
North Carolina School Counselor Evaluation Process

Users' Guide

November 2012



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st century. This mission requires a new vision of school leadership and a new set of skills that professional school counselors must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

North Carolina Professional School Counseling Standards

The North Carolina Professional School Counseling Standards are the basis for school counselor preparation, evaluation, and professional development. Colleges and universities are changing their programs to align with these standards; a new school counselor evaluation instrument has been created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for 21st century teaching and learning.

Vision for School Counseling

The demands of 21st century education dictate new roles for school counselors. Schools need professional school counselors who are adept at creating and utilizing systems for change and at building relationships within the school community. Professional school counselors create nurturing relationships with students that enhance students' academic achievement and personal success as globally productive citizens in the 21st century. Utilizing leadership, advocacy, and collaboration, professional school counselors promote academic success and personal success by implementing a comprehensive school counseling program that encompasses areas of academic, career, and personal/social development for all students.

In order to deliver a comprehensive 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
- Culture diversity
- Societal change and trends,
- Student learning and academic success,
- Evaluation of student needs,
- Group and individual counseling techniques,
- Career development,
- Use of data,
- Use of technology,
- Role of the school counselor in leadership, advocacy, and systemic change,
- Legal and ethical guidelines,
- Collaboration with internal and external stakeholders,
- Research and program evaluation,
- School culture and mission, and
- Interaction with other educational professional.

Intended Purpose of the Standards

The North Carolina Standards for School Counseling have been developed as a resource for school counselors to enhance their knowledge and skills. Therefore, it is incumbent upon the school counselor to provide services as part of a comprehensive multidisciplinary team with complementary knowledge, skills, and experiences.

The school counselor standards will:

- guide professional development as school counselors move forward in the 21st century;
- provide the focus for schools and districts as they support, monitor, and evaluate their school counselor; and
- assist higher education programs in developing the content and requirements of school counselor education curricula.

Organization of the Standards

Standard: The Standard is the broad category of the School Counselor’s knowledge and skills.

Summary: The summary provides explicit descriptions of the Standard’s content.

Practices: The practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

Artifacts: The artifacts are the examples of standard practices the School Counselor might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ school counselors. The following documents were consulted while developing these Standards:

- State Board of Education Mission and Goals;
- State Board of Education Policies QP-C-003 and QP-C-006;
- State General Statutes 115C-333 and 115C-335;
- Current North Carolina School Counselor Job Description;
- *The American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (Appendix A)*; *State Comprehensive School Counseling Standard Course of Study*;
- North Carolina Standards for the Preparation of School Counselors; and
- U.S. Department of Education’s *The Guidance Counselor’s Role in Ensuring Equal Educational Opportunity*.

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.

Professional school counselors demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. School counselors manage a comprehensive school counseling program that supports academic, career, and personal/social development for all students. School counselors advocate for equity for all students and staff members regardless of their learning style, cultural background, or individual learning needs. School counselors improve the counseling profession by demonstrating high ethical standards and by following the code of ethics set out for them.

a. School Counselors demonstrate leadership in the school.

School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.

- Work collaboratively with all school staff to create a positive learning community.
- Take an active role in analyzing local, state, and national data to develop and enhance school counseling programs.
- Create data driven goals and strategies that align with the school improvement plan.
- Discuss the comprehensive school counseling program with the school administrator.
- Provide input in the selection of professional development for the school staff.
- Choose professional development activities that foster their own professional growth.
- Mentor and support colleagues.

b. School Counselors enhance the counseling profession.

School counselors strive to improve the counseling profession by staying current in research and best practices. School counselors contribute to establishing a positive school climate. School counselors promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to enhance the counseling profession.
- Contribute to establishing a positive school climate.
- Promote professional growth.
- Collaborate with their colleagues.

c. School Counselors advocate for schools and students.

School counselors advocate for positive change in policies and practices affecting student learning. School counselors promote awareness of, and responsiveness to, learning styles, cultural diversity, and individual learning needs. School counselors collaborate with staff in building relationships with students that have a positive impact on student achievement. School counselors participate in the implementation of initiatives to improve the education and development of all students. School counselors advocate for equitable, student-centered legislation, policy, and procedures.

- Advocate for positive change in policies and practices affecting student learning.
- Promote awareness of, and responsiveness to, learning styles, cultural diversity, and individual learning needs.
- Participate in the implementation of initiatives to improve the education and development of all students.
- Advocate for equitable, student-centered legislation, policy, and procedures.

d. School Counselors demonstrate high ethical standards.

School counselors demonstrate ethical behaviors. School counselors uphold the American School Counselor Association's Ethical Standards for School Counselors, revised June 26, 2004 (<http://www.schoolcounselor.org/content.asp?contentid=173>), the Code of Ethics for North Carolina Educators (effective June 1, 1997), and the Standards for Professional Conduct adopted April 1, 1998. (Please see Appendix B.)

- Demonstrate ethical behaviors.
- Uphold the American School Counselor Association's Ethical Standards for School Counselors.
- Uphold the Code of Ethics and Standards for North Carolina Educators and Standards for Professional Conduct.

Standard 2: School counselors promote a respectful environment for diverse population of students.

Professional school counselors establish 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. Knowing that students have many different needs, school counselors work to identify those needs and adapt their services to meet them. School counselors recognize the fact that many adults share responsibility for educating students and collaborate with them to facilitate student academic success.

a. School Counselors foster a school environment in which each student has a positive, nurturing relationship with caring adults.

School counselors create an environment that is inviting, respectful, supportive, inclusive, and flexible. School counselors model and teach behaviors that lead to positive and nurturing relationships through developmentally appropriate and prevention-oriented activities.

- Create an environment that is inviting, respectful, supportive, inclusive, and flexible.
- Model and teach positive behaviors that lead to positive and nurturing relationships through developmentally appropriate and prevention-oriented activity.

b. School Counselors embrace diversity in the school community and in the world.

School counselors demonstrate knowledge of the history of diverse cultures and their role in shaping global issues. School counselors collaborate with teachers to ensure that the presentation of the *North Carolina Standard Course of Study* is relevant to a diverse student population. School counselors actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of diverse cultures. School counselors recognize the influence of culture on a child's development and personality. School counselors help other understand how a student's culture, language, and background may influence school performance and consider these influences in the programs and services they provide.

- Demonstrate knowledge of the history of diverse cultures and their role in shaping global issues.
- Collaborate with teachers to ensure that the presentation of the *Standard Course of Study* is relevant to a diverse student population.

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- Select materials and develop activities that counteract stereotypes and incorporate histories and contributions.
- Understand how a students’ culture, language, and background may influence school performance and consider these influences in the programs and services they provide.

c. School Counselors treat students as individuals.

School counselors maintain high expectations, including graduation from high school, for students of all backgrounds. School counselors appreciate differences and value the contributions of each student in the learning environment.

- Maintain high expectations for all students.
- Appreciate differences and value the contributions of each student in the learning environment.

d. School Counselors recognize students are diverse and adapt their services accordingly.

School counselors recognize that all students have different needs and collaborate with school and community personnel to help meet their needs. School counselors identify these needs using data, referrals, observation, and other sources for information. School counselors collaborate with others to create a customized plan of action that provides follow-up services to meet students’ varied needs.

- Collaborate with school and community personnel to help meet student needs.
- Identify special needs using data, referrals, observations, and other sources of information.
- Collaborate with others to create a customized plan of action that provides follow-up services to meets students’ varied needs.

e. School Counselors work collaboratively with families and significant adults in the lives of students.

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 to overcome barriers that may stand in the way of effective family and community involvement in the education of students.

- Improve communication and collaboration among the school, home, and community.
- Promote and build trust, understanding, and partnerships with all segments of the school community.
- Seek solutions to overcome barriers that may stand in the way of effective family and community involvement.

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.

Professional school counselors align their programs with state and national best practices to ensure that their role fits in the school program. A comprehensive school counseling program meets the academic, career, and social/emotional development needs of students through the implementation of programming including individual counseling, classroom presentation, academic advising, career development services, consultation, parent education and other responsive services. School counselors deliver a comprehensive school counseling program for all students and provide developmentally appropriate services and activities based on student

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needs. A school counselor must engage in leadership, advocacy, and collaboration with all school personnel for the successful implementation of a comprehensive school counseling program. School counselors understand how students learn and help all students develop in the areas of academic, career and personal social success. School counselors align with the *North Carolina Standard Course of Study* to meet the needs of students.

a. School Counselors align their programs to support student success in the North Carolina Standard Course of Study.

In order to support the *North Carolina Standard Course of Study*, school counselors align content standards and implement program models developed by professional organizations in school counseling. School counselors support equity and access to rigorous and relevant curricular for all students. School counselors develop and apply strategies to enhance student success.

- Align content standards and implement program models develops by professional organizations in school counseling.
- Support equity and access to rigorous and relevant curricula.
- Develop and apply strategies to enhance student success.

b. School Counselors understand how their professional knowledge and skills support and enhance student success.

School counselors bring richness and depth of understanding to their school through their knowledge of theories and research about human development, student learning, and academic success. School counselors apply this knowledge as they address the academic, career, and personal/social development of all students.

- Know theory and research about human development, student learning, and academic success.
- Address the academic, career, and personal/social development of all students.

c. School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.

School counselors understand how the comprehensive school counseling program relates to other disciplines. School counselors support the mission and goals of the school and district by providing technical assistance to all curricula areas as they align components of the *North Carolina Standard Course of Study* to their content areas/disciplines. School counselors support teachers and other specialists' use of the *North Carolina State Standards* to develop and enhance students' twenty-first century skills and global awareness.

- Support the mission and goals of the school and district by providing technical assistance to all curricula areas as the align components of the *North Carolina Standard Course of Study Guidance Curriculum* to their content areas/disciplines.
- Support teachers and other specialists' use of the North Carolina Guidance Curriculum to develop and enhance students' 21st century skills and promote global awareness.

d. School Counselors develop comprehensive school counseling programs that are relevant to students.

School counselors use data to develop comprehensive programs that meet student needs. School counselors deliberately, strategically, and broadly incorporate into their programs the life skills that students need to be successful in the twenty-first century. These skills span the academic, personal/social, and career domains

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and include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

- Use data to develop comprehensive programs that meet student needs.
- Incorporate into their programs the life skills that students need to be successful in the 21st century.

Standard 4: School counselors promote learning for all students.

Professional school counselors are knowledgeable of the ways learning takes place and understands the significance of academic, career, and personal/social development of all students. School counselors work to eliminate barriers that students may experience. School counselors use data to plan programs that help students develop their academic and career-related skills as well as their abilities to relate cooperatively and effectively with other people. School counselors use a variety of methods to implement programs that will help raise achievement and close gaps. School counselors help students think through their problems and find solutions. School counselors listen and communicate well, and they model those behaviors for others around them.

a. School Counselors know how students learn.

School counselors understand the teaching and learning process. School counselors know the influences that affect individual student learning, such as human development, culture, and language proficiency. School counselors are aware of barriers that impact student learning and assist in overcoming them. School counselors provide resources to staff to enhance student strengths and address student weaknesses.

- Know the influences that affect individual student learning, such as human development, culture, and language proficiency.
- Assist in overcoming those barriers that impact student learning.
- Provide resources to staff to enhance student strengths and address student weaknesses.

b. School Counselors plan their programs for the academic, career, and personal/social development of all students.

School counselors use academic, behavior, and attendance data to plan appropriate programs for students. School counselors discuss the comprehensive school counseling program with school administrators and communicate the goals of the program to stakeholders. School counselors consult and collaborate with colleagues, parent/guardians, and other stakeholders to ensure that students' needs are addressed. School counselors make their programs responsive to cultural diversity and student needs.

- Use academic, behavior and attendance data to plan appropriate programs.
- Discuss the comprehensive school counseling program with school administrators and communicate the goals of the program to stakeholders.
- Consult and collaborate with colleagues, parents/guardians, and other stakeholders.
- Make their programs responsive to cultural diversity and student needs.

c. School counselors use a variety of delivery methods.

School counselors utilize the Guidance Curriculum, Individual Student Planning, and Preventive and Responsive Services in meeting the needs of students as they strive to raise achievement and close gaps. School counselors spend the majority of their time in these direct services, allocating time based on the

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developmental needs of their students. School counselors are responsive to individual student needs and differences in learning styles and culture in the programs and activities they provide. School counselors employ technology as appropriate to enhance delivery of their programs.

- Utilize the Guidance Curriculum, Individual Student Planning, and Preventive and Responsive Services in meeting the needs of students as they strive to raise achievement and close gaps.
- Allocate time based on the developmental needs of their students.
- Respond to individual student needs and differences in learning styles and culture in the programs and activities they provide.
- Employ technology as appropriate to enhance delivery of their programs.

d. School Counselors help students develop critical thinking and problem-solving skills.

School counselors assist all students with developing academic, career, and personal/social skills. School counselors help students utilize sound reasoning, understand connections, and make complex choices. School counselors help students learn problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence, and evaluating consequences. School counselors encourage students to use these skills to make healthy and responsible choices in their everyday lives.

- Assist all students with developing academic, career, and personal/social skills.
- Help students utilize sound reasoning, understand connections, and make complex choices.
- Help students learn problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence, and evaluating consequences.
- Encourage students to use these skills to make healthy and responsible choices in their everyday lives.

e. School Counselors use and promote effective listening and communication skills.

School counselors listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. School counselors use a variety of methods to communicate effectively in support of the academic, career, and personal/social development of all students. School counselors assist students in developing effective listening and communication skills in order to enhance academic success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible twenty-first century citizens.

- Listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.
- Use a variety of methods to communicate effectively in support of the academic, career, and personal/social development of all students.
- Assist students in developing effective listening and communication skills in order to enhance academic success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible 21st century citizens.

Standard 5: School counselors actively reflect on their practice.

Professional school counselors demonstrate accountability for managing and delivering a comprehensive school counseling program. School counselors analyze formal and informal data to evaluate their programs in a deliberate on-going manner. School counselors participate in professional development opportunities that support the school and district’s mission as well as the comprehensive counseling program. School counselors recognize that change is constant and use best practices to continually improve their programs.

a. School Counselors analyze the impact of the school counseling program.

School counselors think systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. School counselors analyze student achievement, behavior, and school climate data, as well as feedback from students, parents, and other stakeholders to continually develop their program. School counselors evaluate the effectiveness of their program based on these data.

- Think systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/ social development.
- Analyze student achievement, behavior, and school climate data, as well as feedback from students, parents, and other stakeholders to continually develop their program.
- Evaluate the effectiveness of their program.

b. School Counselors link professional growth to the needs of their school and their program goals.

School counselors participate in continued, high quality professional development that reflects a global view of educational practices; includes twenty-first century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development.

c. School Counselors function effectively in a complex dynamic environment.

Understanding that change is constant, school counselors actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the school counseling profession. School counselors collaborate with students, staff, parents, and other stakeholders to implement these ideas.

- Actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the school counseling profession.
- Collaborate with students, staff, parents, and other stakeholder to implement these ideas.

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Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.

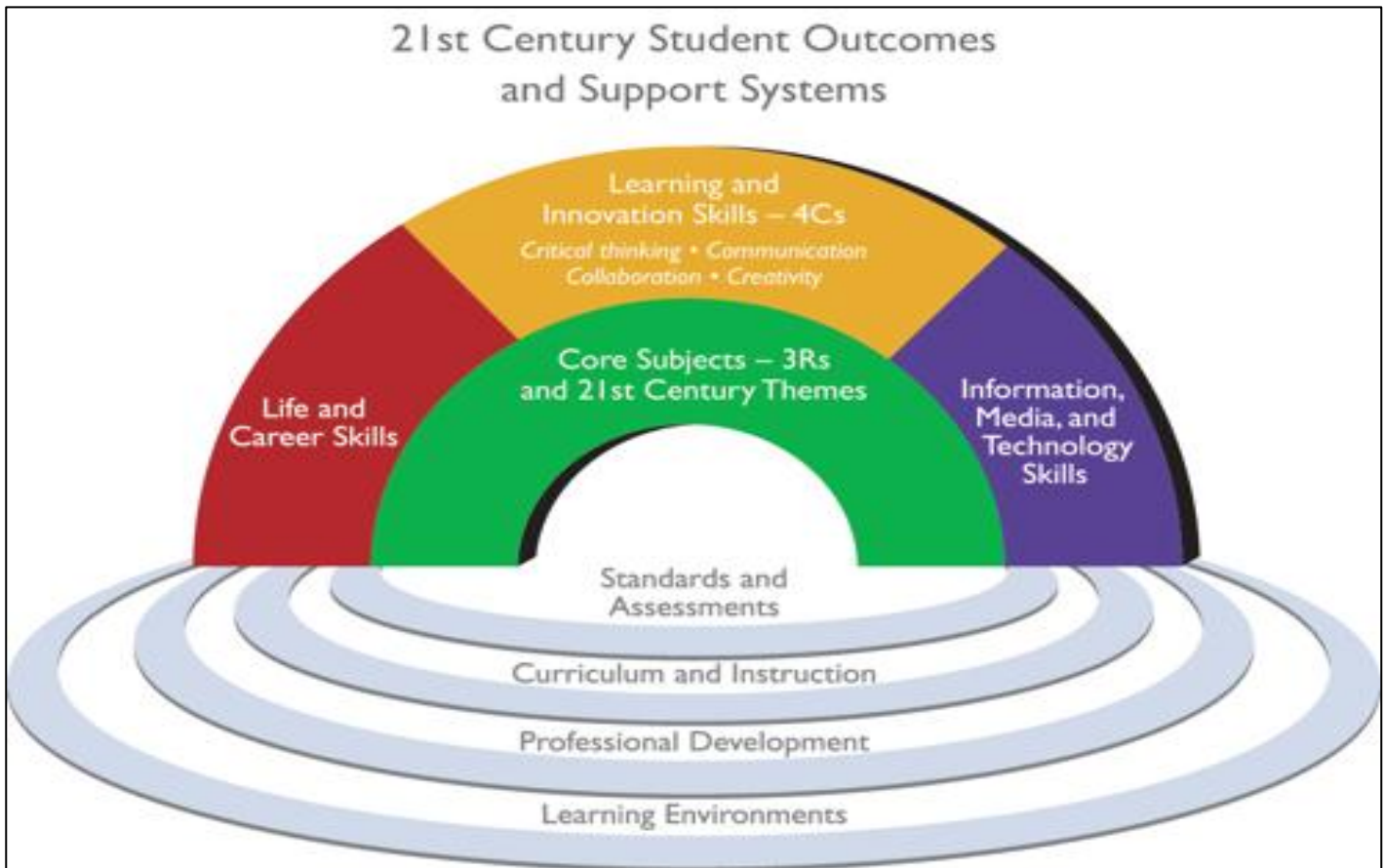


Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as “21st century student outcomes” (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st century.

Core Subjects and 21st Century Themes

Mastery of **core subjects** and **21st century themes** is essential for students in the 21st century. Core subjects include English, reading in or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe school must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 21st century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and works must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise, and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's website at www.21stcenturyskills.org.

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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional School Social Work standards.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business, and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.

- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing, and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace, and community contexts.

Accountability

- Setting and meeting high standards and goals for oneself and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

North Carolina School Counselor Evaluation Process

The rubric used for evaluating school counselors is based on the Framework for 21st Century Learning and the North Carolina Professional School Counseling Standards. It is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. This evaluation instrument and its accompanying processes and 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.

The intended purpose of the North Carolina School Counselor Evaluation Process is to assess the school counselor's performance in relation to the North Carolina Professional School Counseling Standards and to design a plan for professional growth. The principal or a designee (hereinafter "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 classroom demonstration(s). Figure 2 illustrates the components of the evaluation process.

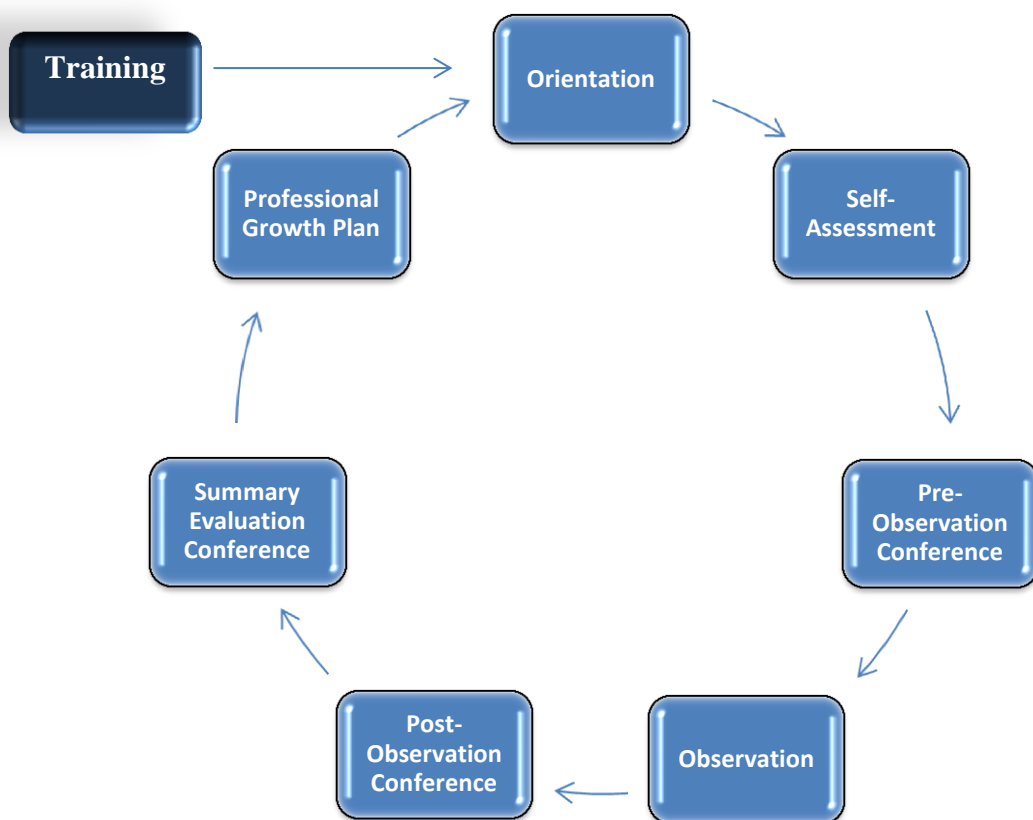


Figure 2: School Counselor Annual Evaluation Process

The Purposes of the Evaluation

The school counselor performance evaluation process will:

- Serve as a measurement of performance for individual school counselors;
- Serve as a guide for school counselors as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their school counselors;
- Guide professional development programs for school counselors;
- Serve as a tool in developing coaching and mentoring programs for school counselors workers; and
- Inform higher education institutions as they develop the content and requirements for school counselor training programs.

Evaluation Process

In July 2012, the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina School Counselors and the School Counselor Evaluation Process. Responsibilities for School Counselors and their evaluators, as they complete the evaluation process, are as follows:

School Counselor Responsibilities:

- Know and understand the North Carolina Professional School Counseling Standards.
- Participate in training to understand the North Carolina School Counselor Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance and attain goals in areas individually or collaboratively identified.

Evaluator Responsibilities:

- Know and understand the North Carolina Professional School Counseling Standards.
- Participate in training to understand and implement the School Counselor Evaluation Process.
- Supervise the School Counselor Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the school counselor's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the School Counselor Summary Evaluation Report contain accurate information and accurately reflect the school counselor's performance.

The North Carolina School Counselor Evaluation Process includes the following components:

Component 1: Training

Before participating in the evaluation process, all school counselors and principals must complete training on the evaluation process. After the initial training, additional changes will be discussed during the annual orientation that takes place within the first two weeks of school.

Component 2: Orientation

Within two weeks of a school counselor's first day of work in any school year, the evaluator will provide the school counselor with a copy of, or directions for, obtaining access to a copy of:

- A. The North Carolina School Evaluation Process for School Counselors Users' Guide and
- B. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina School Counselors, the school counselor shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the evaluator shall meet with the school counselor to discuss the school counselor's self-assessment based on the Rubric for Evaluating North Carolina School Counselors, the school counselor's most recent professional growth plan, and the classroom counseling activity(ies) to be observed. The school counselor will provide the evaluator with a written description of the school counseling activity(ies). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

School counselors shall be evaluated annually. During the evaluation, the evaluator shall conduct at least one observation of a school counseling activity. This formal observation should last at least forty-five (45) minutes or the entire session. During observations, the evaluator shall note the school counselor's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina School Counselors.

Component 6: Post-Observation Conference

The evaluator shall conduct a post-observation conference no later than ten (10) school days after each formal observation. During the post-observation conference, the evaluator and school counselor shall discuss and document on the Rubric the strengths and weaknesses of the school counselor's performance during the observed session.

Component 7: Summary Evaluation Conference and Scoring the School Counselor Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the evaluator shall conduct a summary evaluation conference with school counselor. During the summary evaluation conference, the evaluator and school counselor shall discuss the evaluator's assessment of the school counselor's performance over the course of the school year, the school counselor's self-assessment, the most recent Professional Growth Plan, the components of the North Carolina School Counselor Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process, and other evidence of the school counselor's performance.

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At the conclusion of the evaluation process, the evaluator shall:

- Give a rating for each Element in the Rubric;
- Provide a written comment on any Element marked “Not Demonstrated”;
- Give an overall rating of each Standard;
- Provide the school counselor with the opportunity to add comments to the School Counselor Summary Rating Form;
- Review the completed School Counselor Summary Rating Form with the school guidance counselor; and
- Secure the school guidance counselor’s signature on the Record of School Counselor Evaluation Activities and School Counselor Summary Rating Form.

Component 8: Professional Growth Plans

School counselors shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements which need to be improved, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The Professional Growth Plan should be discussed with and approved by the evaluator as the final step in the evaluation process.

Completing the Rubric and the Summary Rating Form

Self-Assessment

Early in the school year, the School Counselor will complete a self-assessment based on the Rubric for Evaluating North Carolina School Counselors. The self-assessment is a personal reflection about one’s professional practice conducted without input from others. The purposes of the self-assessment are to provide the School Counselor an opportunity to reflect on his/her capabilities with respect to achieving the state’s standards of performance and to contextualize anticipated levels of performance. As a part of this process, the School Counselor should consider past performance as well as the school characteristics for the current school year. These two factors jointly determine anticipated levels of performance and will help the School Counselor articulate professional development, coaching, and mentoring needs in order to maintain or improve performance.

At the discretion of the School Counselor, the self-assessment ratings may be used as the basis for discussions with the evaluator in order to clarify performance expectations, set goals, plan professional development and program changes, or provide input to the final, end-of-year ratings.

The School Counselor should complete the rubric by checking descriptors that characterize professional practices in evidence as a part of his/her daily work. The School Counselor should complete the self-assessment at the beginning of the school year and update it frequently throughout the year in light of changes to either personal performance or the school context.

Completing the Rubric Based on Observations

The evaluator will complete the Rubric for Evaluating North Carolina School Counselors during formal and informal observations as well as through reviews of artifacts. The evaluator checks descriptors that are observed during the session/lesson or as a result of review of artifacts and additional evidence. If the evaluator is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the

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evaluator must write a comment about the School Counselor’s performance and suggestions for improvement. During a post-observation conference, the evaluator and School Counselor discuss and document the descriptors on which the School Counselor has demonstrated performance as well as those on which performance was not demonstrated and for which no additional evidence has been provided.

The evaluator should conduct at least one formal observation of the School Counselor’s performance. Additional informal observations may be conducted throughout the year to supplement information gained through the formal observation and to observe elements for which additional information is needed in order to adequately and accurately rate the School Counselor’s performance.

Determining Rating Levels After Completing the Rubric

The school counselor and evaluator should independently score each element within a standard to determine the level of performance for that element. The School Counselor scores the rubric as a part of the self-assessment process and the evaluator scores it as a result of observations and artifact reviews. Each of the elements should be scored separately, and the combined individual element scores will determine the overall score for the standard.

The rater, whether the School Counselor completing a self-assessment or the evaluator, will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard. The rater should begin with the left-hand column and mark each descriptor that describes the performance of the School Counselor during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the “Not Demonstrated” column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked and all descriptors below that rating are marked. As illustrated in the example on page 24, the school counselor would be rated as “Proficient” on element a, “School counselors demonstrate leadership” even though at least one descriptor for “Proficient,” “Accomplished,” and “Distinguished” was marked. This is because “Proficient” is the lowest rating for which all descriptors were marked. Likewise, in the example on page 26, the school counselor also would be rated as “Proficient” on element b, “School counselors enhance the counseling profession,” and on each of the remaining elements. This is likely to result in an overall rating of “Proficient” for Standard I.

Formal and informal observations of the School Counselor’s performance should be conducted throughout the year. Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference. When a School Counselor is rated as “Developing” or “Not Demonstrated” on any element or standard during the Summary Evaluation Conference, the evaluator should strongly encourage the School Counselor to develop a goal to address the area(s) where proficiency has not been reached.

Determining the School Counselor’s professional practices rating involves determining the ratings for individual elements and standards. The evaluator should score each element within a standard to determine the level of performance for that element.

For example, “Standard 1, School counselors demonstrate leadership,” has four elements:

- a. School counselors demonstrate leadership in the school;
- b. School counselors enhance the counseling profession;
- c. School counselors advocate for schools and students; and
- d. School counselors demonstrate high ethical standards.

The evaluator should score each element separately. The collective individual element scores will determine the overall score for the standard and the scores for the standards will determine the overall professional practices rating. The evaluator should begin with the left-hand column of the rubric and mark every professional practice that describes the performance of the School Counselor for the period for which he or she is being evaluated. The rating for each element is the highest rating for which all professional practices are marked and all professional below that level are marked. The School Counselor would be rated as “Proficient” on element a. of Standard 1. Even though at least one professional practice under each rating level was marked, “Proficient” is the highest rating for which all professional practices were marked and all professional practices below that rating were marked.

If the rater arrives at the “Not Demonstrated” column without marking any professional practices as being observable during formal and informal observations conducted throughout the year, the School Counselor is rated “Not Demonstrated” on that element and the evaluator is required to comment on the status of the School Counselor with respect to this element.

Scoring the Rubric

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.

a. School Counselors demonstrate leadership in the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ Collaborates with school staff to create a positive learning community.</p> <p>✓ Identifies data that aligns the school counseling program with the school improvement plan.</p> <p>✓ Chooses professional development activities that foster their own professional growth</p>	<p>... and</p> <p>✓ Analyses data from multiple sources to determine the impact of the school counseling program on students and the school.</p> <p>✓ Creates data driven goals and strategies that align with the school improvement plan.</p> <p>✓ Provides input in the selection of professional development for the school staff.</p> <p>✓ Participates in decision-making procedures critical to the success of students.</p>	<p>... and</p> <p>✓ Routinely reviews and modifies school counseling program based on data.</p> <p>□ Shares students and program outcome data with stakeholders and makes recommendations for program revisions.</p> <p>□ Makes recommendations for program revisions</p> <p>□ Mentors and supports colleagues on issues related to counseling students.</p> <p>□ Provides professional development within the school that addresses student needs.</p>	<p>... and</p> <p>✓ Leads the development of revisions to the school counseling program.</p> <p>□ Provides professional development at the district, state, or national level.</p>	

Example of How to Score the Rubric

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.

a. School Counselors demonstrate leadership in the school. School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p><input checked="" type="checkbox"/> Collaborates with school staff to create a positive learning community.</p> <p><input checked="" type="checkbox"/> Identifies data that aligns the school counseling program with the school improvement plan.</p> <p><input checked="" type="checkbox"/> Chooses professional development activities that foster their own professional growth</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Analyses data from multiple sources to determine the impact of the school counseling program on students and the school.</p> <p><input checked="" type="checkbox"/> Creates data driven goals and strategies that align with the school improvement plan.</p> <p><input checked="" type="checkbox"/> Provides input in the selection of professional development for the school staff</p> <p><input checked="" type="checkbox"/> Participates in decision-making procedures critical to the success of students.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Routinely reviews and modifies school counseling program based on data.</p> <p><input type="checkbox"/> Shares students and program outcome data with stakeholders and makes recommendations for program revisions.</p> <p><input type="checkbox"/> Makes recommendations for program revisions.</p> <p><input type="checkbox"/> Mentors and supports colleagues on issues related to counseling students.</p> <p><input type="checkbox"/> Provides professional development within the school that addresses student needs.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Leads the development of revisions to the school counseling program.</p> <p><input checked="" type="checkbox"/> Provides professional development at the district, state, or national level.</p>	

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b. School Counselors enhance the counseling profession. School counselors strive to improve the counseling profession by staying current in research and best practices. School counselors contribute to establishing a positive school climate. School counselors promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Contributes to positive working conditions. <input checked="" type="checkbox"/> Collaborates with colleagues to improve the profession.	... and <input checked="" type="checkbox"/> Promotes professional growth of individual school staff members on the application of best practices.	... and Strives to improve and enhance the profession within the school by: <ul style="list-style-type: none"> <input type="checkbox"/> Sharing best practices with colleagues. <input type="checkbox"/> Staying current on evidence-based literature on school counseling. <input type="checkbox"/> Helping to establish a positive school climate. 	... and Enhances the profession at the district/state and/or national level by : <ul style="list-style-type: none"> <input type="checkbox"/> Conducting presentations. <input type="checkbox"/> Writing articles. <input type="checkbox"/> Serving on boards, committees, or task forces. 	
c. School Counselors advocate for schools and students. School counselors advocate for positive change in policies and practices affecting student learning. School counselors promote awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. School counselors collaborate with staff in building relationships with students that have a positive impact on student achievement. School counselors participate in the implementation of initiatives to improve the education and development of all students. School counselors advocate for equitable, student-centered legislation, policy, and procedures.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Participates in the implementation of initiatives to improve educational outcomes for students.	... and <input checked="" type="checkbox"/> Promotes awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. Advocates for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adequate time for direct counseling services at the school level. <input checked="" type="checkbox"/> Equitable student-centered school procedures and practices that positively impact student learning <input checked="" type="checkbox"/> Collaborates with staff in building positive relationships with students. 	... and <input type="checkbox"/> Collects, analyzes, and communicates at the school level data that demonstrates the program's impact on students' education and development. <input checked="" type="checkbox"/> Participates in district initiatives that address diverse learning needs and improve education.	... and <input type="checkbox"/> Communicates at the district, state, and/or national level data that demonstrate the program's impact on students' education and development. <input checked="" type="checkbox"/> Advocates at the district, state and/or national level for equitable student-centered policies, procedures, and legislation that positively impact student learning.	

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<p>d. School Counselors demonstrate high ethical standards. School Counselors demonstrate ethical behaviors. School Counselors uphold the American School Counselor Association's Ethical Standards for School Counselors, revised June 26, 2004. (http://www.schoolcounselor.org/content.asp?contentid=173), the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.ncptsc.org).</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Understands the:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ASCA Ethical Standards for School Counselors. <input checked="" type="checkbox"/> Code of Ethics for NC Educators. <input checked="" type="checkbox"/> Standards for Professional Conduct. <input checked="" type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	<p>... and</p> <p>Demonstrates and upholds the:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ASCA Ethical Standards for School Counselors. <input checked="" type="checkbox"/> Code of Ethics for NC Educators. <input checked="" type="checkbox"/> Standards for Professional Conduct. <input checked="" type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	<p>...and</p> <p>Supports colleagues' understanding of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input checked="" type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	<p>... and</p> <p>Promotes at the district, state, and/or national level support and understanding of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position. 	
<p>Examples of Artifacts that may be used to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselor Administrator Annual Agreement <input type="checkbox"/> American School Counselor Association National Model action plans and results data <input type="checkbox"/> Professional development documentation <input type="checkbox"/> CEUs from the American School Counselor Association <input type="checkbox"/> Analysis of school and counseling program data <input type="checkbox"/> School improvement planning activities <input type="checkbox"/> Accountability process documentation <input type="checkbox"/> Individual growth plan <input type="checkbox"/> Professional learning community and other meeting documentation <input type="checkbox"/> Record of professional service, articles published, and other dissemination activities <input type="checkbox"/> Advisory council documentation <input type="checkbox"/> Additional certifications <input type="checkbox"/> American School Counselor Association Legal and Ethical Specialist 				
<p>Evaluator Comments: (Required for all "Not Evident" ratings and recommended for all others):</p>				
<p>Comments of Person Being Evaluated: (Optional)</p>				

Example of Marking the Summary Rating Form

Summary Rating Form for School Counselors	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard I: School counselors demonstrate leadership, advocacy, and collaboration.					
a. Demonstrates leadership in the school.			✓		
b. Enhances the counseling profession.			✓		
c. Advocates for schools and students.			✓		
d. Demonstrates high ethical standards.			✓		
Overall Rating for Standard I					
Standard II: School counselors promote a respectful environment for a diverse population of students.					
a. Fosters a school environment in which each student has a positive, nurturing relationship with caring adults.			✓		
b. Embraces diversity in the school community and in the world.				✓	
c. Treats students as individuals.			✓		
d. Recognizes students are diverse and adapts services accordingly.					
e. Works collaboratively with families and significant adults in the lives of students.					
Overall Rating for Standard II					
Standard III: School counselors understand and facilitate the implementation of a comprehensive school counseling program.					
a. Aligns their programs to support student success in the North Carolina Standard Course of Study.				✓	
b. Understands how their professional knowledge and skills support and enhance student success.			✓		
c. Recognizes the interconnectedness of a comprehensive school counseling program with academic content areas/disciplines.			✓		
d. Develops comprehensive school counseling programs that are relevant to students.				✓	
Overall Rating for Standard III					
Standard IV: School counselors promote learning for all students.					
a. Knows how students learn.				✓	
b. Plans their programs for the academic, career, and personal/social development of all students.			✓		
c. Uses a variety of delivery methods.			✓		
d. Helps students develop critical thinking and problem-solving skills.					
e. Uses and promotes effective listening and communication skills.					
Overall Rating for Standard IV					
Standard V: School counselors actively reflect on their practice.					
a. Analyzes the impact of the school counseling program.					✓
b. Links professional growth to the needs of their school and their program goals.					✓
Overall Rating for Standard V					

Glossary

For purposes of this evaluation process, the following terms are defined below:

Artifact—A product resulting from a school counselor’s work. Artifacts are natural by-products of a school counselor’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and school counselor disagree on the final rating. School counselors may use them as exemplars of their work. Examples of artifacts include these:

- a. **Daily Plans**—School counselor’s daily plans that demonstrate integration of 21st century skills and coverage of North Carolina’s Standard Course of Study.
- b. **Professional Development**—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
- c. **Student Achievement Data**—Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
- d. **Student Dropout Data**—Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports).
- e. **School Improvement Plan**—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. School counselors should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
- f. **School Improvement Team**—A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, school counselors, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.

Code of Ethics for North Carolina Educators—The standards of professional conduct required of educators. (see www.ncptsc.org). See Appendix B.

Code of Professional Practice and Conduct for North Carolina Educators—The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). See Appendix B.

Data—Factual information used as the basis for reasoning, discussion, or planning.

Evaluator—The person responsible for overseeing and completing the school counselor evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Evidence—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

Formal Evaluation Process—The process of evaluating a school counselor using the following essential components:

- a. **Training** – Before participating in the evaluation process, all school counselors, principals, and peer evaluators must complete training on the evaluation process.
- b. **Orientation**—Within two weeks of a school counselor’s first day of work in any school year, the principal will provide the school counselor with a copy of, or directions for, obtaining access to a copy

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of the following: a) Rubric for Evaluating North Carolina School Counselors, b) state board policy governing school counselor evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are added throughout the year.

- c. ***School Counselor Self-Assessment*** – Using the Rubric for Evaluating North Carolina School Counselors, the school counselor shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
- d. ***Pre-Observation Conference***—Before the first formal observation, the evaluator shall meet with the school counselor to discuss the school counselor’s self-assessment based on the Rubric for Evaluating North Carolina School counselors, the school counselor’s most recent professional growth plan, and the school counseling activity(ies) to be observed. The school counselor will provide the evaluator with a written description of the school counseling activity(ies). The goal of this conference is to prepare the evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.
- e. ***Observations:***
 - i. ***Formal Observation***—A formal observation shall last 45 minutes or an entire school counseling activity.
 - ii. ***Informal Observation***—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the school counselor’s activity(ies).
- f. ***Post-Observation Conference***—During the post-observation conference, the evaluator and school counselor shall discuss and document on the Rubric the strengths and weaknesses of the school counselor’s performance during the observed school counseling activity(ies).
- g. ***Summary Evaluation Conference and Summary Rating Form***—The conference between the evaluator and school counselor to discuss the school counselor’s self-assessment, the school counselor’s most recent Professional Development Plan, the components of the North Carolina School Counselor Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the school counselor’s performance on the Rubric. At the conclusion of the process, the evaluator shall complete the School Counselor Summary Rating Form.
- h. ***Professional Growth Plans*** – Every school counselor will use a Professional Growth Plan to identify goals and strategies to improve performance.

Performance Rating Scale—The following rating scale will be used for determining the final evaluation rating for North Carolina school counselors:

- a. ***Developing:*** School counselor demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- b. ***Proficient:*** School counselor demonstrated basic competence on standard(s) of performance.
- c. ***Accomplished:*** School counselor exceeded basic competence on standard(s) of performance most of the time.
- d. ***Distinguished:*** School counselor consistently and significantly exceeded basic competence on standard(s) of performance.
- e. ***Not Demonstrated:*** School counselor did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.)

Rubric for Evaluating North Carolina School Counselors – A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional School Counselor Standards:

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- a. **Performance Standard** – The distinct aspect of school counseling or realm of activities which form the basis for the evaluation of a school counselor.
- b. **Performance Elements** – The subcategories of performance embedded within the performance standard.
- c. **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance standard.

School Executives – Principals and assistant principals licensed to work in North Carolina.

Self-assessment – Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

School Counselor – A person who holds a valid North Carolina school counselor certificate and is employed to provide school counseling services in North Carolina’s public schools.

Training – State-approved and sponsored training on the school counselor rubric and evaluation process required of all school counselors and individuals responsible for their evaluation.

Twenty-first Century content: Global awareness, financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Twenty-first Century life skills:- School counselors incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility.

Appendices

- A. American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs forms and materials for use during evaluation
- B. North Carolina Professional School Counselor Standards Review Committee Members
- C. Codes of Ethics
- D. Forms

Appendix A - American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs

ASCA National Model: NC Framework for School Counseling
ASCA National Model: Executive Summary
NC School Counseling Program Assessment
NCSchool Data Profile Template
NC School Counseling Annual Agreement
NC School Counseling Core Curriculum Action Plan / NC Guidance Essential Standards
NC Guidance Essential Standard Lesson Plan Template for Guidance Essential Standards
NC School Counselor Curriculum Results Report
NC School Counselor Strategic Plan (Closing the Gap)
NC Closing the Gap Results Report
NC School Counseling Closing-the-Gap Action Plan
NC Core Curriculum Action Plan
NC Small Group Action Plan
NC Small Group Results Report
NC Use of Time Assessment



ASCA National Model: NC Framework for School Counseling



The ASCA National Model

A Framework For School Counseling Programs

Executive Summary

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors

should be partners in student achievement. Unfortunately, school counseling has lacked a consistent identity from state to state, district to district and even school to school. This has led to a misunderstanding of what school counseling is and what it can do for a school. As a result, school counseling programs are often viewed as ancillary programs instead of a crucial component to student achievement, and school counselors have not been used to their fullest.

The question has often been posed, "What do school counselors do?" The more important question is, "How are students different because of what school counselors do?"

To help answer this question, the American School Counselor Association (ASCA) created The ASCA National Model: A Framework for School Counseling Programs. By implementing a school counseling program based on the ASCA National Model[®], schools and school districts can:

- Establish the school counseling program as an integral component of the academic mission of the school.
- Ensure every student has equitable access to the school counseling program.
- Identify and deliver the knowledge and skills all students should acquire.
- Ensure that the school counseling program is comprehensive in design and is delivered systematically to all students.

The ASCA National Model supports the school's overall mission by promoting academic achievement, career planning and personal/social development. It serves as a framework to guide states, districts and individual schools in designing, developing, implementing and evaluating a comprehensive, developmental and systematic school counseling program.

The ASCA National Model consists of four interrelated components: foundation, delivery system, management systems and accountability. The first component, foundation, dictates how the program is managed and delivered, which in turn, leads to the accountability of the program. The information gathered through the accountability process should refine and revise the foundation. Infused throughout the program are the qualities of leadership, advocacy and collaboration, which lead to systemic change.

Historically, many school counselors spent much of their time responding to the needs of a small percentage of students, typically those who were high achievers or who were high risk. ASCA's National Model outlines a program allowing school counselors to direct services to every student.

As educators who are specially trained in childhood and adolescent development, school counselors can take a leadership role in effecting systemic change in a school. However, a successful school counseling program is a collaboration of parents, students, school counselors, administrators, teachers, student services personnel and support staff working together for the benefit of every student.

The ASCA National Model: A Framework for School Counseling Programs keeps the development of the total student at the forefront of the education movement and forms the needed bridge between counseling and education.



Foundation

Like any solid structure, a school counseling program is built on a strong foundation. Based on the school's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the school counseling program.

Beliefs and Philosophy – The philosophy is a set of principles guiding the program development, implementation and evaluation. All personnel involved in managing and implementing the program should reach consensus on each belief or guiding principal contained in the philosophy.

Mission – A mission statement describes the program's purpose and goals. A school counseling program mission statement aligns with and is a subset of the school and district's mission.



Delivery System

Based on the core beliefs, philosophies and missions identified in the foundation, the delivery system describes the activities, interactions and methods necessary to deliver the program.

Guidance Curriculum – The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities.

Individual Student Planning – School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

Responsive Services – Responsive services, which are the traditional duties of a school counselor, consist of

activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counseling, consultation, referral, peer mediation or information.

Systems Support – Like any organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.



Management System

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs. This is a relatively new concept for administrators and school counselors who traditionally have not viewed counselors as "managers."

Agreements – Management agreements ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be negotiated with and approved by designated administrators at the beginning of each school year.

Advisory Council – An advisory council is a group of people appointed to review counseling program results and to make recommendations. Students, parents, teachers, counselors, administration and community members should be represented on the council.

Use of Data – A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program

was developed from a careful analysis of students' needs, achievement and/or related data.

Action Plans – For every desired competency and result, there must be a plan outlining how the desired result will be achieved. Each plan contains:

- (1) competencies addressed
- (2) description of the activity
- (3) data driving the decision to address the competency
- (4) timeline in which activity is to be completed
- (5) who is responsible for delivery
- (6) means of evaluating student success
- (7) expected results for students

Use of Time – ASCA's National Model recommends that school counselors spend 80 percent of their time in direct service (contact) with students and provides a guide to school counselors and administrators for determining the amount of time their program should devote to each of the four components of the delivery system. Because resources are limited, school counselors' time should be protected; duties need to be limited to program delivery and direct counseling services, and non-counseling activities should be reassigned whenever possible.

Use of Calendars – Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop and publish master and weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation by stakeholders in the program.



Accountability

School counselors and administrators are increasingly challenged to demonstrate the effectiveness of the school counseling program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that link the program to student achievement.

Results Reports – Results reports, which include process, perception and

results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.

School Counselor Performance Standards – The school counselor's performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards should serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

Program Audit – The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

ASCA National Standards for Student Academic, Career and Personal/Social Development

ASCA's National Standards outline competencies that are the foundation for ASCA's National Model. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program.

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

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

Ordering Information

"The ASCA National Model: A Framework for School Counseling Programs" is \$29.95 for ASCA members or \$39.95 for nonmembers. Bulk pricing of \$22.50 is available for 10 copies or more. Order no. 9022. "The ASCA National Model Workbook" is \$24.95 for ASCA members or \$34.95 for nonmembers. Bulk pricing of \$17.50 is available for 10 copies or more. Order no. 9049.

Four easy ways to order:

Online: www.schoolcounselor.org

Phone: (800) 401-2404

Fax: (703) 661-1501

Mail: ASCA Publications,
P.O. Box 960, Herndon, VA 20172

- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

School Counselor Responsibilities

School counselors have many duties and responsibilities related to designing and implementing a comprehensive school counseling program. Therefore, programs should free school counselors to do what they do best and what only they can do. Most school counselors have a master's degree and have formal training in both mental health and



education. Although school counselors are team players who understand fair-share responsibilities within a school system, they cannot be fully effective when they are taken away from essential counseling tasks to perform noncounseling activities such as:

- **Master schedule duties** – In many schools, the function of building the school's master schedule is performed by a school counselor instead of an administrator, when this is clearly an administrative role. School counselors need to participate as consultants and experts in the process, but when they are required to carry the bulk of the responsibility in this area, their ability to provide school counseling services for students is diminished.
- **Testing coordinators** – In a world of increased high stakes testing, more and more school counselors are called upon to assist in the preparation for testing. The appropriate role for a school counselor is to interpret the results

of these tests and to analyze them in conjunction with multiple measures of student achievement.

- **Detention room coverage** – In the absence of a teacher or other certificated staff, school counselors often are called upon to cover detention rooms. Their more appropriate role is to assist in appropriate and systemic preventive measures that improve overall behavior and deter attendance in the detention room.
- **Discipline** – School counselors are not disciplinarians and do not possess the appropriate credentials for disciplining students. Their appropriate role is to provide counseling for students before and/or after discipline, to determine the causes of students' behavior leading to disciplinary action, to develop and deliver schoolwide curriculum for the deterrence of behaviors leading to disciplinary action and to collaborate on school leadership teams to create policies promoting appropriate behavior on campus.

- **Classroom coverage** – School counselors understand the need to assist when emergencies arise and classrooms need coverage. Problems arise when school counselors are regularly first in line to cover classes. This is an inappropriate use of counselors' time and skills.
- **Clerical responsibilities** – School counseling programs require clerical assistance to perform functions outside the school counselors' appropriate job description. Many districts employ guidance assistants to provide this service so school counselors can spend their time in direct service to students.

Although school counselors should be involved in many aspects of students' education, certain non-school-counseling tasks should be eliminated or reassigned, if possible, so school counselors can use their skills and knowledge to focus on students' needs. A fine line sometimes separates appropriate from inappropriate activities. Following are some examples.

Inappropriate (noncounseling) activities:

- Registering and scheduling all new students
- Administering cognitive, aptitude and achievement tests
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions
- Sending home students who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising study halls
- Clerical record keeping
- Assisting with duties in the principal's office
- Working with one student at a time in a therapeutic, clinical mode

Appropriate (counseling) responsibilities:

- Designing individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Counseling students with excessive tardiness or absenteeism
- Counseling students with disciplinary problems
- Counseling students about appropriate school dress
- Collaborating with teachers to present guidance curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for better study hall management
- Ensuring student records are maintained in accordance with state and federal regulations
- Assisting the school principal with identifying and resolving student issues, needs and problems
- Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons



NC School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
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			
Vision Statement			
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			
Mission Statement			
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			
Program Goals			
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			
ASCA Student Standards and Other Student Standards			
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, 21 st 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			

PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
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			
Annual Agreement			
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			
Advisory Council			
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			
Use of Data			
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)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
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			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			

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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			
DELIVERY			
CRITERIA	No	In Progress	Yes
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			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
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			
Program Results (Process, Perception and Outcome Data)			
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			
Evaluation and Improvement			
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			



NC School Data Profile Template

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

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

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White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						



NC School Counseling Annual Agreement

School Counselor _____ Year _____

School Counseling Program Mission Statement

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 – NC Standard Course of Study: Guidance Essential Standards	Provides developmental curriculum content in a systematic way to all students integrated across the school curriculum	
	_____ %	of time with individual student planning	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	80% or more
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.

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Professional Collaboration and Responsibilities Choose all that applies.

Group	Weekly/Monthly	Coordinator
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 _____



NC School Counseling Core Curriculum Action Plan / NC Guidance Essential Standards

Goal _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency & NC GES Strand/ Proficiency Level/Objective	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person



NC Guidance Essential Standard Lesson Plan Template

Modified from ASCA National Model – 3rd edition

School Counselor: _____ **Date:** _____

Activity: _____

Grade/Class: _____ **Curriculum Area/PLC:** _____

Alignment to support School Improvement Plan: _____

NC Guidance Essential Standards: (Strand/Proficiency Level(s)/ Clarifying Objective:

Learning Objectives:

1. _____
2. _____
3. _____

Materials: _____

Procedure(s): _____

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

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow Up: _____



NC School Counselor Curriculum Results Report

Goal _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency/ NC GES Strand/ Proficiency Level/ Objective	Curriculum and Materials	Start /End	Process Data (Number of students affected)	Perception Data (Surveys or assessments used)	Outcome Data (Achievement, attendance and/or behavior data)	Implications



NC School Counselor Strategic Plan (Closing the Gap)

School:	_____	Counselor:	_____
Activity Title:	_____	School Year:	_____
Goal:	_____		
Objective:	_____		
(measurable)	_____		
Target Group:	_____		

Domain:	<input type="checkbox"/>	Academic/Cognitive	<input type="checkbox"/>	Career	<input type="checkbox"/>	Socio/Emotional Development		
Delivery System:	<input type="checkbox"/>	Guidance Curriculum	<input type="checkbox"/>	Individual Student Planning	<input type="checkbox"/>	Responsive Services	<input type="checkbox"/>	System Support

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Strategies	Resources Needed (curriculum, materials, etc.)	Implementation Timeline with Monitoring Dates	Perception Data* (Pre and post competency attainment or student data)	Results Data (How did the student change as a result of the strategies used)	Implications (What does the data tell you?)

* Attach data, examples and other relevant documentation



NC Small Group Results Report

School Name _____ Year: _____
Group Name: _____
Goal: _____
Target Group: _____
Data to Identify Students: _____

School Counselor(s)	ASCA Domain, Standard and Student Competency / NC GES Strand/ Proficiency Level/Objective	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Number of students affected)	Perception Data (Data from surveys used)	Outcome Data (Achievement, attendance and/or behavior data collected)	Implications



NC CLOSING THE GAP RESULTS REPORT

School Name _____ Year: _____

Goal: _____

Target Group: _____

Data to Identify Students

School Counselor(s)	ASCA Domain, Standard and Student Competency/ NC GES Strand/ Proficiency Level/ Objective	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Number of students affected)	Perception Data (Data from surveys used)	Outcome Data (Achievement, attendance and/or behavior data collected)	Implications



NC School Counseling Closing-the-Gap Action Plan

Year:

Goal:

Target Group:

Data to Identify
Target Group:

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

Principal's Signature

Date

Prepared by



NC Core Curriculum Action Plan

Year:

Goal:

Lessons and Activities
Related to Goal:

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



NC Small Group Action Plan

Goal:

Year:

Lessons and
Activities Related to
Goal:

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

Principal's Signature

Date

Prepared by



NC Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum - NC Guidance Essential Standards	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:45 a.m.-Noon							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS							
% per topic							
% per category							

Appendix B: North Carolina Professional School Counselor Standards Review Committee Members

Kathy Boyd, Senior Staff Attorney – NC School Boards Association
Brenda Deese, LEA Director of Student Services – Robeson County Schools
Angel Dowden, AP/IB Program Coordinator and Former High School Counselor – NC Department of Public Instruction and Wake County Schools
Reneé Evans, Past President of NCSCA and Assistant Professor of Counselor Education – NC School Counselor Association and Appalachian State University
Cynthia Floyd, Executive Director of Student Support Services –Wilson County Schools
John Galassi, Professor and Coordinator of School Counseling – UNC Chapel Hill
Beverly Kellar, Deputy Superintendent – Gaston County Schools
Linda Kopec, Principal – Onslow County Schools
Leah McCallum, Elementary School Counselor and USC doctoral student – Scotland County Schools
Carolyn McKinney, Executive Director – NC Professional Teaching Standards Commission
Evan Myers, NCPAPA Past President and Principal – NC Principals and Assistant Principals Association and Davidson County Schools
Joe Parry-Hill, Personnel Analyst – North Carolina Department of Public Instruction
Pat Partin, Retired Professor of Psychology and Counseling – Gardner-Webb University
Marrius Pettiford, ASCA Southern Regional Vice President and Student Support Services Director – American School Counselor Association and Alamance-Burlington Schools
Barbara Potts, Middle School Counselor – Guilford County Schools
Kenneth Simington, Director of Student Services –Winston-Salem/Forsyth County Schools
Larry Simmons, Section Chief, School Personnel Support – North Carolina Department of Public Instruction
Teresa A. Smith, K-12 Student Support Services Consultant – North Carolina Department of Public Instruction
Eric Sparks, ASCA President and Director of School Counseling – American School Counselor Association and Wake County Schools
Audrey Thomasson, Middle School Counselor –Wake County Public Schools
Jose Villalba, Assistant Professor of Counselor Education – UNC Greensboro
Florence Weaver, Professor of Counselor Education – East Carolina University
Edward Wierzalis, President NCSCA and Coordinator of School Counseling and Clinical Placement – NC School Counselor Association and UNC Charlotte

Appendix C

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

American School Counselor Association – Ethical Standards for School Counselors

Comprehensive School Counseling – Standard Course of Study K-12

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

- A. Protects students from conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students’ demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - a. Statement of professional qualifications;
 - b. Application or recommendation for professional employment, promotion, or licensure;
 - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - d. Representation of completion of college or staff development credit;
 - e. Evaluation or grading of students or personnel;
 - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

- h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- 4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- 5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. Any use of language that is considered profane, vulgar, or demeaning;
 - b. Any sexual act;
 - c. Any solicitation of a sexual act, whether written, verbal, or physical;
 - d. Any act of child abuse, as defined by law;
 - e. Any act of sexual harassment, as defined by law; and
 - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- 6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- 7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- 8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- 9. Alcohol or controlled substance abuse. The educator shall not:
 - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
 - d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

**American School Counselor Association
Ethical Standards for School Counselors**

(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 counseling activity(ies), 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 the 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.
- i. 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 cyberbullying 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, linguisticism, 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:

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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:
 - a. State school counselor association
 - b. American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
 - a. Educating and consulting with the membership regarding ethical standards
 - b. Periodically reviewing and recommending changes in code
 - c. Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
 - d. 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*

Downloaded from <http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>
on April 15, 2012.

Appendix D - Forms

Rubric for Evaluating North Carolina's School Counselors

School Counselor Summary Rating Form

School Counselor Summary Rating Sheet

Professional Development Plan

Record of School Counselor Evaluation Activities

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Rubric for Evaluating North Carolina’s School Counselors

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration. Professional school counselors demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. School counselors manage a comprehensive school counseling program that supports academic, career, and personal/social development for all students. School counselors advocate for equity for all students and staff members regardless of learning style, cultural background, or individual learning needs. School counselors improve the counseling profession by demonstrating high ethical standards and by following the codes of ethics set out for them.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
a. School Counselors demonstrate leadership in the school. School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.				
<input type="checkbox"/> Collaborates with school staff to create a positive learning community. <input type="checkbox"/> Identifies data that aligns the school counseling program with the school improvement plan. <input type="checkbox"/> Chooses professional development activities that foster their own professional growth.	... and <input type="checkbox"/> Analyzes data from multiple sources to determine the impact of the school counseling program on students and the school. <input type="checkbox"/> Creates data driven goals and strategies that align with the school improvement plan. <input type="checkbox"/> Provides input in the selection of professional development for the school staff. <input type="checkbox"/> Participates in decision making procedures critical to the success of students.	... and <input type="checkbox"/> Routinely reviews and modifies school counseling program with the administrator. <input type="checkbox"/> Shares student and program outcome data with stakeholders. <input type="checkbox"/> Makes recommendations for program revisions. <input type="checkbox"/> Mentors and supports colleagues on issues related to counseling students. <input type="checkbox"/> Provides professional development within the school that addresses student needs.	... and <input type="checkbox"/> Leads the development of revisions to the school counseling program. <input type="checkbox"/> Provides professional development at the district, state, or national level.	

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Counselors enhance the counseling profession. School counselors strive to improve the counseling profession by staying current in research and best practices. School counselors contribute to establishing a positive school climate. School counselors promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
<input type="checkbox"/> Contributes to positive working conditions. <input type="checkbox"/> Collaborates with colleagues to improve the profession.	... and <input type="checkbox"/> Promotes professional growth of individual school staff members on the application of best practices.	... and Strives to improve and enhance the profession within the school by <input type="checkbox"/> Sharing best practices with colleagues. <input type="checkbox"/> Staying current on evidence-based literature on school counseling. <input type="checkbox"/> Helping to establish a positive school climate.	... and Enhances the profession at the district/state and/or national level by <input type="checkbox"/> Conducting presentations <input type="checkbox"/> Writing articles <input type="checkbox"/> Serving on boards, committees, or task forces.	
c. School Counselors advocate for schools and students. School counselors advocate for positive change in policies and practices affecting student learning. School counselors promote awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. School counselors collaborate with staff in building relationships with students that have a positive impact on student achievement. School counselors participate in the implementation of initiatives to improve the education and development of all students. School counselors advocate for equitable, student-centered legislation, policy, and procedures.				
<input type="checkbox"/> Participates in the implementation of initiatives to improve educational outcomes for students.	... and <input type="checkbox"/> Promotes awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs Advocates for: <input type="checkbox"/> Adequate time for direct and indirect counseling services at the school level. <input type="checkbox"/> Equitable student-centered school procedures and practices that positively impact student learning.	... and <input type="checkbox"/> Collects, analyzes, and communicates at the school level data that demonstrate the program's impact on students' education and development. <input type="checkbox"/> Participates in district initiatives that address diverse learning needs and improve education.	... and <input type="checkbox"/> Communicates at the district, state, and/or national level data that demonstrate the program's impact on students' education and development. <input type="checkbox"/> Advocates at the district, state and/or national level for equitable student-centered policies, procedures, and legislation that positively impact student learning.	

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
d. School Counselors demonstrate high ethical standards. School Counselors demonstrate ethical behaviors. School Counselors uphold the American School Counselor Association's Ethical Standards for School Counselors, revised June 2010. (http://www.schoolcounselor.org/files/EthicalStandards2010.pdf), the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
Understands the: <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position.	... and Demonstrates and upholds the <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position.	... and Supports colleagues' understanding of: <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position.	... and Promotes at the district, state, and/or national level support for and understanding of: <input type="checkbox"/> ASCA Ethical Standards for School Counselors. <input type="checkbox"/> Code of Ethics for NC Educators. <input type="checkbox"/> Standards for Professional Conduct. <input type="checkbox"/> Laws, policies, and procedures applicable to the school counselor position.	
Examples of Artifacts that may be used to support ratings:				
<input type="checkbox"/> Counselor Administrator Annual Agreement				
<input type="checkbox"/> American School Counselor Association National Model Action Plans and Results Data				
<input type="checkbox"/> Professional development documentation				
<input type="checkbox"/> CEUs from the American School Counselor Association				
<input type="checkbox"/> Analysis of school and counseling program data				
<input type="checkbox"/> School improvement planning activities				
<input type="checkbox"/> Accountability process documentation				
<input type="checkbox"/> Individual growth plan				
<input type="checkbox"/> Professional learning community and other meeting documentation				
<input type="checkbox"/> Record of professional service, articles published, and other dissemination activities				
<input type="checkbox"/> Advisory Council documentation				
<input type="checkbox"/> Additional certifications				
<input type="checkbox"/> American School Counselor Association Legal and Ethical Specialist				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments:				
Comments of Person Being Evaluated (Optional):				

Standard 2: School counselors promote a respectful environment for a diverse population of students. Professional school counselors establish 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. Knowing that students have many different needs, school counselors work to identify those needs and adapt their services to meet them. School counselors recognize the fact that many adults share responsibility for educating students and collaborate with them to facilitate student academic success.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults. School counselors create an environment that is inviting, respectful, supportive, inclusive, and flexible. School counselors model and teach behaviors that lead to positive and nurturing relationships through developmentally-appropriate and prevention-oriented activities.				
<input type="checkbox"/> Encourages an environment that is inviting, respectful, supportive, inclusive and flexible.	... and <input type="checkbox"/> Creates an environment that is inviting, respectful, supportive, inclusive, and flexible. <input type="checkbox"/> Models and teaches stakeholders behaviors that lead to positive and nurturing relationships.	... and <input type="checkbox"/> Contributes to the development of curricula to teach behaviors that lead to positive and nurturing relationships.	... and <input type="checkbox"/> Broadly disseminates curricula that lead to positive and nurturing relationships.	
b. School Counselors embrace diversity in the school community and in the world. School counselors demonstrate knowledge of the history of diverse cultures and their role in shaping global issues. School counselors collaborate with teachers to ensure that the presentation of the <i>North Carolina Standard Course of Study</i> is relevant to a diverse student population. School counselors actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of diverse cultures. School counselors recognize the influence of culture on a child's development and personality. School counselors help others understand how a student's culture, language, and background may influence school performance and consider these influences in the programs and services they provide.				
<input type="checkbox"/> Recognizes the influences of culture, demographics and socio-economic status on a student's development and engagement. <input type="checkbox"/> Articulates knowledge of diverse cultures and its role in shaping global issues.	... and <input type="checkbox"/> Collaborates with teachers to ensure that the presentation of the <i>North Carolina Standard Course of Study</i> is relevant to a diverse student population. <input type="checkbox"/> Selects and/or develops materials and activities that counteract stereotypes and incorporate histories and contributions of diverse cultures.	... and <input type="checkbox"/> Incorporates different points of view in the school counseling program and services to students. <input type="checkbox"/> Delivers programs and activities based on student needs, including individual and group differences.	... and <input type="checkbox"/> Provides professional development on strategies to address individual and group differences in curricula. <input type="checkbox"/> Promotes global awareness and its relevance to the development of the whole child.	

Standard 2: School counselors promote a respectful environment for a diverse population of students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School Counselors treat students as individuals. School counselors maintain high expectations, including graduation from high school, for students of all backgrounds. School counselors appreciate the differences and value the contributions of each student in the learning environment.				
<input type="checkbox"/> Understand the need for students to set academic, personal/social and career goals. <input type="checkbox"/> Values the differences and contributions of each student.	... and Maintains and communicates high expectations for all students including: <input type="checkbox"/> Academic rigor. <input type="checkbox"/> Achievement of <i>NC Standard Course of Study</i> . <input type="checkbox"/> Progress toward high school graduation. <input type="checkbox"/> College and career readiness.	... and <input type="checkbox"/> Helps students develop academic, personal/social and career goals.	... and <input type="checkbox"/> Collaborates with other stakeholders to assist students in achieving academic, personal/social and career goals.	
d. School Counselors recognize students are diverse and adapt their services accordingly. School counselors recognize that all students have different needs and collaborate with school and community personnel to help meet their needs. School counselors identify these needs using data, referrals, observation, and other sources of information. School counselors collaborate with others to create a customized plan of action that provides follow-up services to meet students' varied needs.				
<input type="checkbox"/> Collaboratively identifies and prioritizes student needs based on data, referrals, observations, and other sources of information.	... and <input type="checkbox"/> Provides appropriate services to meet individual student, small group, and classroom needs.	... and <input type="checkbox"/> Collaborates with others to create a customized plan of action that guides follow-up services to meet students' varied needs.	... and <input type="checkbox"/> Adapts services based on the academic, personal/social, and career needs of students. <input type="checkbox"/> Adapts services to address the customized plan of action.	
e. School Counselors work collaboratively with the families and significant adults in the lives of students. 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 to overcome barriers that may stand in the way of effective family and community involvement in the education of students.				
<input type="checkbox"/> Communicates effectively with all stakeholder groups regardless of barriers.	... and <input type="checkbox"/> Promotes and builds trust, understanding, and partnerships with stakeholder groups. <input type="checkbox"/> Encourages student and family involvement. <input type="checkbox"/> Maintains appropriate resources to improve relationships among home, school, and community.	... and <input type="checkbox"/> Develops and utilizes community partnerships and resources. <input type="checkbox"/> Seeks solutions to overcome barriers that stand in the way of effective family and community involvement.	... and <input type="checkbox"/> Promotes and builds trust, understanding and partnerships among district, state, and/or national stakeholder groups.	

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Examples of Artifacts that may be used to support ratings:

- | |
|--|
| <input type="checkbox"/> Meeting documentation |
| <input type="checkbox"/> Parent contact logs |
| <input type="checkbox"/> School improvement Plan implementation documentation |
| <input type="checkbox"/> Curriculum and materials utilized |
| <input type="checkbox"/> Curriculum Action Plan |
| <input type="checkbox"/> Data collection and analysis activities |
| <input type="checkbox"/> Formal and informal mentoring |
| <input type="checkbox"/> Sign-in sheets for parent activities |
| <input type="checkbox"/> Stakeholder surveys |
| <input type="checkbox"/> Student records (e.g., attendance report cards, referrals, customized plan of action) |
| <input type="checkbox"/> Records of multilingual communications |
| <input type="checkbox"/> Professional development documentation |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Evaluator Comments:

Comments of Person Being Evaluated (Optional):

Standard 3: school counselors understand and facilitate the implementation of a comprehensive school counseling program. Professional school counselors align their programs with state and national best practices to ensure that their role fits into the school program. A comprehensive school counseling program meets the academic, career, and social/emotional developmental needs of students through the implementation of programming including individual counseling, classroom presentation, academic advising, career development services, consultation, parent education and other responsive services. School counselors deliver a comprehensive school counseling program for all students and provide developmentally-appropriate services and activities based on student needs. A school counselor must engage in leadership, advocacy, and collaboration with all school personnel for the successful implementation of a comprehensive school counseling program. School counselors understand how students learn and help all students develop in the areas of academic, career, and personal social success. School counselors align their services with the *North Carolina Standard Course of Study* to meet the needs of students.

Developing	Proficient	Accomplished	Distinguished	Not Evident
a. School Counselors align their programs to support student success in the North Carolina Standard Course of Study. In order to support the <i>North Carolina Standard Course of Study</i> , school counselors align content standards and implement program models developed by professional organizations in school counseling. School counselors support equity and access to rigorous and relevant curricula for all students. School counselors develop and apply strategies to enhance student success.				
<input type="checkbox"/> Understands the importance of aligning evidence-based school counseling programs with the <i>North Carolina Standard Course of Study</i> .	<p>... and</p> <input type="checkbox"/> Implements an evidence-based school counseling program aligned with the <i>North Carolina Standard Course of Study</i> . <p>Uses evidence-based research and other data to:</p> <input type="checkbox"/> Advocate for equitable access for all students to rigorous curricula.	<p>... and</p> <input type="checkbox"/> Implements and/or assists school staff in implementing instructional and other strategies to assist students in making connections between their personal interests and needs and the curriculum.	<p>... and</p> <input type="checkbox"/> Leads professional development in strategies to assist students in making connections between their personal interests and needs and the curriculum.	
	<input type="checkbox"/> Adapt the school counseling program in order to promote equitable access to rigorous curricula.		<input type="checkbox"/> Communicates effective practices beyond the school level.	
	<input type="checkbox"/> Develops strategies to assist students in making connections between their personal interests and needs and the curriculum.			

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Counselors understand how their professional knowledge and skills support and enhance student success. School counselors bring richness and depth of understanding to their school through their knowledge of theories and research about human development, student learning, and academic success. School counselors apply this knowledge as they address the academic, career, and personal/social development of all students.				
<input type="checkbox"/> Understands the connections between theories and evidence-based research about human development, student learning, and student success (academic, career, and personal/social development).	... and <input type="checkbox"/> Applies theories and research about human development and student learning in counseling programs and services designed to enhance student success.	... and <input type="checkbox"/> Collaborates in the development of innovative approaches based on evidence-based research theories about human development, student learning, and student success.	... and <input type="checkbox"/> Leads professional development on connections between theories and research about human development and student success. <input type="checkbox"/> Communicates beyond the school level innovative practices that show promise of improving student success.	
c. School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines. School counselors understand how the comprehensive school counseling program relates to other disciplines. School counselors support the mission and goals of the school and district by providing technical assistance to all curricula areas as they align components of the <i>North Carolina Standard Course of Study</i> to their content areas/disciplines. School counselors support teachers and other specialists' use of the <i>North Carolina Standard Course of Study</i> to develop and enhance students' twenty-first century skills and promote global awareness.				
<input type="checkbox"/> Understands how the school counseling program relates to other content areas/disciplines.	... and <input type="checkbox"/> Collaborates with school staff to help them understand how the <i>North Carolina Guidance Essential Standards</i> are related to their content areas/disciplines.	... and <input type="checkbox"/> Provides assistance to school staff as they integrate the <i>North Carolina Guidance Essential Standards</i> into their content areas/disciplines.	... and <input type="checkbox"/> Shares outcome results of the integration of the <i>North Carolina Guidance Essential Standards</i> and/or the American School Counselor Association National Model to develop and enhance students' 21 st Century skills.	

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
d. School Counselors develop comprehensive school counseling programs that are relevant to students. School counselors use data to develop comprehensive programs that meet student needs. School counselors deliberately, strategically, and broadly incorporate into their programs the life skills that students need to be successful in the twenty-first century. These skills span the academic, personal/social, and career domains and include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.				
<input type="checkbox"/> Understands the need for a comprehensive school counseling program to be relevant to students. <input type="checkbox"/> Accesses data regarding the effectiveness of the school counseling program.	... and <input type="checkbox"/> Develops a comprehensive school counseling program based on data to meet student needs, skills, and interests.	... and <input type="checkbox"/> Builds on student needs, skills, and interests to incorporate 21 st Century skills and content into the school counseling program.	... and <input type="checkbox"/> Shares strategies that show promise for incorporating 21 st Century skills and content into the school counseling program.	
Examples of Artifacts that may be used to support ratings:				
<input type="checkbox"/> School counseling program calendars				
<input type="checkbox"/> Curriculum action plans				
<input type="checkbox"/> Needs assessments				
<input type="checkbox"/> Teacher lesson plans				
<input type="checkbox"/> Professional learning community documentation				
<input type="checkbox"/> Closing the Gap Action Plans				
<input type="checkbox"/> Accountability/Results Reports				
<input type="checkbox"/> Stakeholder surveys				
<input type="checkbox"/> Pre- and Post-tests				
<input type="checkbox"/> Professional development documentation				
<input type="checkbox"/> Meeting minutes				
<input type="checkbox"/> Resource checklists				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments:				
Comments of Person Being Evaluated (Optional):				

Standard 4: School counselors promote learning for all students. Professional school counselors are knowledgeable of the ways in which learning takes place and understand the significance of academic, career, and personal/social development of all students. School counselors work to eliminate barriers that students may experience. School counselors use data to plan programs that help students develop their academic and career-related skills as well as their abilities to relate cooperatively and effectively with other people. School counselors use a variety of methods to implement programs that will help raise achievement and close gaps. School counselors help students think through their problems and find solutions. School counselors listen and communicate well, and they model those behaviors for others around them

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. School Counselors know how students learn. School counselors understand the teaching and learning process. School counselors know the influences that affect individual student learning, such as human development, culture, and language proficiency. School counselors are aware of barriers that impact student learning and assist in overcoming them. School counselors provide resources to staff to enhance student strengths and address student weaknesses.				
<input type="checkbox"/> Understands the influences that affect individual student learning.	... and <input type="checkbox"/> Addresses the achievement gap by assessing student strengths and needs. <input type="checkbox"/> Provides resources to staff to enhance student strengths and address student needs.	... and <input type="checkbox"/> Seeks strategies to mitigate barriers to student learning.	... and <input type="checkbox"/> Mitigates barriers to student learning.	
b. School Counselors plan their programs for the academic, career, and personal/social development of all students. School counselors use academic, behavior, and attendance data to plan appropriate programs for students. School counselors discuss the comprehensive school counseling program with school administrators and communicate the goals of the program to stakeholders. School counselors consult and collaborate with colleagues, parents/guardians, and other stakeholders to ensure that students' needs are addressed. School counselors make their programs responsive to cultural diversity and student needs.				
<input type="checkbox"/> Understands the need for a comprehensive school counseling program that addresses the needs of all students including underserved, underperforming and under-represented populations. <input type="checkbox"/> Understands how significant adults in the lives of students impact student success.	... and <input type="checkbox"/> Plans appropriate programs using academic, behavior, and attendance data including student diversity. <input type="checkbox"/> Implements strategies designed to help significant adults advocate for their students.	... and <input type="checkbox"/> Collaborates and consults with stakeholder groups to create program plans that support students' academic, career, and personal/social development. <input type="checkbox"/> Promotes the effectiveness of the comprehensive school counseling program to stakeholder groups. <input type="checkbox"/> Assists significant adults in advocating for students.	... and <input type="checkbox"/> Presents results data at the district, state and/or national levels that demonstrate the impact of the school counseling program on students' academic, career, and personal/social development.	

Standard 4: School counselors promote learning for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School Counselors use a variety of delivery methods. School counselors utilize the Guidance Curriculum, Individual Student Planning, and Preventive and Responsive Services in meeting the needs of students as they strive to raise achievement and close gaps. School counselors spend the majority of their time in these direct services, allocating time based on the developmental needs of their students. School counselors are responsive to individual student needs and differences in learning styles and culture in the programs and activities they provide. School counselors employ technology as appropriate to enhance delivery of their programs.				
<input type="checkbox"/> Assists students, individually and/or in groups, with developing academic, personal/social, and career goals. <input type="checkbox"/> Develops a plan for the effective use of time based on program priorities, student needs, raising achievement, and closing gaps.	... and <input type="checkbox"/> Provides a wide range of evidence-based developmentally appropriate prevention, intervention, and responsive services. <input type="checkbox"/> Implements a plan for the effective use of time based on program priorities, student needs, raising achievement, and closing gaps. <input type="checkbox"/> Employs appropriate and available technology to enhance service delivery.	... and Monitors plan implementation to assure: <input type="checkbox"/> The majority of time is spent in providing direct and indirect student services. <input type="checkbox"/> Services provided are based on program priorities, student needs, raising achievement, and closing gaps. <input type="checkbox"/> Adapts program plans and activities based on results of monitoring activities.	... and <input type="checkbox"/> Shares results of monitoring activities.	

Standard 4: School counselors promote learning for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
d. School Counselors help students develop critical thinking and problem-solving skills. School counselors assist all students with developing academic, career, and personal/social skills. School counselors help students utilize sound reasoning, understand connections, and make complex choices. School counselors help students learn problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence, and evaluating consequences. School counselors encourage students to use these skills to make healthy and responsible choices in their everyday lives.				
<input type="checkbox"/> Helps students learn problem-solving techniques that incorporate critical thinking and other 21 st Century Skills.	... and <input type="checkbox"/> Assists students in using problem solving, critical thinking and other 21 st Century skills to make healthy and responsible choices.	... and <input type="checkbox"/> Addresses issues that interfere with the students' ability to problem solve, think critically, and use other 21 st Century skills.	... and <input type="checkbox"/> Shares outcome and results data indicating students' acquisition of critical thinking, problem-solving, and other 21 st Century skills.	
e. School Counselors use and promote effective listening and communication skills. School counselors listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. School counselors use a variety of methods to communicate effectively in support of the academic, career, and personal/social development of all students. School counselors assist students in developing effective listening and communication skills in order to enhance academic success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible twenty-first century citizens.				
<input type="checkbox"/> Listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. <input type="checkbox"/> Understands the importance of students developing effective communication skills.	... and <input type="checkbox"/> Uses a variety of methods to assist students in developing effective communication skills. <input type="checkbox"/> Models effective communication skills.	... and <input type="checkbox"/> Assists students in determining the most appropriate communication strategies to use in a variety of situations. <input type="checkbox"/> Promotes the development of effective communication skills throughout the school community.	... and <input type="checkbox"/> Shares effective communication techniques at the district, state, and/or national level.	

DRAFT – December 2012 – for use in 2012-13 validation study only

Examples of Artifacts that may be used to support ratings:

- ☐ Action Plans
- ☐ Advisory Council meeting documentation
- ☐ Annual agreement between administrator and counselor
- ☐ Counselor webpage
- ☐ Resource checklist
- ☐ Training documentation
- ☐ Observation results
- ☐ Stakeholder surveys
- ☐ Approved program goals
- ☐ Calendars
- ☐ Time and task analysis
- ☐ Scope of work indicators

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Evaluator Comments:

Comments of Person Being Evaluated (Optional):

STANDARD 5: SCHOOL COUNSELORS ACTIVELY REFLECT ON THEIR PRACTICE. Professional school counselors demonstrate accountability for managing and delivering a comprehensive school counseling program. School counselors analyze formal and informal data to evaluate their programs in a deliberate on-going manner. School counselors participate in professional development opportunities that support the school and district’s mission as well as the comprehensive counseling program. School counselors recognize that change is constant and use best practices to continually improve their programs.

Developing	Proficient	Accomplished	Distinguished	Not Evident
a. School Counselors analyze the impact of the school counseling program. School counselors think systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. School counselors analyze student achievement, behavior, and school climate data, as well as feedback from students, parents, and other stakeholders to continually develop their program. School counselors evaluate the effectiveness of their program based on these data.				
<input type="checkbox"/> Thinks systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development.	... and <input type="checkbox"/> Develops and maintains a written plan of data driven goals and strategies for effective delivery of the school counseling program.	... and <input type="checkbox"/> Seeks feedback from stakeholder groups on the effectiveness of service delivery and needed changes. <input type="checkbox"/> Determines the effectiveness of service delivery based on data. <input type="checkbox"/> Uses results to improve and enhance the school counseling program.	... and <input type="checkbox"/> Collaborates with stakeholder groups to implement necessary changes.	

b. School Counselors link professional growth to the needs of their school and their program goals. School counselors participate in continued, high quality professional development that reflects a global view of educational practices; includes twenty-first century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
<input type="checkbox"/> Participates in high quality professional development specific to school counseling. <input type="checkbox"/> Understands the need to align professional growth activities with the North Carolina Professional School Counseling Standards and the American School Counselor Association National Model.	... and Participates in high quality professional development that: <input type="checkbox"/> Is based on needs identified by school data. <input type="checkbox"/> Reflects 21 st Century skills and knowledge. <input type="checkbox"/> Addresses individual professional growth goals. <input type="checkbox"/> Aligns with State Board of Education priorities and school and district goals.	... and <input type="checkbox"/> Applies new knowledge and skills gained through professional development activities.	... and <input type="checkbox"/> Develops focused and rigorous professional development activities. <input type="checkbox"/> Leads focused and rigorous professional development at the district, state, and/or national level.	
c. School Counselors function effectively in a complex dynamic environment. Understanding that change is constant, school counselors actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the school counseling profession. School counselors collaborate with students, staff, parents, and other stakeholders to implement these ideas.				
Actively investigates and considers new ideas that improve : <input type="checkbox"/> Student academic, career, and personal/social development. <input type="checkbox"/> The school counseling profession. <input type="checkbox"/> Understands the need to engage in active reflection about practice (e.g., written journals, professional learning communities, discussions with colleagues and mentors).	... and <input type="checkbox"/> Actively investigates and considers new ideas that improve the school counseling profession. <input type="checkbox"/> Collaborates with students, staff, parents, and other stakeholders to implement improvements to student academic, career, and personal/social development. <input type="checkbox"/> Engages in active reflection about practice. <input type="checkbox"/> Adapts professional practice based on current evidence-based research findings and other data to best meet stakeholder needs.	... and <input type="checkbox"/> Monitors the impact of adaptations to professional practice on student academic, career, and personal/social development.	... and <input type="checkbox"/> Shares results of monitoring activities. <input type="checkbox"/> Leverages resources to integrate monitoring findings into ongoing practices. <input type="checkbox"/> Contributes to enhancement of the school counseling profession.	

Examples of Artifacts that may be used to support ratings:

- ☐ Student achievement data
- ☐ Records of student behavior
- ☐ School climate data
- ☐ Student feedback
- ☐ Parent feedback
- ☐ Stakeholder feedback
- ☐ Self-assessment
- ☐ Documentation of continuing education
- ☐ Feedback from students, parents/significant adults, colleagues and other stakeholders
- ☐ Program assessment
- ☐ Resource checklist
- ☐ Documentation of active reflection
- ☐ Accountability/Results Report
- ☐
- ☐
- ☐
- ☐

Evaluator Comments:

Comments of Person Being Evaluated (Optional):

Rubric Signature Page

School Counselor Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: ____ YES ____ NO

Principal/Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

Note: The school counselor's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the school counselor has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Counselor Evaluation Process.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.					
Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors demonstrate leadership in the school.					
b. School counselors enhance the counseling profession.					
c. School counselors advocate for schools and students.					
d. School counselors demonstrate high ethical standards.					
Overall Rating for Standard 1					
Comments: Recommended actions for improvement: Resources needed to complete these actions:		Evidence or documentation to support rating: <ul style="list-style-type: none"> <input type="checkbox"/> Counselor Administrator Annual Agreement <input type="checkbox"/> American School Counselor Association National Model Action Plans and Results Data <input type="checkbox"/> Professional Development Documentation <input type="checkbox"/> CEUs from the American School Counselor Association <input type="checkbox"/> Analysis of School and Counseling Program Data <input type="checkbox"/> School Improvement Planning Activities <input type="checkbox"/> Accountability Process Documentation <input type="checkbox"/> Individual Growth Plan <input type="checkbox"/> Professional Learning Community and Other Meeting Documentation <input type="checkbox"/> Record of Professional Service, Articles Published, and Other Dissemination Activities <input type="checkbox"/> Advisory Council Documentation <input type="checkbox"/> Additional Certifications <input type="checkbox"/> American School Counselor Association Legal and Ethical Specialist 			

Standard 2: School counselors promote a respectful environment for a diverse population of students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors foster an environment in which each student has a positive, nurturing relationship with caring adults.					
b. School counselors embrace diversity in the school community and in the world.					
c. School counselors treat students as individuals.					
d. School counselors recognize students are diverse and adapt their services accordingly.					
e. School counselors work collaboratively with families and significant adults in the lives of students.					
Overall Rating for Standard 2					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting Documentation <input type="checkbox"/> Parent Contact Logs <input type="checkbox"/> School Improvement Plan Implementation <input type="checkbox"/> Documentation <input type="checkbox"/> Curriculum and Materials Utilized <input type="checkbox"/> Curriculum Action Plan <input type="checkbox"/> Data Collection and Analysis Activities <input type="checkbox"/> Formal and Informal Mentoring <input type="checkbox"/> Sign-In Sheets for Parent Activities <input type="checkbox"/> Stakeholder Surveys <input type="checkbox"/> Student Records (e.g., Attendance, Report <input type="checkbox"/> Cards, Referrals, Customized Plan of Action) <input type="checkbox"/> Records of Multilingual Communications <input type="checkbox"/> Professional Development Documentation
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Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.

Comprehensive School Counseling Program		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Elements						
a. School counselors align their programs to support student success in the North Carolina Standard Course of Study.						
b. School counselors understand how their professional knowledge and skills support and enhance student success.						
c. School counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.						
d. School counselors develop comprehensive school counseling programs that are relevant to students.						
Overall Rating for Standard 3						
Comments: Recommended actions for improvement: Resources needed to complete these actions:		Evidence or documentation to support rating: <input type="checkbox"/> School Counseling Program Calendars <input type="checkbox"/> Curriculum Action Plans <input type="checkbox"/> Needs Assessments <input type="checkbox"/> Plans for Classroom Counseling Activity(ies) <input type="checkbox"/> Professional Learning Community Documentation <input type="checkbox"/> Closing the Gap Action Plans <input type="checkbox"/> Accountability/Results Reports <input type="checkbox"/> Stakeholder Surveys <input type="checkbox"/> Pre- and Post-Tests <input type="checkbox"/> Professional Development Documentation <input type="checkbox"/> Meeting Minutes <input type="checkbox"/> Resource Checklists				

Standard 4: School counselors promote learning for all students.

Standard 4: School counselors promote learning for all students.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Elements						
a. School counselors know how students learn.						
b. School counselors plan their programs for the academic, career, and personal/social development of all students.						
c. School counselors use a variety of delivery methods.						
d. School counselors help students develop critical thinking and problem-solving skills.						
e. School counselors use and promote effective listening and communication skills.						
Overall Rating for Standard 4						
Comments: Recommended actions for improvement: Resources needed to complete these actions:		Evidence or documentation to support rating: <ul style="list-style-type: none"> <input type="checkbox"/> Action Plans <input type="checkbox"/> Advisory Council Meeting Documentation <input type="checkbox"/> Annual Agreement between Administrator and Counselor <input type="checkbox"/> Counselor Webpage <input type="checkbox"/> Plans for Classroom Counseling Activity(ies) <input type="checkbox"/> Resource Checklist <input type="checkbox"/> Training Documentation <input type="checkbox"/> Observation Results <input type="checkbox"/> Stakeholder Surveys <input type="checkbox"/> Approved Program Goals <input type="checkbox"/> Calendars <input type="checkbox"/> Time and Task Analysis <input type="checkbox"/> Scope of Work Indicators <input type="checkbox"/> 				

Standard 5: School counselors actively reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors analyze the impact of the school counseling program.					
b. School counselors link professional growth to the needs of their school and their program goals.					
c. School counselors function effectively in a complex dynamic environment.					
Overall Rating for Standard 5					
Comments: Recommended actions for improvement: Resources needed to complete these actions:	Evidence or documentation to support rating: <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Records of student behavior <input type="checkbox"/> School climate data <input type="checkbox"/> Student feedback <input type="checkbox"/> Parent feedback <input type="checkbox"/> Stakeholder feedback <input type="checkbox"/> Self-assessment <input type="checkbox"/> Documentation of continuing education <input type="checkbox"/> Feedback from students, parents/significant adults, colleagues and other stakeholders <input type="checkbox"/> Program Assessment <input type="checkbox"/> Resource Checklist <input type="checkbox"/> Documentation of active reflection <input type="checkbox"/> Accountability/Results Report 				

School Counselor Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: _____ YES _____ NO

Principal/Evaluator Signature

(Signature indicates questions above regarding comments has been addressed)

Date

Note: The school counselor's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the school counselor has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Counselor Evaluation Process.

Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Standard 1: School counselors demonstrate leadership, advocacy and collaboration.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors demonstrate leadership in the school.					
b. School counselors enhance the counseling profession.					
c. School counselors advocate schools and students.					
d. School counselors demonstrate high ethical standards.					
Overall Rating for Standard 1					
Standard 2: School counselors promote a respectful environment for diverse populations.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors foster an environment in which each student has a positive, nurturing relationship with caring adults.					
b. School counselors embrace diversity in the school community and in the world.					
c. School counselors treat students as individuals.					
d. School counselors recognize students are diverse and adapt their services accordingly.					
e. School counselors work collaboratively with families and significant adults in the lives of students.					
Overall Rating for Standard 2					

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors align their programs to support student success in the North Carolina Standard Course of Study.					
b. School counselors understand how their professional knowledge and skills support and enhance student success..					
c. School counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.					
d. School counselors develop comprehensive school counseling programs that are relevant to students.					
Overall Rating for Standard 3					
Standard 4: School counselors promote learning for all students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors know how students learn.					
b. School counselors plan their programs for the academic, career, and personal/social development of all students.					
c. School counselors use a variety of delivery methods.					
d. School counselors help students develop critical thinking and problem-solving skills.					
e. School counselors use and promote effective listening and communication skills.					
Overall Rating for Standard 4					
Standard 5: School counselors actively reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School counselors analyze the impact of the school counseling program.					
b. School counselors link professional growth to their school and their program.					
c. School counselors function effectively in a complex dynamic environment.					
Overall Rating for Standard 5					

Professional Development Plan (Required)

School Year: _____

Name: _____ Position: _____

School: _____

NC Professional School Counselor Standards

1. Demonstrates leadership, advocacy, and collaboration.	Standard(s) to be addressed: Elements to be addressed:
2. Promotes a respectful environment for diverse populations of students.	
3. Understands and facilitates the implementation of a comprehensive school counseling program	
4. Promotes learning for all students.	
5. Actively reflects on his/her practice.	

School Counselor's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Plan: Individual ☐ Monitored ☐ Directed ☐

School Counselor's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Professional Development Plan – Mid-Year Review

To be completed by (date) _____

School Counselor _____ Academic Year: _____

Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

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Narrative

School Counselor's Comments:	Administrator's Comments:
School Counselor's Signature:	Administrator's Signature:
Date:	Date:

Record of School Counselor's Evaluation Activities

Name: _____ ID# _____

School: _____ School Year: _____

Position: _____

Evaluator: _____ Title: _____

School Counselor Background: (Briefly describe the school counselor's educational background, years of experience, assignment, and any other factors that may impact the evaluation)

The North Carolina School Counselor Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	School Counselor Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation			
Post-Observation Conference			
Summary Evaluation Conference			
Professional Growth Plan Completed			