **Identify specific examples from script about what to refine.** It is critical that the observer leading the post-conference provides specific examples from the observation to support the area being refined. This is the most important element of the plan.
4. **Recommendation.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.
5. **Share the performance ratings.** Connect the rating to specifics from the rubric.

## Post-Observation Planning and Activity Reflection Resource Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

### **Standard 1: Comprehensive School Counseling Program**

- Talk about how you implement a guidance curriculum to meet the needs of all students.
- Talk about how you implement responsive services to meet student needs.
- Talk about how you meet the needs of the students through individual planning.
- Talk about how you meet the needs of the students through systems support.

### **Standard 2: Direct Services**

- How did you help students develop skills for academic success?
- How did you help students explore skills for career development?
- How did you help students develop skills for personal/social success?

### **Standard 3: Indirect Services**

- What strategies did you use to advocate for students?
- In what ways do you interact and communicate with parents/guardians?
- What methods did you use to communicate with the community?
- In what situation did you recommend referrals to other resources?

### **Standard 4: Evaluation and Data**

- What data was examined to plan this activity?
- How do you determine what questions to include on an assessment?
- How will you share this information with other stakeholders?
- What knowledge will students acquire based upon your lessons?

### **Standard 5: Leadership and Advocacy**

- How does the school environment support all students?
- How do you collaborate with colleagues?

### **Standard 6: Professional Responsibility and Growth**

- How do you apply knowledge gained from other experiences into your counseling?
- Discuss ways you analyze and reflect on your counseling.
- What are some proactive ways you further your own professional growth?

## Four Key Elements of the Instructional Post-Observation Conference

1. Introduction/Greeting/Establish length
  - Review conference process
  - General impression question
  - How do you think the lesson went?"
2. Reinforcing the school counselor's skill
  - Identify an area of reinforcement (only one area)
  - Ask self-analysis question
  - Provide evidence from notes
3. Refining the school counselor's skill:
  - Identify an area of refinement (ONLY one area)
  - Ask self-analysis question
  - Provide evidence from notes
  - Give a recommendation for future practice
4. Present evidence and rating connected to the rubric

### Formal Post-Observation Conference Form

Name of School Counselor:

#### Reinforcement

Reinforcement Area (Standard or Portion of Standard from the Rubric):

--

Self-Analysis Question:

--

Evidence from Observation:

--

## Formal Post-Observation Conference Form

### Refinement

Refinement Area (Standard or Portion of Standard from the Rubric):

--

Self-Analysis Question:

--

Evidence from Observation:

--

Recommendations:

--

## Final Summative Rating of Effectiveness

First Formal Observation Performance Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Second Formal Observation Performance Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

Check here if Improvement Plan has been recommended.

School Counselor Signature: \_\_\_\_\_ Date \_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date \_\_\_\_

The signatures above indicate that the school counselor and evaluator have discussed the Summative Rating.

Note: The school counselor may provide additional information to the evaluator within 10 working days of the receipt of this form and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

### Professional Growth Plan Form

As a result of the evaluation process, school counselors and evaluators should focus on accelerating and continuing school counselor growth through professional development. Professional development should be individualized to the needs of the school counselor and specifically relate to his/her areas of refinement as identified in the school counselor's evaluation. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

Self-Directed

Collaborative

School Counselor

Evaluator

<p align="center"><b>Annual Focus</b></p> <p align="center">These are addressed by the evaluator as appropriate for this school counselor.</p>	<p align="center"><b>Date</b></p> <p align="center">Record dates when discussed</p>	<p align="center"><b>Areas for Professional Growth</b></p> <p align="center">supports needed, resources, professional development</p> <p align="center">Comments during conference with school counselor and evaluator are made appropriate to the needs of the school counselor.</p>
<p><b>Goal 1:</b></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		
<p><b>Goal 2 :</b></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		

Evaluator Signature

Date

School Counselor Signature

Date

*The signatures above verify that the school counselor and evaluator have discussed and agreed upon this Professional Growth Plan.*

## Improvement Plan Form

Counselor Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School year: \_\_\_\_\_ Building: \_\_\_\_\_ Date of Improvement Plan Conference: \_\_\_\_\_

Written improvement plans are to be developed in the circumstances when a school counselor receives an overall ineffective rating or an ineffective rating on any of the components of the OSCES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

**Section 1: Improvement Statement** - List specific areas for improvement as related to the *Ohio Standards for the School Counseling Profession*. Attach documentation.

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern Areas of Improvement

**Section 2: Desired Level of Performance** – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)

## Improvement Plan Form (continued)

### Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the school counselor to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

### Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

--

Date for this Improvement Plan to Be Evaluated: \_\_\_\_\_

School Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.*

**Improvement Plan: Evaluation of Plan**

Name: \_\_\_\_\_ Level: \_\_\_\_\_

School year: \_\_\_\_\_ Building: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken:

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance\*
- The Improvement Plan should continue for time specified:
- Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

*I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

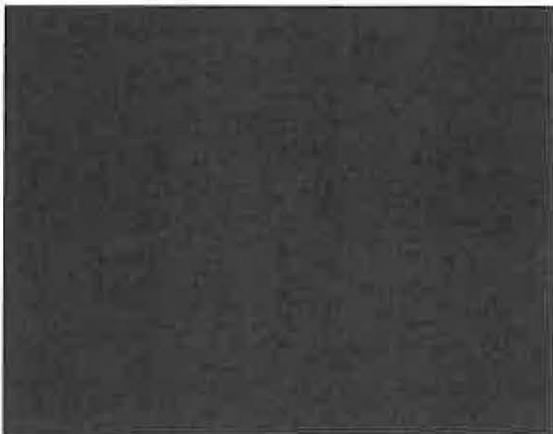
School Counselor Signature: \_\_\_\_\_ Date: \_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_

*The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.*

\*The acceptable level of performance varies depending on the school counselor's years of experience. Beginning school counselors—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced school counselors—with five or more years of experience—are expected to meet the Skilled level or above.

# Ohio School Counselor Evaluation System (OSCES)



2013



**Resources  
For  
Evidence**



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# Annual Agreement Template

School Counselor \_\_\_\_\_ Year \_\_\_\_\_

School Counseling Program Mission Statement

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## School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

## Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	____%	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	____%	of time with individual student planning	of time with individual student planning	
	____%	of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	____%	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	____%	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

**Advisory Council**

The school counseling advisory council will meet on the following dates.

---

**Planning and Results Documents**

The following documents have been developed for the school counseling program.

- Annual Calendar
- Closing-the-Gap Action Plans
- Curriculum Action Plan
- Results Reports (from last year's action plans)
- Small-Group Action Plan

**Professional Development**

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

---

**Professional Collaboration and Responsibilities Choose all that apply.**

<b>GROUP</b>	<b>Weekly/Monthly</b>	<b>Coordinator</b>
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

**Budget Materials and Supplies**

Annual Budget \$\_\_\_\_\_ Materials and supplies needed:

---

---

**School Counselor Availability/Office Organization**

The school counseling office will be open for students/parents/teachers from \_\_\_\_ to \_\_\_\_

My hours will be from \_\_\_\_\_ to \_\_\_\_\_ (if flexible scheduling is used)

The career center will be open from \_\_\_\_\_ to \_\_\_\_\_

**Role and Responsibilities of Other Staff and Volunteers**

School Counseling Department Assistant \_\_\_\_\_

Attendance Assistant Clerk \_\_\_\_\_

Data Manager/Registrar \_\_\_\_\_

Career and College Center Assistant \_\_\_\_\_

Other Staff \_\_\_\_\_

Volunteers \_\_\_\_\_

School Counselor Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

# Counseling Department Master Calendar

SITE: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

<u>August</u>	<u>January</u>
<u>September</u>	<u>February</u>
<u>October</u>	<u>March</u>
<u>November</u>	<u>April</u>
<u>December</u>	<u>May</u>

## Small Group Action Plan

Target  
Group

Data to Identify  
Students

School Counselor(s)	ASCA Domain, Standard and Student Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End



## CLOSING THE GAP ACTION PLAN

School  
Name

Year:

Goal:

Target

Group:

Data to Identify Students

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

# Lesson Plan Template

School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Grade(s): \_\_\_\_\_

ASCA Student Standards (Domain/Standard/Competencies):

---

---

---

Learning Objective(s):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Materials: \_\_\_\_\_

---

---

Procedure: \_\_\_\_\_

---

---

---

Plan for Evaluation: How will each of the following be collected?

Process Data: \_\_\_\_\_

---

---

Perception Data: \_\_\_\_\_

---

---

Outcome Data: \_\_\_\_\_

---

---

Follow Up: \_\_\_\_\_

---

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# School Counseling Core Curriculum Action Plan

Goal \_\_\_\_\_

## Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented in Which Class/Subject	ASCA Domain Standard and Competency	Curriculum and Materials	Projected Start/End	Project Data (Projected number of students affected)	Exception Data (Type of surveys/assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

## School Data Profile Template



SCHOOL DATA PROFILE							
SCHOOL YEAR							
Enrollment		#	%	#	%	#	%
Total enrollment							
Gifted (school-based)							
ESOL							
Special education services							
SCHOOL YEAR							
Dropout Rate		%	%			%	
All students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							
Graduation Rate		%	%			%	
All students							
Asian or Pacific Islander							

Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
<b>SCHOOL YEAR</b>						
<b>Attendance</b>	%		%		%	
All Students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
<b>SCHOOL YEAR</b>						
<b>Students with Disabilities</b>	#	%	#	%	#	%
All Students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
<b>SCHOOL YEAR</b>						
<b>School Safety</b>	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						
<b>SCHOOL YEAR</b>						
<b>Engagement Data</b>	#	%	#	%	#	%
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions						
<b>SCHOOL YEAR</b>						
<b>Achievement</b>	#	%	#	%	#	%
All students with disabilities						

Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
<b>SCHOOL YEAR</b>						
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
<b>SCHOOL YEAR</b>						
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
<b>SCHOOL YEAR</b>						
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
<b>SCHOOL YEAR</b>						
<b>Achievement</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

# School Counseling Program Assessment



FOUNDATION			
CRITERIA	No	In Progress	Yes
<b>Beliefs</b>			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
<b>Vision Statement</b>			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
<b>Mission Statement</b>			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
<b>Program Goals</b>			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
<b>ASCA Student Standards and Other Student Standards</b>			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			

School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
<b>PROGRAM MANAGEMENT</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
<b>School Counselor Competencies Assessment</b>			
School counselor competencies assessment has been completed			
<b>School Counseling Program Assessment</b>			
School counseling program assessment has been completed			
<b>Use-of-Time Assessment</b>			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
<b>Annual Agreement</b>			
a. Created and signed by the school counselor and supervising administrator within the first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
<b>Advisory Council</b>			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
<b>Use of Data</b>			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
<b>Action Plans (Curriculum, Small Group and Closing the Gap)</b>			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			

b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
<b>Curriculum Lesson Plan</b>			
Curriculum lesson plan templates are used to develop and implement classroom activities			
<b>Calendars (Annual and Weekly)</b>			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
<b>DELIVERY</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
<b>ACCOUNTABILITY</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
<b>Data Tracking</b>			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
<b>Program Results (Process, Perception and Outcome Data)</b>			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
<b>Evaluation and Improvement</b>			
a. School counselor competencies assessment informs self-improvement and professional development			

b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

# Ohio School Counselor Evaluation System (OSCES)



## Acknowledgements

The Ohio School Counselor Association (OSCA) gratefully acknowledges the leadership provided by the American School Counselor Association (ASCA) to school counselors in Ohio and across the nation. This document would not be possible without the guidance and structure provided by the *ASCA National Model*.

The OSCA Governing Board gratefully acknowledges the Ohio School Counselor Evaluation System writing team members:

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# Ohio School Counselor Evaluation System (OSCES)

## A New Vision for School Counseling

The demands of twenty-first century education dictate new roles for school counselors. Schools need Licensed Professional School Counselors (LPSCs) who are adept at creating systems for change and at building relationships within the school community. LPSCs create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, LPSCs promote academic achievement and personal success by implementing a comprehensive, developmental school counseling program that encompasses areas of academic, career, and personal/social development for all students.

According to the *American School Counselor Association National Model: A Framework for School Counseling Programs*, school counselors shall work with the school faculty and staff, students, parents and the community to plan, implement and evaluate a comprehensive, developmental school counseling program. The counselor shall design the program to include:

- (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

In order to deliver a comprehensive, developmental school counseling program, the professional school counselor should understand and be competent in the following areas:

- Human growth and development
- Core components for helping relationships
- Student learning and academic success
- Group and individual counseling techniques
- Role of the school counselor in leadership, advocacy, and systemic change
- Collaboration with internal and external stakeholders
- Interaction with other educational professionals
- Cultural diversity
- Societal change and trends
- Evaluation of student needs
- Career Development
- Use of data
- Use of technology
- Legal and ethical guidelines
- Research and program evaluation
- School culture and mission

## Specialized Licensed Professional School Counselor Evaluation Rationale

Licensed Professional School Counselors are educators who have a master's degree in counseling and a state school counselor license. LPSC's add value to educational programs by using highly specialized counseling and guidance skills, as well as knowledge, within the framework of the *American School Counselor Association's National Model: A Framework for School Counseling Programs*. An annual performance evaluation of school counselors is vital, and the evaluation of school counselors should be based upon school counselor standards and expertise. This Ohio School Counselor Evaluation System was developed to address this specialized evaluation need, to promote fair and consistent evaluation of individual school counselors, and to avoid school counselors being evaluated according to criteria developed for teachers or other educational professionals. The OSCES is designed according to a *standards-based positive growth model*. Critical competencies are based on best practice and research on school counseling effectiveness. The evaluation process is designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. The expected outcome is that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and more effectively serve all students.

## Assumptions

In order for a school counselor to be effective, an individual must possess the appropriate personal and professional traits. For effective implementation of a comprehensive, developmental guidance program to occur, certain programmatic conditions must also exist and resources must be allocated. The requirements for each are outlined below.

## Personal/Professional Traits

School counselors must be able to be effective in a variety of roles and must be able to adapt to an ever-changing environment. When counselors possess the personal and professional traits described below, the probability of having an effective guidance and counseling program is increased.

### *Personal Traits:*

- Self Motivation
- Empathy
- Open-mindedness
- Acceptance
- Optimism
- Adaptability
- Flexibility

### *Professional Traits:*

- Relate and effectively communicate
- Commitment to professional growth
- Leadership qualities
- Confidentiality
- Attitude of professionalism
- Ability to advocate
- Organizational skills

## Conditions Required

A comprehensive, developmental school counseling program is based on the following assumptions regarding conditions:

- The minimum level program provides for each of the four delivery system components (*Guidance and Curriculum, System Support, Responsive Services, Individual Student Planning*) and employs a state-licensed school counselor.
- All students, parents, teachers, and other recipients of the comprehensive, developmental school counseling program have equal access to the program regardless of gender, race, ethnicity, cultural background, socioeconomic status, learning and/or physical ability levels, or language.
- Parents will be full partners with educators in the education of their children. Parent and family involvement in education is essential to the intellectual growth and academic achievement of their children.
- Counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of students. The conditions required for effective program implementation include being in a positive work environment (one with favorable interpersonal relations among the school staff), administrative commitment to and support of the guidance and counseling program, and an adequate budget and guidance materials.

- School administrators understand and support the program's standards, priorities and demands. Administrators make decisions and establish policies and procedures in light of this understanding. For example, since school counselors must have access to students and vice versa, arrangements will be made and/or schedules will be developed which allow student accessibility.

### Resources Needed

The more resources a program has to support it, the bigger the contribution that can be made to students' education and development.

#### *Staff:*

- **Staff Responsibilities:** Staff members will work collaboratively with the school counseling department to develop goals and objectives that are mutually acceptable. The staff will work, in conjunction with the counseling department to achieve these goals and objectives so students can reach their highest potential.
- **Counselors' qualifications:** School counselors should be fully licensed by the Ohio Department of Education and have the training needed to carry out specialized job assignments.
- **Staffing Patterns:** For appropriate implementation of the comprehensive, developmental school counseling program, the roles of each of the staff members and their organizational relationships must be clearly defined.
- **Professional relationships** are characterized by respect, collaboration, and cooperation.
- **Ratios:** The student-to-counselor ratio has to be adequate to implement the designed program, or the program has to be designed within the parameters of the ratio. The student-to-counselors ratio recommended by the American School Counselor Association is 250:1.

#### *Program and Staff Development:*

Time and opportunity need to be provided for comprehensive, developmental school counseling programs to be designed and evaluated and for implementation plans and products (e.g., program resource guides, counseling curriculum materials, etc.) to be developed and for effective implementation to occur.

#### *Budget:*

An adequate school counseling department budget should be established to support program needs and goals. Budget sources should include:

- **Campus budgets:** similar to those of other departments;
- **District budgets:** for categories of items that are centrally managed; for example, program materials, audiovisual, computer or other capital outlay equipment;
- **State and Federal appropriations** where applicable; for example, the following funded programs are allowed to spend money for guidance and counseling:
  - Bilingual Education
  - Compensatory Education

- Drop-Out Prevention
- Safe and Drug-Free Schools
- Gifted and Talented Students Education
- Migrant Education
- Special Education
- Career and Technology Education
- Communities In Schools

*Materials, Supplies, Facilities and Equipment:*

The facility, materials, supplies and equipment should be easily accessible to support the program. Materials and supplies should be relevant to the program, appropriate of the community, and of sufficient quantity to be useful. The facility and equipment must be easily accessible and adequate to allow for implementation of the comprehensive, developmental school counseling program; ideally, the counselor must have the following:

- A private office, properly equipped and soundproofed, built with consideration of the students' right to privacy and confidentiality
- The means and appropriate equipment to keep files confidential and to maintain privileged communication (e.g. locked files and private phone lines.)
- Access to facilities for conducting small group counseling and large group guidance
- Adequate storage space as well as space to organize and display guidance materials

## **Conclusion**

Programs that adhere to the aforementioned requirements will allow counselors the freedom to positively impact student achievement and development. An effective program will allow for data to be collected on student academic, personal, social and career related growth, as well as improvements in the school environment. This data will support the continued need for effective school counselors and impactful school counseling programming.

## Ohio School Counselor Evaluation Process



The intended purpose of the Ohio School Counselor Evaluation Process is to assess the school counselor's performance in relation to the *Ohio Standards for the School Counseling Profession* and to design a plan for professional growth. The evaluator will conduct the evaluation process in which the school counselor will actively participate through the use of self-assessment, reflection, presentation of artifacts, and observed activities. Figure 1 illustrates the components of the evaluation process. On the next page is a corresponding and color-coded diagram with further details of each component above.

<b><u>Component</u></b> (color-coded to Figure 1 above)	<b><u>Description of Component</u></b>	<b><u>Timeline/Reference Information</u></b>
<b>Program Planning</b>	The school counselor sets program goals for the following school year, using collected data, school goals, and identified student needs and communicates those with administrators and stakeholders.	Spring, Summer, Fall All resources in the <i>Resources For Evidence</i> document
<b>Self-Assessment</b>	The school counselor will complete the self-assessment and pick two areas of focus for the school year.	Summer, Fall Page 3 in the <i>Forms</i> document
<b>Pre-Observation Conference</b>	The school counselor will meet with the evaluator and complete the Pre-Observation Conference. This conference serves as an opportunity for the school counselor to discuss with the evaluator what activities will be observed and provide rationale for the activities being delivered.	Fall Pages 4-5 in the <i>Forms</i> document Action Plans on page 6 in the <i>Resources For Evidence</i> document
<b>Formal Observation</b>	The school counselor will have at least two informal observations that are brief in nature and meant to be a snap-shot of regular activity and two formal observations that are scheduled with the evaluator. During the formal observations, the evaluator will gather evidence on the School Counselor Performance Evaluation Rubric that supports the rating for each standard.	Fall/Winter For informal observation, pages 6-7 in the <i>Forms</i> document For formal observations, pages 8-14 in the <i>Forms</i> documents
<b>Post-Observation Conference</b>	The school counselor will meet with the evaluator to discuss each observation. This conference is meant to be a meaningful conversation where the evaluator presents one area of reinforcement and one area of refinement. The school counselor will also be given the opportunity to present evidence to support the rating given on each standard.	Fall/Winter Page 5 and pages 15-19 in the <i>Forms</i> document
<b>Summary Evaluation Conference</b>	After the completion of the informal and formal observation process, the school counselor will meet with the evaluator to discuss the Final Summative Rating of School Counselor Effectiveness. During this time, areas of reinforcement and refinement will be reviewed and a final summative rating assigned. The school counselor will leave this meeting with a copy of all forms completed in the evaluation process.	Late Winter/Early Spring Page 20 in the <i>Forms</i> document
<b>Professional Growth Plan/Improvement Plan</b>	Based upon the areas of refinement discussed during the process, a Professional Growth plan may be completed. If deemed necessary, based upon the Final Summative Rating a Formal Improvement Plan may also be completed. Both of these documents are meant to focus the evaluation process for the following year.	Late Winter/Early Spring Pages 21-24 in the <i>Forms</i> document

## Ohio Standards for the School Counseling Profession

School counselor performance standards align with the American School Counseling Association (ASCA) National Model and contain the basic standards of practice expected from school counselors. These standards accurately reflect the unique education and training of school counselors and their responsibilities within the school system, and fall under larger organizers as shown below:

Program Planning & Implementation	Program Evaluation	Professionalism
<p><b>Standard 1:</b></p> <p><b>Comprehensive School Counseling Program</b></p> <p>School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.</p> <p><b>Standard 2:</b></p> <p><b>Direct Services</b></p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p> <p><b>Standard 3:</b></p> <p><b>Indirect Services</b></p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p>	<p><b>Standard 4:</b></p> <p><b>Evaluation and Data</b></p> <p>School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.</p>	<p><b>Standard 5:</b></p> <p><b>Leadership and Advocacy</b></p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p> <p><b>Standard 6:</b></p> <p><b>Professional Responsibility and Growth</b></p> <p>School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.</p>

## Standard 1: Comprehensive School Counseling Program

School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.

### Narrative Summary

School counselors use data to align their programs with best practices as outlined by the American School Counselor Association. School counselors discuss the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, and communicate the goals of the program to students, school personnel, parents/guardians, and the community. School counselors listen attentively to students, colleagues, parents/guardians, and community stakeholders to identify issues and barriers that impede student success.

### Elements

- 1.1 Plan and implement a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.
- 1.2 Establish an advisory council to consult with parents, school personnel, and other community stakeholders to help increase the effectiveness of the comprehensive, developmental school counseling program and promote student success.
- 1.3 Collaborate annually with school administrators to outline the organization and focus of the comprehensive, developmental school counseling program, which includes program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.
- 1.4 Encourage staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program and guidance curriculum.

## Standard 2: Direct Services

School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.

### Narrative Summary

School counselors use academic, behavior, and attendance data to plan appropriate programs for students. School counselors assist all students with developing academic, career, and personal/social skills, to help them utilize reasoning, understand connections, and make complex choices. School counselors use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.

### Elements

- 2.1 Plan and conduct structured large group/classroom lessons to deliver the guidance curriculum effectively and in accordance with students' developmental needs and program goals.
- 2.2 Use accepted theories and effective techniques of developmental guidance and counseling to promote the career, academic, and personal/social development of students.
- 2.3 Monitor student progress and develop appropriate interventions for students as needed.
- 2.4 Guide students, in collaboration with parents/guardians, to set goals.
- 2.5 Monitor and manage academic, career, and personal/social development by providing unbiased information on post-secondary career and educational opportunities.
- 2.6 Demonstrate accurate interpretations of assessment results to students, parents/guardians, and school personnel to guide in individual goal setting and academic planning.

## Standard 3: Indirect Services

School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.

### Narrative Summary

School counselors recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. School counselors improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community. School counselors seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.

### Elements

- 3.1 Consult with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success.
- 3.2 Consult with school personnel, parents/guardians, and other community members to promote understanding of student development, behavior, environment, and relationships.
- 3.3 Collaboratively provide professional expertise to advocate for individual students and specific groups of students.
- 3.4 Coordinate people and other resources in the school, home, and community to promote student success.
- 3.5 Use an effective and unbiased process when referring school personnel, students, parents, and others to special programs and services.

## Standard 4: Evaluation and Data

School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.

### Narrative Summary

A comprehensive, developmental school counseling program is multifaceted and designed with continuous evaluation and modification in mind. The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.

### Elements

- 4.1 Monitors student academic performance, attendance, and behavioral information and provides interventions as needed for student success.
- 4.2 Adheres to legal, ethical, and professional standards related to assessment.
- 4.3 Annually measures the comprehensive, developmental school counseling program results and reports those results to administrators, parents/guardians, school personnel, and the community.
- 4.4 Uses results data to recommend systemic change in policy and procedures that limit or inhibit academic achievement for all students.

## Standard 5: Leadership and Advocacy

School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.

### Narrative Summary

School counselors promote a respectful school environment to ensure that each student is supported by caring staff. School counselors recognize diversity and treat students as individuals, holding high expectations for every student, while understanding that students have varying needs. School counselors recognize that many adults share the responsibility for educating students and collaborate with them to facilitate student success.

### Elements

- 5.1 Take a leadership role within the school community and actively promotes equity and access to resources and services for every student.
- 5.2 Establish and maintain professional relationships with students, administrators, school personnel, parents, and the community.
- 5.3 Build teamwork by encouraging collaboration among all staff and actively supporting school programs and activities.
- 5.4 Demonstrate cultural competence and advocate for practices that promote understanding and counteract stereotypes.

## Standard 6: Professional Growth and Responsibility

School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.

### Narrative Summary

School counselors actively reflect on their practice(s) through self-assessment, striving to remove bias/prejudice from practice, set appropriate professional goals, and link professional growth to the needs of the school's mission and comprehensive, developmental school counseling program. School counselors participate in high-quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of the students and their own professional growth.

### Elements

- 6.1 Seek ongoing, relevant, and high-quality professional development.
- 6.2 Demonstrate professional and ethical practice(s) and professional conduct.
- 6.3 Evaluate personal beliefs and individual prejudices and removes them from personal practices.
- 6.4 Demonstrate professionalism in written and oral communication, interpersonal skills, and professional work habits.
- 6.5 Contribute to the growth of the profession.

## School Counselor Performance Evaluation Rubric

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
<b>PROGRAM PLANNING &amp; IMPLEMENTATION</b>	<b>Standard 1: Comprehensive School Counseling Program</b>	The school counselor does not understand the concept of the comprehensive, developmental school counseling program.	The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one.	The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.	The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model.
	School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.	The school counselor does not use data to determine programming nor attempt to align programs with best practices.	The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices.	The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association.	The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association.
	<i>Sources of Evidence:</i>	The school counselor does not discuss the programming with the school administrators.	The school counselor attempts to discuss the programming with the school administrators.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.
	<b>School Counselor Advisory Council</b>	The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council.
	<b>Annual Agreement</b>				
<b>Comprehensive, Developmental School Counseling Program</b>	The school counselor does not involve the staff in the comprehensive, developmental school counseling program.	The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.	

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p><b>Standard 2:</b></p> <p><b>Direct Services</b></p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p>	<p>The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students.</p>	<p>The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students.</p>	<p>The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students.</p>	<p>The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students.</p>
	<p><i>Sources of Evidence:</i></p> <p><b>Program Calendar</b></p> <p><b>Action / Lesson Plans</b></p> <p><b>Closing The Gap</b></p>	<p>The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices.</p> <p>The school counselor does not engage in individual student planning.</p>	<p>The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p> <p>The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth.</p> <p>The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Skilled	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p><b>Standard 3:</b></p> <p><b>Indirect Services</b></p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p>	<p>The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p>	<p>The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community.</p>	<p>The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p>	<p>The school counselor takes a proactive role in connecting the school, parents/guardians, and the community.</p>
	<p><i>Sources of Evidence:</i></p> <p><b>Community Partnerships</b></p> <p><b>Referral Sources</b></p> <p><b>Parent Meetings</b></p> <p><b>School Committees</b></p> <p><b>IAT, IEP, ETR, RTI Meetings</b></p>	<p>The school counselor does not improve communication and collaboration among the school, home, and community.</p> <p>The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>

**PROGRAM EVALUATION**

		<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>PROGRAM EVALUATION</b>	<b>Standard 4: Evaluation and Data</b>	The school counselor does not seek ways to improve the program or adhere to professional standards in the program.	The school counselor attempts to use results data from the comprehensive, developmental school counseling program	The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.	The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program.
	School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.	The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.	The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.	The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.	The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.
	<i>Sources of Evidence:</i>	The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.	The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.	The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success.	The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.
	<b>Needs Assessment</b>	The school counselor does not consider ethics when making decisions.	The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA.	The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.	The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.
	<b>Curriculum Results Report (OSCAR)</b>	The school counselor does not use data and works in isolation.	The school counselor attempts to use data to measure results but does not share it with stakeholders.	The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.	The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.
	<b>Curriculum Action Plan</b> <b>Closing The Gap Results</b> <b>Minutes From Advisory Council</b>	The school counselor does not consider policy and procedures that may be limiting achievement for all students.	The school counselor attempts to recommend change to policy and procedures but does not use data to do so.	The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.	The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.

PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p><b>Standard 5:</b></p> <p><b>Leadership and Advocacy</b></p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students</p> <p><i>Sources of Evidence:</i></p> <p><b>Bullying/Climate Surveys</b>  <b>School Improvement Plan</b>  <b>Building/Student Safety</b>  <b>School-Wide Programming</b></p>	<p>The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration.</p> <p>The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor works in isolation and does not attempt to collaborate with others.</p>	<p>The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration.</p> <p>The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.</p>	<p>The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs.</p> <p>The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success.</p>	<p>The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor celebrates diversity, treats students as individuals, and advocate for practices, activities, and programs that promote understanding and that counteract stereotypes.</p> <p>The school counselor consults with the Advisory Committee, community, staff, and administration to share the responsibility for educating the students.</p>

PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<b>Standard 6: Professional Responsibility and Growth</b>	The school counselor does not conduct self-assessments.	The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school's mission or the comprehensive, developmental school counseling program.	The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school's mission and the comprehensive, developmental school counseling program.	The school counselor conducts annual self-assessments using the Ohio School Counselor Standards and ASCA's School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school's mission and the comprehensive, developmental school counseling program.
	School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.	The school counselor does not participate in professional development opportunities unless required by administration.	The school counselor attends professional development, whether or not it aligns with the school's mission and goals or meets the needs of their students.	The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of their students.	The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school's mission, and embeds professional development experiences into daily practice.
	<i>Sources of Evidence:</i>	The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors or state codes of professional conduct.	The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors and state codes of professional conduct.	The school counselor applies knowledge to align personal and professional practices and policies with ASCA's Ethical Standards for School Counselors, as well as with state codes of professional conduct.	The school counselor models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselors, as well as state codes of professional conduct.
	<b>SC Self Assessment</b>	The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community.	The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.
	<b>Professional Development Plan</b>	The school counselor does not participate in activities that promote the profession of school counseling at any level.	The school counselor seldom attends activities that promote the profession of school counseling at any level.	The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.	The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.
<b>Code of Ethics</b>					
<b>Professional association membership/activities</b>					
<b>Conference presentations/attendance</b>					
<b>Publications</b>					
<b>Research and continuing education</b>					

## Glossary of Terms

**Academic Advising:** Academic advising is a developmental process that assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals.

**Action/Lesson Plans:** To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results. Action plans contain goals to be addressed, domains, standards and competencies, a description of school counseling activities to be delivered, the timeline, who is responsible, methods for evaluation and expected results.

**Advising:** Advisor-directed, student-centered functions that assist students with acquiring and evaluating objective and subjective information and illustrate possible student decisions based on this information. Advising is provided non-judgmentally by professionals who have appropriate training.

**Advisory Council:** A group providing guidance program staff with information and direction in addressing issues related to guidance program design and implementation. Committee members may include students, teachers, parents, community and business representatives, administrators, and district-level representatives

**Annual Agreement:** An annual contract between school counselors and administration including case load size and percentage breakdown expected focus areas.

**ASCA (American School Counselor Association) National Model:** A comprehensive school counseling program driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model ensures equitable access to a rigorous education for all students, identifies the knowledge and skills all students will require of the K-12 comprehensive school counseling program, is delivered to all students in a systematic fashion, is based on data-driven decision making and is provided by a state-credentialed school counselor.

**Assessment (student):** Any means of obtaining data to draw inferences about students. Assessment includes a broad range of formal and informal methods such as standardized tests, interviews, rating scales, and questionnaires.

**Climate Survey:** A way to collect information on the views and perspectives of all school stakeholders regarding the school learning climate, bullying and perceptions on school effectiveness

**Closing The Gap:** Addresses important issues of equity and student achievement in schools

**Code of Ethics:** See "Appendix A" for Ethical Standards for School Counselors

**Comprehensive:** All encompassing, consisting of all program elements: content; organizational framework, activities and time allocations; and resources. See Comprehensive, Developmental School Counseling Program.

**Comprehensive, Developmental School Counseling Program:** A description of an exemplary school-based program designed to provide optimum professional guidance and counseling services to students. Its design, based on identified student development needs and acquisition/application of guidance-relevant content, directs allocation of program resources according to clearly identified priorities. Its delivery system organizes program activities according to four components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support.

**Community Partnerships:** Individuals, businesses or organizations who provide their time, resources or financial support to assist schools.

**Counseling:** A student-centered and counselor-facilitated process that entails applying appropriate theories and techniques to assist students to specify and resolve personal problems or concerns.

**Cultural Competence:** Appreciating and respecting one's own culture and the cultures of others and relating effectively across cultures.

**Curriculum Action Plan:** Delivering school counseling curriculum activities can be an effective way to increase student achievement and improve student behaviors and attitudes. The curriculum action plan helps school counselors create an effective plan to help students develop the knowledge, attitudes and skill appropriate for their developmental level within the domains of academic, career and personal/social development.

**Curriculum Results Report (OSCAR):** Serves as a tool to analyze the effectiveness of programs, classroom activities and informs program development. It is used as a tool for ensuring the program was carried out as planned, every student was served, developmentally appropriate materials were used, documenting the program's process, perception and outcome data, as well as sharing the program's effectiveness and sharing the program's successes. Also see OSCAR.

**Developmental:** Typical pattern of age-appropriate and anticipated human growth and maturation. See Comprehensive, Developmental School Counseling Program.

**Diversity:** Understanding that each individual is unique and recognizes individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

**ETR (Evaluation Team Report):** Evaluations used to determine whether a child has a disability and the nature and extent of the special education and related services needed

**Ethical Standards:** A set of principles describing accepted and honorable professional responsibilities and conduct; a guide for ethical behavior; a professional code of conduct.

**Evaluation:** Gathering and analyzing data regarding a professional school counselor's performance in comparison to stated OSCE standards to determine quality and promote improvement.

**Group Counseling:** Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of dealing with students' academic, career and personal/social/emotional developmental issues and situational concerns.

**Guidance:** A program of activities that addresses self-confidence development; motivation to achieve; decision-making, goal setting, planning, problem-solving, interpersonal effectiveness; communication skills; cross-cultural effectiveness; and responsible behavior; one of the eight domains in the OSCE.

**Guidance Curriculum:** The component of a comprehensive, developmental school counseling program that provides guidance content in a systematic way for all students for the purpose of helping them develop basic life skills.

**IAT (Intervention Assistance Team):** The Intervention Assistance Team is a building team designed to support students, parents, and teachers. The team consists of school personnel including administrators, teachers, and counselors who will work with parents to identify possible ways to help your child experience greater success.

**IEP (Individual Education Plan):** The IEP defines the individualized objectives of a child who has been found with a disability as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would. The IEP is tailored to the individual student's needs.

**Individual Counseling:** School counselors provide counseling sessions on a one to one basis to help students overcome issues impeding achievement or success. The counseling process helps students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate actions.

**Individual Planning:** The component of a comprehensive developmental guidance and counseling program that assists students in monitoring and understanding their development as they plan and manage their own educational, career and personal-social development.

**Interpersonal Communication:** The process that we use to communicate our ideas, thoughts and feelings to another person.

**Needs Assessment/Survey:** A survey or assessment that provides a school with a clear view of strengths, areas for improvement, challenges and successes. This guides the development of a meaningful plan and suggests benchmarks for evaluation.

**OSCAR (Ohio School Counselor Accountability Report):** A report card that showcases what a counseling program does at a school site by identifying trends and initiatives that are currently operational in your school. This report is shared with all stakeholders to use data to illustrate a school counselor's effectiveness.

**Policy:** A plan of action; a way of management. School board policies have the force of law.

**Preventive:** Activities within the comprehensive school counseling program that are designed to promote students' positive growth and development while avoiding harm or negative consequences.

**Professional Development:** Encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal opportunities situated in practice.

**Professional Development Plan:** All certified and licensed educators in order to maintain an active and current license must submit a plan with goals aligned to the mission of the school. A professional development plan must be purposeful, structured, continuous process over time informed by multiple sources of data. The plan should result in the acquisition, enhancement and refinement of skills and knowledge.

**Professional Goals:** Professional goals should state an intention, describe an area of focus for the learning, include the rationale, include the activities and predict a completion date. These should all relate to new learning that will occur.

**Professionalism:** Professional school counselors' commitment to the specialized skills and ethical standards of the counseling profession along with the manifestation of competence as demonstrated by sound knowledge and conscientiousness that reflect the results of education, training, and experience.

**Program:** A collection of activities organized to assist participants to attain specified goals and objectives. Trained professionals supported by the materials, facilities, personnel deliver it, and equipment needed to effectively and efficiently deliver the activities. See Comprehensive School Counseling Program.

**Program Calendar:** School counselors develop and publish calendars of school counseling events to inform students, parents, and teachers and administrators of what, when and where school counseling activities will be held. Creating program calendars also assists school counselors with the development of a comprehensive school-counseling program that provides activities and service for all students in the school.

**Program Priorities:** After student needs are identified, school counselors develop, implement and evaluate the programming necessary for the school based on clearly delineated priorities reflective of student needs.

**Referral Sources:** Community agencies that take care of students who need more counseling than can be completed in the short term. When issues require long-term counseling or therapy, school counselors make referrals to appropriate community resources.

**Reliability:** The consistency of an assessment technique. A student's obtained score on a reliable instrument is relatively free from measurement errors. In student assessment, reliability often addresses questions such as: Are results stable over time? Are results similar when using different versions (forms) of the same instrument?

**Responsive Services:** The component of a comprehensive school counseling program that encompasses interventions on behalf of students whose developmental needs, personal concerns or problems affect continued personal-social, career and/or educational development.

**Resources Management: School** counselors should possess the knowledge, ability and skills to articulate and demonstrate an understanding of the principles, theories, schedules, calendars, and technologies to manage a school counseling program aligned with the ASCA National Model

**RTI: (Response to Intervention):** A framework for improving student outcomes by ensuring that all students receive high-quality instruction and intervention matched to their academic, social-emotional and behavioral needs.

**School Counselor Competencies:** Outlines the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K – 12 students.

**School Improvement Plan:** An annual plan mandated by the state to address student achievement, school climate, budget, and staffing. Faculty, staff, and community members develop the School Improvement Plan.

**Self-Assessment:** One part of the school counselor performance appraisal along with administrative evaluation and assessment of goal attainment. The ASCA School Counselor Competencies can be an excellent resource for this self-assessment.

**Stakeholders:** School stakeholders are not only the school board, parents, staff, and students, but also local business owners, community groups and leaders, professional organizations, potential enrollments, youth organizations, the faith community, media, etc. Anyone who affects or is affected by the schools actions.

**Standard:** A sub-level of a domain that defines the expected level of professional school counselor performance. See Domain.

**Student Improvement Goals:** The goal setting process begins by identifying a question related to educational issues. It concerns student learning and inequalities and is founded in data. It is important to examine the school data profile to identify academic gaps by categories, such as gender, age, ethnicity or grade level. Identify a goal and consider the school counseling program activities that align with the school's instructional accountability goals.

**Supervision:** Provision of constructive professional feedback regarding a counselor's performance in comparison to OSCES standards. The purpose of professional supervision is to promote counselor effectiveness.

**System Support:** The component of a comprehensive school counseling program that includes management activities required to assure the delivery of a high-quality comprehensive, developmental school counseling program.

## Appendix A: American School Counselor Association Ethical Standards

(Adopted 1984; revised 1992, 1998, 2004 and 2010)

### Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

### A.1. Responsibilities to Students

#### Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f. Consider the involvement of support networks valued by the individual students.
- g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

## A.2. Confidentiality

### Professional school counselors:

- a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.
- c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.
- e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
- f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
  - Student identifies partner or the partner is highly identifiable
  - School counselor recommends the student notify partner and refrain from further high-risk behavior
  - Student refuses
  - School counselor informs the student of the intent to notify the partner
  - School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or counseling relationship.

h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

## A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

### Professional school counselors:

- a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
- b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
- c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

## A.4. Dual Relationships

### Professional school counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Maintain appropriate professional distance with students at all times.
- c. Avoid dual relationships with students through communication mediums such as social networking sites.
- d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

## A.5. Appropriate Referrals

### Professional school counselors:

- a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making

proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

### **A.6. Group Work**

#### **Professional school counselors:**

a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

### **A.7. Danger to Self or Others**

#### **Professional school counselors:**

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

### **A.8. Student Records**

#### **Professional school counselors:**

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.

c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.

d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

### **A.9. Evaluation, Assessment and Interpretation**

#### **Professional school counselors:**

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

## **A.10. Technology**

### **Professional school counselors:**

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyber-bullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

## **A.11. Student Peer Support Program**

### **Professional school counselors:**

- a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

## **B. RESPONSIBILITIES TO PARENTS/GUARDIANS**

### **B.1. Parent Rights and Responsibilities**

#### **Professional school counselors:**

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with

parents/guardians to facilitate students' maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.

c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information.

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

## **B.2. Parents/Guardians and Confidentiality**

### **Professional school counselors:**

a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

## **C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES**

### **C.1. Professional Relationships**

#### **Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:**

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.

d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

### **C.2. Sharing Information with Other Professionals**

#### **Professional school counselors:**

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the "release of information" process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they "need to know" in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

### **C.3. Collaborating and Educating Around the Role of the School Counselor**

#### **The school counselor, school counseling program supervisor/director and school counselor educator:**

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student

receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

### **D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES**

#### **D.1. Responsibilities to the School**

##### **Professional school counselors:**

a. Support and protect students' best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.

d. Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

#### **D.2. Responsibility to the Community**

##### **Professional school counselors:**

a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any

type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

## **E. RESPONSIBILITIES TO SELF**

### **E.1. Professional Competence**

#### **Professional school counselors:**

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor's career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

### **E.2. Multicultural and Social Justice Advocacy and Leadership**

#### **Professional school counselors:**

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/ multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

## **F. RESPONSIBILITIES TO THE PROFESSION**

### **F.1. Professionalism**

#### **Professional school counselors:**

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

## F.2. Contribution to the Profession

### Professional school counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

## F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

### Professional school counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
- d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

## F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

## G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

### G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
  - State school counselor association
  - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
  - Educating and consulting with the membership regarding ethical standards
  - Periodically reviewing and recommending changes in code
  - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics committee chair.
  - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

### G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

### G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001)

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

## Appendix B: American School Counselor Association Student Standards

Legend: A:A-1.1 = Academic Domain, Standard A,  
Competency 1 and Indicator 1

### Academic Development

ASCA Student Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

- A:A1            Improve Academic Self-concept**
- A:A1.1 Articulate feelings of competence and confidence as learners
  - A:A1.2 Display a positive interest in learning
  - A:A1.3 Take pride in work and achievement
  - A:A1.4 Accept mistakes as essential to the learning process
  - A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:A2            Acquire Skills for Improving Learning**
- A:A2.1 Apply time-management and task-management skills
  - A:A2.2 Demonstrate how effort and persistence positively affect learning
  - A:A2.3 Use communications skills to know when and how to ask for help when needed
  - A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A3            Achieve School Success**
- A:A3.1 Take responsibility for their actions

- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

**A:B1 Improve Learning**

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

**A:B2 Plan to Achieve Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

**Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## **Career Development**

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ASCA Student Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

**Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

### **C:A1 Develop Career Awareness**

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

### **C:A2 Develop Employment Readiness**

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

**Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**

**C:B1 Acquire Career Information**

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

**Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**

**C:C1 Acquire Knowledge to Achieve Career Goals**

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2**

**Apply Skills to Achieve Career Goals**

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social Development**

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ASCA Student Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

**PS:A1**

**Acquire Self-knowledge**

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

**PS:A2**

**Acquire Interpersonal Skills**

PS:A2.1 Recognize that everyone has rights and responsibilities

- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

**Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**

**PS:B1 Self-knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills.**

**PS:C1 Acquire Personal Safety Skills**

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

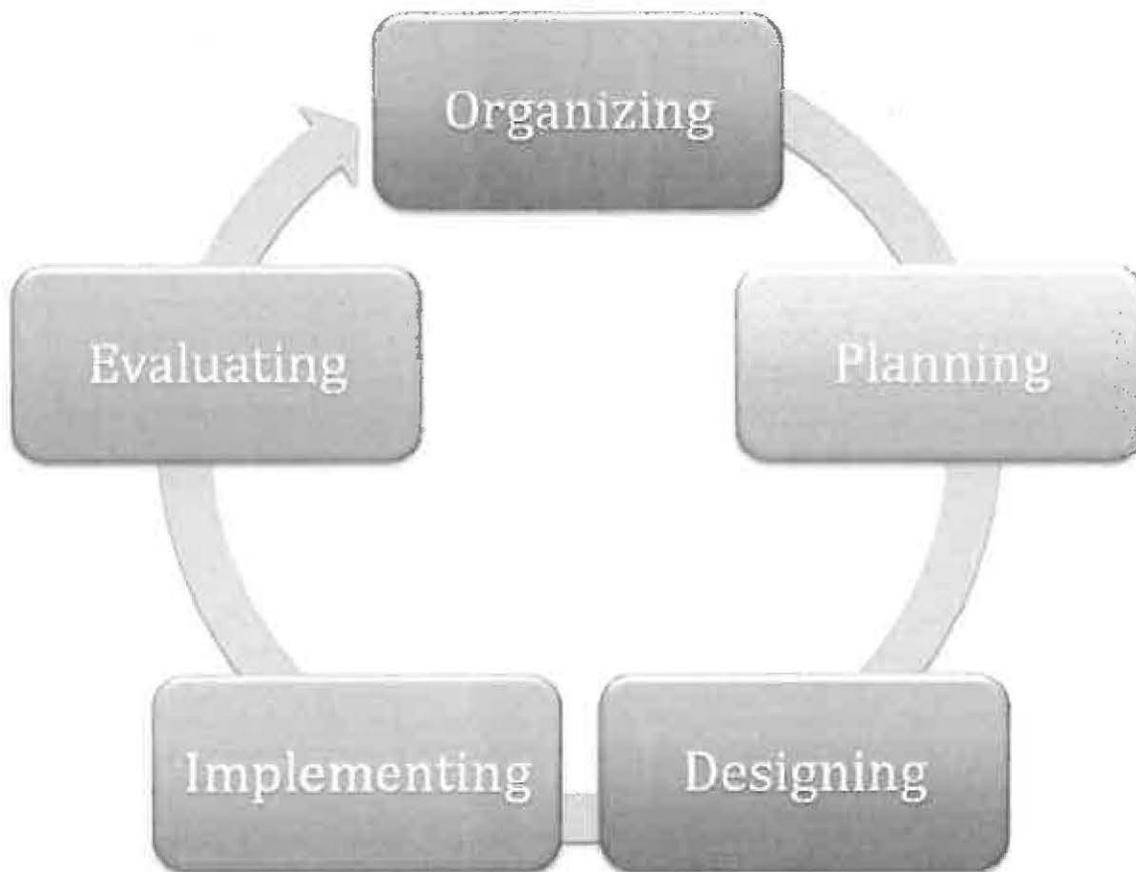
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

### Appendix C: Program Development Cycle Diagram



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# PROFESSIONAL SCHOOL NURSE PERFORMANCE EVALUATION

(For Use by Medical Supervisor)  
[Page 1 of 3]

School District \_\_\_\_\_

Employee Name \_\_\_\_\_

Review Date \_\_\_\_\_

**\* Indicates mandatory competencies for professional bachelor's prepared school nurses years 1 - 3**

1. The Professional School Nurse collaborates with educational staff and others on coordinated school health programs by:
  - a. Communicating and consulting with administrators, medical providers, and community agencies around policies, procedures, program development and services.
  - \* b. Developing an assessment, data collection and evaluation of health services and preparing regular written reports.
  - \* c. Organizing and implementing state mandates (immunizations, health screening, etc.).
  - \* d. Assuring a safe level of health service by assistive personnel.
  - \* e. Developing or maintaining effective health records.
  - f. Developing programs in the prevention of communicable diseases in the school and/or community.
  - g. Promoting safety and environmental programs and participating in the development and education of an emergency plan.
  - h. Interpreting health needs in the school and community, serving on School health committees as appropriate.
  - i. Being involved in staff inservices.
2. Using the nursing process, the Professional School Nurse demonstrates the ability to:
  - \* a. Analyze the health and development status of students, staff and families and provide appropriate health counseling.
  - \* b. Develop a nursing diagnosis and implement student health management plans and coordinate with other providers/school personnel.
  - \* c. Provide nursing and/or medically prescribed interventions.

Superior Performance	Above Expectations	At Expectations	Needs Improvement	Unsatisfactory Performance	Not Applicable
5	4	3	2	1	NA



# PROFESSIONAL SCHOOL NURSE PERFORMANCE EVALUATION

[Page 3 of 3]

\* Indicates mandatory competencies for professional bachelor's prepared school nurses years 1 – 3

5. The Professional School Nurse assists students, families and staff to achieve optimal levels of wellness through health education/promotion by:
  - \* a. Identifying need for health education to students/school personnel.
  - b. Participating in planning of health in-services for school personnel.
  - \* c. Acting as a resource for health education programs/classes and to the curriculum committee for health education.
  
6. The Professional School Nurse participates with community members about school/community health services by:
  - a. Serving as a member of the school strategic plan team.
  - b. Using community and population based data.
  - c. Applying core public health functions of assessment, assurance, policy development, and evaluation.
  - \* d. Using community resources for referral of students with unmet health needs.
  - e. Working with community and acts as advocate in promoting the health of the student population.

Superior Performance	Above Expectations	At Expectations	Needs Improvement	Unsatisfactory Performance	Not Applicable
5	4	3	2	1	NA

**Comments:**

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Employee Signature/Date

Evaluator Signature/Date