

DOMAIN 1 for SCHOOL COUNSELORS: Foundation and Planning

The School Counselor plans and designs a standards-based, data-driven comprehensive school counseling program by creating foundational components that are aligned with the school and district strategic plans, as well as state and national school counseling standards.

Guiding Questions:

- Is there a demonstrated understanding of LCSD's comprehensive guidance and counseling framework?
- How does the school counselor incorporate the four counselor domains (academic, career, personal/social development, and community involvement) in the delivery of the school counseling program?
- Does the school counselor program align with School Improvement Plan (SIP)?
- Is the school counselor's time being spent in alignment with the school counseling goals?

Possible evidence:

- Counseling website
- Yearly calendar – development of guidance activities
- Professional disclosure statement available
- Daily, weekly, and long term plans are maintained
- Time task analysis
- Comprehensive Guidance and Counseling Framework

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a Plans a school counseling program in the four domains (academic, career, personal/social development, and community involvement) to promote and enhance student achievement.	Does not plan a school counseling program which includes the four domains.	Utilizes limited collaboration in planning a comprehensive program. One or more domains may not be addressed in the program design.	Designs a collaborative school-wide, cross curricular delivery system reflecting all domains that engages school staff, administration and stakeholders.	Collaborates with counselors across programmatic levels within the school's feeder system. Engages stakeholders to design a school-wide, cross curricular delivery system reflecting all domains.
1b Establishes goals for the counseling program appropriate to the setting and the students served, and aligns with the SIP.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student and are not aligned with the SIP.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students, and minimally aligned with the SIP.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students, and aligned with the SIP.	Counselor participates in design and implementation of the SIP and aligns counseling goals accordingly, ensuring they are appropriate to the situation in the school and to the age of the students, and have been developed following consultation with students, parents and colleagues.

1c Demonstrates knowledge of resources both within and beyond the school and district.	Counselor demonstrates little or no knowledge of resources for students available through the school or district.	Counselor displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor is knowledgeable and accesses resources for students available through the school or district, and for the-resources external to the school.	Counselor's knowledge of resources for students is extensive, including accessing those available through the school or district and in the community.
1d Organizes and manages time to implement an effective school counseling program for all students.	Makes minimal effort to organize time in support of effective school counseling objectives.	Understands the value, but is not effective in organizing and allocating time to-provide an effective school counseling program for all students.	Effectively organizes and allocates time to ensure implementation of a comprehensive, prevention-based school counseling program for all students. Pursues opportunities to connect with students individually on a regular basis.	Maximizes time management through an organized, collaborative process of partnering with others to ensure the delivery of a comprehensive, prevention-based school counseling program designed to maximize student success.

DOMAIN 2 for SCHOOL COUNSELORS: Delivery System

The School Counselor delivers a data-driven, prevention-based, developmental, and comprehensive school counseling program.				
Guiding Questions:				
<ul style="list-style-type: none"> • Does the school counselor offer support groups for various needs? • Does the school counselor offer individual counseling? • Does the school counselor respond to referrals in a timely manner? • Does the school counselor support and demonstrate responsive services? 				
Possible evidence:				
<ul style="list-style-type: none"> • Transition plans • Schedule of groups and/or activities • Needs Assessment survey results • Creation of a credit deficiency list intervention plan • STAT, SST, Suicide Prevention protocols, other school based teams meeting notes • Interagency collaboration (including partnering to provide guidance, such as Lincoln County Mental Health, Juvenile Shelter) 				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a Facilitates delivery of a prevention-based, counseling program aimed at the four domains (academic, career, personal/social)	Provides no prevention services aimed at addressing student competency of the four domains.	Provides limited prevention services aimed at addressing student competency of the four domains	Organizes comprehensive, proactive, developmentally appropriate prevention services. Manages an environment and provides opportunities that encourage learning. Uses effective strategies that promote student engagement for competency of the	Highly skilled in organizing comprehensive, proactive, developmentally appropriate prevention services. Manages the environment and provides opportunities that foster learning. Integrates a wide array of strategies to promote student

development, and community involvement) as appropriate.			four domains	engagement for competency of the four domains
2b Coordinates consistent programming designed to help students on an individual or small group basis to establish personal goals and develop future plans.	Does not counsel individual students and small groups of students with identified needs and concerns. Makes minimal effort to assist students with goal setting.	Counsels individual students and small groups occasionally, using a limited number of strategies. Ineffective or unclear referral process.	Counsels individual students and small groups of students based on identified needs, using appropriate theories and strategies. Informs students, parents and staff about the student referral process.	Uses appropriate theories and strategies when working with students and assists in the establishment of concrete plans, aimed at problem resolution. Utilizes an extensive repertoire of strategies in response to a well-defined referral processes.
2c Addresses the immediate needs or concerns of students by providing specific ongoing, responsive, and/or preventative services such as consultation, individual or small group counseling, crisis counseling, referrals, and peer facilitation.	Does not address the immediate needs or concerns of students.	While not always effective, attempts to establish processes or systems designed to address immediate needs or concerns of students.	Actively implements and revises immediate and ongoing responsive and preventative services to address student needs or concerns.	Proactively plans and provides leadership in order to systemically initiate responsive and prevention services which address student, school-wide and/or district needs or concerns.
2d Maintains and enhances the total school counseling program by providing system support by utilizing resources and demonstrating flexibility and responsiveness.	Provides support not related to the school counseling program. Seldom provides system support or accesses resources. Not responsive to needs.	Provides partial evidence of system support and attempts to utilize resources to be responsive to needs.	Maintains and enhances the total school counseling program through system support, accessing resources and is responsive to needs.	Initiates and provides leadership for systemic change in professional development, consultation, collaboration, and program management at the building and/or district level. Utilizes resources within and outside of district, being flexible and creative in responding to students' needs.
2e Creates an environment of trust and respect.	Interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interaction among students are partially successful.	Interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

DOMAIN 3 for SCHOOL COUNSELORS: Accountability

The School Counselor monitors and evaluates the processes and results of the comprehensive school counseling program.

Guiding Questions:

- Does the school counselor conduct a program audit?
- Is data used to shape the counseling program?
- Is there evidence that information is shared with stakeholders to improve the counseling program?
- How is the counselor assisting in the design and implementation of a collaborative monitoring system?

Possible evidence:

- Program audit
- Staff or student survey
- Collects, evaluates, and shares data with stakeholders on a continuing basis
- Documentation of student/parent communication.

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a Helps design and implement a collaborative monitoring system to assess student's academic success and supports achievement of their academic goals.	Rarely provides evidence of monitoring systems in place.	Attempts to use and/or partial development of monitoring systems that may be appropriate to the school or students.	Develops and/or implements effective monitoring systems and consistently utilizes them to monitor and support student and school success.	Integrates a comprehensive monitoring system using individual student data and other early warning signs to identify at-risk students. Processes and procedures are in place to support these students.
3b Uses data to reflect and guide program improvement.	Uses no data to guide program changes.	Uses data on a limited basis for school counseling program design and improvement.	Uses data effectively for school counseling program design and improvement and to determine future school counseling activities and interventions.	Efficiently uses data s to proactively design school counseling program in collaboration with other stakeholders.
3c Develops and implements a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor'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.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 4 for SCHOOL COUNSELORS: Leadership and Advocacy

The School Counselor is a student advocate, leader, collaborator and systems change agent.

Guiding Questions:

- How does the school counselor show leadership and advocacy in the school?
- How does the school counselor collaborate with stakeholders for systemic change?
- When given an opportunity, does the school counselor provide professional development for staff?
- Does the school counselor facilitate or attend SST meetings?

Possible evidence:

- Documentation of participation in conversations about possible changes to school policy and district practices.
- Documentation of participation with various school stakeholders
- Advocacy plan
- Staff meeting agendas, SST minutes, emails, attendance logs
- Documentation of initiating activities/programs to further enhance systems

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a Collaborates with school administration to create a culture of positive advocacy for students.	Does not communicate or collaborate with school administration, or advocate for students in a positive and productive manner.	Minimally collaborates with school administration in attempt to advocate for students, with partial success.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students.	Collaborates with school administration and takes a leadership role in promoting a culture of positive advocacy for students both within and outside the school community.
4b Advocates for the success of all students by actively engaging other stakeholders in school teams that provide individualized student supports.	Rarely attends team meetings for students on caseload and/or is not adequately prepared to support the development of effective student academic or support plans.	Demonstrates limited consultation and collaboration with parents, teachers, administrators and other team members.	Prepares in advance by examining and analyzing individual student data and regularly participates in student support teams. Advocates for individualized plans, resources and service to support student success. Engages stakeholders in respectful communication that supports student success.	Partners with school staff, parents and community stakeholders to ensure appropriate student support teams are in place and aligned with best practices. Knows and uses an effective consultation model with corresponding data in working with these partners. This includes the development and implementation of action plans.
4c Uses qualitative and/or quantitative data to recommend systemic change in policy and practices that limit or inhibit equity, access or	Cannot articulate or locate school policy/practices. Misinterprets policy when approached by others with concerns of fairness. Minimal evidence of advocating for policy or practice change to improve student success.	Has a basic knowledge of school policies and practice. Occasionally uses data to inform recommendations.	Demonstrates clear understanding of school policies and practice. Consistently uses data to design recommendations which promote academic achievement.	Displays extensive knowledge of both school and district policies and practices. Uses data to drive recommendations that shape policy and practices for systemic improvement aimed at improving student success.

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
academic achievement.				

DOMAIN 5 for SCHOOL COUNSELORS: Professional Responsibilities

The School Counselor assumes responsibilities for his/her professional growth, aimed at improving the school counseling program and professional practices that adhere to ethical standards, school policies, and laws, and the development of the school counseling profession.				
Guiding Questions:				
<ul style="list-style-type: none"> Does the school counselor reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender and learning differences to build stronger relationships. Is the school counselor able to be personable and collaborative with students, parents and staff? Does the school counselor adhere to professional and ethical standards? Does the school counselor show or reflect cultural awareness in his/her counseling activities? 				
Possible evidence:				
<ul style="list-style-type: none"> Documentation of professional membership (such as ASCA/OSCA) Professional growth goals Self-reflection that may include peer feedback and case study Documentation of professional conference attendance Participation in professional development related to cultural competency 				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a Engages in meaningful and appropriate professional learning opportunities to improve skills, knowledge, and practices.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Engages in professional networking activities and regularly reviews school counseling research, articles, and journals.
5b Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Conducts self in a professional and ethical manner when dealing with students, families and colleagues.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Models the highest legal and ethical standards, ensuring that

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
				professional practices support the success of all students and supports their individual rights.
5c Reflects on practice.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor'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.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling department might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
5d Maintains records and submits them in a timely fashion.	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but occasionally are late.	Counselor's reports, records and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
5e Communicates with families and staff.	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
5f Participates in a professional community.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and project when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.