

**SCHOOL COUNSELOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS**

<b>STANDARD 1: COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN</b> School counselors partner with multiple stakeholders to plan and implement a comprehensive school counseling program that is preventative, developmental, and responsive, and aligns with the school’s goals and mission							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school counselor plans to implement a comprehensive school counseling program</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-A:I-A-2 I-B-1 II-B-3 III-B-1a</p>	<ul style="list-style-type: none"> <li>• Signed Annual Agreement</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Calendar</li> <li>• Core Curriculum Action Plan</li> <li>• Closing-the-Gap Action Plan</li> <li>• Small Group Action Plan</li> <li>• Lesson Plans</li> <li>• Core Curriculum Results Report</li> <li>• Closing-the-Gap Results Report</li> <li>• Small Group Results</li> <li>• Advisory Council minutes</li> <li>• Time/task analysis</li> <li>• Program Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p>The school counselor fully plans and implements all components of a comprehensive school counseling program that is preventative, developmental, responsive, and frequently reflects on future program needs</p>	<p>The school counselor adequately plans and implements most components of a comprehensive school counseling program that is sufficiently preventative, developmental and responsive, and reflects on future program needs</p>	<p>The school counselor minimally plans and implements few components of a comprehensive school counseling program</p>	<p>The school counselor does not plan to implement or does not implement components of a comprehensive school counseling program</p>

STANDARD 1: COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN							
School counselors partner with multiple stakeholders to plan and implement a comprehensive school counseling program that is preventative, developmental, and responsive, and aligns with the school’s goals and mission							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school counselor partners with stakeholders to ensure a comprehensive program is based on needs</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-A: I-A-6 I-B-1 I-B-4 III-B-2</p>	<ul style="list-style-type: none"> <li>Needs assessment results report</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Advisory Council meeting agenda or minutes</li> <li>Stakeholder meeting agenda or minutes</li> <li>School Improvement Plan meeting agenda or minutes</li> <li>Team meeting agenda or minutes</li> <li>Consultation with Administrators</li> <li>Consultation with Wraparound Services</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor fully partners with stakeholders to ensure the comprehensive program is based on needs</p>	<p>The school counselor generally partners with stakeholders to ensure the comprehensive program is based on needs</p>	<p>The school counselor minimally partners with stakeholders to ensure the comprehensive program is based on needs</p>	<p>The school counselor does not partner with stakeholders to ensure the comprehensive program is based on needs</p>

STANDARD 1: COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN							
School counselors partner with multiple stakeholders to plan and implement a comprehensive school counseling program that is preventative, developmental, and responsive, and aligns with the school’s goals and mission							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school counselor sets goals, priorities and implementation strategies that align to the school’s goals and mission</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: II-A: II-A-1 II-B-3b III-B-6</p>	<ul style="list-style-type: none"> <li>School Mission Statement</li> <li>Signed Annual Agreement</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor clearly sets goals, priorities and implementation strategies that align to the school’s goals and mission</p>	<p>The school counselor generally sets goals, priorities and implementation strategies that align to the school’s goals and mission</p>	<p>The school counselor minimally sets goals, priorities and implementation strategies that align to the school’s goals and mission</p>	<p>The school counselor does not set goals, priorities and implementation strategies that align to the school’s goals and mission</p>

STANDARD 2: DIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL/EMOTIONAL DEVELOPMENT							
School counselors implement a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing mindsets and demonstrating behaviors for academic, college/career and social/emotional development							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school counselor plans and provides effective direct services to support the academic progress of students</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies:</p> <p>IV-B-2f IV-B-1b IV-B-1a IV-B-2b I-A-5</p>	<ul style="list-style-type: none"> <li>Lesson Plan/Program Plan</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Annual Calendar</li> <li>Weekly Calendar (identifying academic interventions)</li> <li>Curriculum Action Plan or Results Report</li> <li>Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>Action Plans and Results Reports may consist of Core Curriculum, Closing- the-Gap, or Small Group Academic plans are required by state law (HS: NRS 388205, MS: NRS 388165, and ES: NRS 388155 and consists of, but not limited to, perception or outcome data))</li> <li>Lesson Plan/Program Plan can consist of, but not limited to, the identified academic curriculum for activities and interventions</li> </ul>	<p>The school counselor fully plans and provides direct services to support the academic progress of all students, and makes effective adjustments as needed</p>	<p>The school counselor adequately plans and provides direct services to support the academic progress of most students, and makes sufficient adjustments as needed</p>	<p>The school counselor minimally plans and provides direct services to support the academic progress of some students, and makes limited adjustments as needed</p>	<p>The school counselor does not plan or provide any direct services to support the academic progress and makes no adjustments as needed</p>

**STANDARD 2: DIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL/EMOTIONAL DEVELOPMENT**  
 School counselors implement a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing mindsets and demonstrating behaviors for academic, college/career and social/emotional development

Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b>                      The school counselor plans and provides effective direct services to enhance college and career readiness for students</p> <p><b>National Standards</b></p> <p>ASCA School Counselors Competencies:</p> <p>I-A-5                      IV-A: IV-A-6                      IV-B-2c                      IV-B-2d                      IV-B-2e                      IV-B-2g</p>	<ul style="list-style-type: none"> <li>Lesson Plan / Program Plan</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Annual Calendar</li> <li>Weekly Calendar (identifying college and career activities)</li> <li>Process, perception, or outcome data</li> <li>Curriculum Action Plan or Results Report</li> <li>Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>College and career readiness looks different at the various grade levels in school: ES focuses on Awareness, Career Day/Fair MS focuses on Exploration, Career Assessment HS focuses on Planning, 4 years academic plan, CTE</li> <li>Lesson Plan/Program Plan can consist of, but not limited to, the identified curriculum for college and career activities and intervention</li> <li>Action Plans</li> </ul>	The school counselor fully plans and provides effective direct services to enhance college and career readiness for all students; and enhances awareness of Nevada & national postsecondary exploration/planning opportunities and resources for all students, and makes effective adjustments as needed	The school counselor adequately plans and provides effective direct services to enhance college and career readiness for most students; and enhances awareness of Nevada & national postsecondary exploration/planning opportunities and resources for most students, and makes effective adjustments as needed	The school counselor minimally plans and provides direct services to enhance awareness of college/career opportunities and resources for some students, and makes limited adjustments as needed	The school counselor does not plan or provide any direct services to enhance awareness of college/career opportunities and resources for any students and makes no adjustments as needed

What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
			and Results Reports may consist of Core Curriculum, Closing- the- Gap, or Small Group Academic plans are required by state law (HS: NRS 388205, MS: NRS 388165, and ES: NRS 388155 and consists of, but not limited to, perception or outcome data))				

STANDARD 2: DIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL/EMOTIONAL DEVELOPMENT							
School counselors implement a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing mindsets and demonstrating behaviors for academic, college/career and social/emotional development							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school counselor plans and provides effective direct services to promote the social/emotional development and well-being of students</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-A-5 IV-B-3c IV-B-3d II-C-3</p>	<ul style="list-style-type: none"> <li>Lesson Plan / Program Plan</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Annual Calendar</li> <li>Weekly Calendar (identifying Social and Emotional interventions)</li> <li>Process, perception, or outcome data</li> <li>Curriculum Action Plan or Results Report</li> <li>Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>Activities/ lessons affecting school climate, or including topics of bullying / cyberbullying, peer relationships, coping skills, etc.</li> <li>Lesson Plan/Program Plan can consist of, but not limited to, the identified curriculum for social and emotional activities and interventions</li> <li>Action Plans and Results Reports may consist of Core Curriculum, Closing- the-Gap, or Small Group Academic plans are required by state law (HS: NRS 388205, MS: NRS 388165, and ES: NRS</li> </ul>	<p>The school counselor fully plans and provides direct services to promote the social/emotional development and well-being of all students, and makes effective adjustments as needed</p>	<p>The school counselor adequately plans and provides direct services to promote the social/emotional development and well-being of most students, and makes sufficient adjustments as needed</p>	<p>The school counselor minimally plans and provides direct services to promote the social/emotional development and well-being of some students, and makes limited adjustments as needed</p>	<p>The school counselor does not plan or provide any direct services to promote the social/emotional development and well-being of any students, and makes no adjustments as needed</p>

What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
			388155 and consists of, but not limited to, perception or outcome data))				

STANDARD 3: INDIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL EMOTIONAL DEVELOPMENT							
School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: IV-B-2c IV-B-5a IV-B-6a IV-B-6b</p>	<ul style="list-style-type: none"> <li>Meeting documentation</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Proof of parent/guardian and school communication (i.e. emails, parent phone call logs, etc.)</li> <li>Weekly Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Meetings may consist of informal or formal meetings with parents/guardians and school personnel in various modalities (phone, e-mail, in person)</li> </ul> <p>Evidence pieces are used as proof of collaboration with stakeholders</p> <ul style="list-style-type: none"> <li>Examples of types of meetings: RTI, CIT, Foster Care, University Recruiters, 504, IEP, Transition Meetings, etc.</li> </ul>	<p>The school counselor provides relevant information effectively on a continual basis and initiates collaboration with stakeholders for student success</p>	<p>The school counselor provides relevant information appropriately and collaborates with stakeholders for student success</p>	<p>The school counselor provides limited information and minimal collaboration to stakeholders for student success</p>	<p>The school counselor does not provide either information or collaboration to impact student success</p>

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Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-B-4b IV-B-6a</p>	<ul style="list-style-type: none"> <li>• Proof of community collaboration</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Calendar</li> <li>• Annual Calendar</li> <li>• Meeting Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Proof of community collaboration consists of e-mails, phone contact logs, agendas, weekly calendars, invitations, number of participants for organized events (e.g. law enforcement cyber bullying training, career fair)</li> <li>• Meeting documentation examples: University Recruiters, Community Agencies etc.</li> </ul>	<p>The school counselor effectively coordinates with and influences the types of services provided by school and community partners to support and promote the success of all students</p>	<p>The school counselor adequately coordinates with and influences the types of services provided by school and community partners to support and promote the success of most students</p>	<p>The school counselor minimally coordinates with or influences the types of services provided by school and community partners to support and promote the success of some students</p>	<p>The school counselor does not coordinate with or influence the types of services provided by school and community partners to support and promote the success of any students</p>

STANDARD 3: INDIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL EMOTIONAL DEVELOPMENT							
School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school counselor connects students in need to resources through the use of referrals</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: IV-B-4a IV-B-4b</p>	<ul style="list-style-type: none"> <li>Communication documentation</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Calendar</li> <li>Copies of resources provided</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of communication with community resources: (E- mails, phone contact logs, external referrals, etc.)</li> <li>Clarification that effective use of referrals includes the use of follow up and with respect to confidentiality</li> <li>External Resources</li> <li>Aggregate data of referrals may be provided to protect the integrity of FERPA</li> <li>Examples of Resources may include: Title I Hope brochure</li> <li>Communication documentation examples: CIT, Foster Care, Transition Meetings, etc.</li> </ul>	<p>The school counselor effectively connects all students in need to resources through the use of referrals, follow-up, and within the guidelines of confidentiality</p>	<p>The school counselor adequately connects most students in need to resources through the use of referrals, follow-up, and within the guidelines of confidentiality</p>	<p>The school counselor minimally connects some students in need to resources through the use of referrals</p>	<p>The school counselor does not connect any students in need to resources through the use of referrals</p>

**STANDARD 4: EVALUATION AND DATA**

School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly

Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-A: I-A-3 III-B-1d III-B-1e III-B-2d III-B-3 III-B-3a III-B-7b</p>	<ul style="list-style-type: none"> <li>Data Sources related to attendance, behavior, and achievement</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Advisory Minutes</li> <li>Feedback of Program Presentation Data</li> <li>Results Report from last year's Action Plan</li> <li>Annual Agreement</li> <li>Program Assessment</li> <li>Historical documentation of the revision process including implications and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Clarification that the purpose is to assess data usage, not level of collaboration or level of implementation Just how the counselor uses data to inform collaboration or program adjustments</li> <li>Data sources may include, but are not limited to the following: School Performance Framework, Student Information System, State Accountability Report, Attendance or Behavior Data from Nevada Report Card</li> <li>Ongoing monitoring is goal dependent and may occur 3 times a year, weekly, monthly, etc.</li> </ul>	<p>The school counselor effectively uses a wide range of data for program monitoring and assessing effectiveness, and collaborating to make improvements</p>	<p>The school counselor adequately uses multiple data sources for program monitoring and assessing effectiveness , and collaborating to make improvements</p>	<p>The school counselor minimally uses data for program monitoring and assessing effectiveness, and collaborating to make improvements</p>	<p>The school counselor does not use data for program monitoring and assessing effectiveness, and collaborating to make improvements</p>

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School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly

Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school counselor utilizes process, perception, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: III-B-3 III-B-3d III-B-6a III-B-6g</p>	<ul style="list-style-type: none"> <li>Action Plan(s)</li> <li>Needs Assessment Summary</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor effectively utilizes process, perception, and outcome data to identify student achievement gaps and effectively develops appropriate action plans to enhance or improve student success</p>	<p>The school counselor adequately utilizes process, perception, and outcome data to identify student achievement gaps and sufficiently develops appropriate action plans to enhance or improve student success</p>	<p>The school counselor minimally utilizes process, perception, and outcome data to identify student achievement gaps and somewhat develops appropriate action plans to enhance or improve student success</p>	<p>The school counselor does not utilize process, perception, and outcome data to identify student achievement gaps and does not develop appropriate action plans to enhance or improve student success</p>

**STANDARD 4: EVALUATION AND DATA**

School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly

Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school counselor has a positive impact on students' attendance, behavior and achievement as evidenced through perception and/or outcome data</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: III-B-3f III-B-6c V-B-1 V-B-1e V-B-1k</p>	<ul style="list-style-type: none"> <li>Results Report</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Personal Narrative</li> <li>Advisory Council Minutes</li> <li>Feedback of Program Presentation Data</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor has an effective impact on students' academics, behavior and/or attendance as evidenced through data</p>	<p>The school counselor has an adequate impact on students' academic, behavior and attendance as evidenced through data</p>	<p>The school counselor has a minimal impact on students' academic, behavior and attendance as evidenced through data</p>	<p>The school counselor does not have a positive impact on students' academic, behavior and attendance as evidenced through data</p>

STANDARD 5: LEADERSHIP AND ADVOCACY							
School counselors lead and advocate for systemic change to create an equitable, inclusive, safe and respectful, positive learning environment for all students							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school counselor leads and advocates for systemic change through professional relationships with key stakeholders</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: IV-B-5c I-B-2 IV-B-3e</p>	<ul style="list-style-type: none"> <li>Direct Observation</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Annual Agreement</li> <li>Documentation of Professional Collaboration</li> <li>Personal Narrative</li> <li>Advisory Council Minutes</li> <li>Annual Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Professional Collaboration Documentation may include e-mails, committee meeting minutes, phone logs, etc.)</li> </ul>	<p>The school counselor clearly leads and advocates for systemic change through effective professional relationships with key stakeholders</p>	<p>The school counselor adequately leads and advocates for systemic change through sufficient professional relationships with key stakeholders</p>	<p>The school counselor minimally leads and advocates for systemic change through limited professional relationships with key stakeholders</p>	<p>The school counselor does not lead or advocate for systemic change through professional relationships with key stakeholders</p>

STANDARD 5: LEADERSHIP AND ADVOCACY							
School counselors lead and advocate for systemic change to create an equitable, inclusive, safe and respectful, positive learning environment for all students							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: III-B-3c I-B-5</p>	<ul style="list-style-type: none"> <li>Direct Observation</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Needs Assessment</li> <li>Referral trends</li> <li>Patterns recognized via anecdotal information</li> <li>School Data Profile</li> <li>Closing-the-Gap Action Plan</li> <li>Closing-the-Gap Goal</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor clearly identifies systemic factors impacting student success and effectively advocates for creating an equitable and inclusive learning environment</p>	<p>The school counselor adequately identifies systemic factors impacting student success and sufficiently advocates for creating an equitable and inclusive learning environment</p>	<p>The school counselor minimally identifies systemic factors impacting student success and insufficiently advocates for creating an equitable and inclusive learning environment</p>	<p>The school counselor does not identify systemic factors impacting student success or advocate for creating an equitable and inclusive learning environment</p>

STANDARD 5: LEADERSHIP AND ADVOCACY							
School counselors lead and advocate for systemic change to create an equitable, inclusive, safe and respectful, positive learning environment for all students							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school counselor advocates for a safe and respectful learning environment for students</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-A: I-A-9 I-B-2a I-B-1c</p>	<ul style="list-style-type: none"> <li>Direct Observation</li> <li>Communication to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Communication may include flyers, website, auto dialers, mailers, newsletters, etc.</li> </ul>	The school counselor clearly advocates for a safe and respectful learning environment for all students	The school counselor adequately advocates for a safe and respectful learning environment for most students	The school counselor minimally advocates for a safe and respectful learning environment for some students	The school counselor does not advocate for a safe and respectful learning environment for any students

STANDARD 6: PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH							
School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the school counseling role, and refine their work through self- reflection							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: I-A: I-A-7 II-B-4 or II-B-4a II-B-4c II-B-4d II-B-4g II-B-4i II-B-4k</p>	<ul style="list-style-type: none"> <li>ASCA Ethical Standards for School Counselor</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at School Counselor meetings/ trainings</li> <li>Evidence of current ethical training</li> <li>Staff training</li> </ul>	<ul style="list-style-type: none"> <li>Training could include, but is not limited to: mandated reporting, school safety, sexual harassment, bullying, etc.</li> </ul>	<p>The school counselor clearly adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p>	<p>The school counselor adequately adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p>	<p>The school counselor minimally adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p>	<p>The school counselor does not adhere to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p>

STANDARD 6: PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH							
School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the school counseling role, and refine their work through self- reflection							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: III-B-1f IV-B-6b IV-B-6c V-B-1j V-B-3b</p>	<ul style="list-style-type: none"> <li>Two (2) items from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Certificates of attendance from conferences or trainings</li> <li>Multi-Media Presentation Materials</li> <li>Conference /meeting notes,</li> <li>Leadership on Committees</li> <li>Agenda (National, State, District, and/or School)</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor clearly coordinates, facilitates, educates, and provides leadership in professional meetings and organizations</p>	<p>The school counselor adequately coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</p>	<p>The school counselor minimally coordinates, facilitates, educates, or provides leadership in professional meetings and/or organizations</p>	<p>The school counselor does not coordinate, facilitate, educate, or provide leadership in professional meetings and/or organizations</p>

STANDARD 6: PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH							
School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the school counseling role, and refine their work through self- reflection							
Indicators				Performance Levels			
What School Counselors Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; and stays current on professional issues and contributes to the advancement of the school counselors</p> <p><b>National Standards</b></p> <p>ASCA School Counselor Competencies: II-B-1b II-B-1c</p>	<ul style="list-style-type: none"> <li>State provided Self-Assessment Tool</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Personal narrative</li> <li>Record of professional development</li> <li>Program evaluation reflection</li> <li>Annual agreement</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<p>The school counselor effectively engages in self- reflection of practice; effectively sets and monitors individual goals for professional improvement; effectively participates in professional learning to meet goals, enhance skills, stay current on professional issues and effectively contributes to the advancement of the school counseling profession</p>	<p>The school counselor adequately engages in self-reflection of practice; adequately sets and monitors individual goals for professional improvement; adequately participates in professional learning to meet goals, enhance skills, stay current on professional issues and adequately contributes to the advancement of the school counseling profession</p>	<p>The school counselor minimally engages in self-reflection of practice; minimally sets and monitors individual goals for professional improvement; minimally participates in professional learning to meet goals, enhance skills, stay current on professional issues and minimally contributes to the advancement of the school counseling profession</p>	<p>The school counselor does not engage in self- reflection of practice; does not set or monitor individual goals for professional improvement; does not participate in professional learning to meet goals, enhance skills, stay current on professional issues and does not contribute to the advancement of the school counseling profession</p>