

School Counselor \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Position \_\_\_\_\_  
 Date \_\_\_\_\_

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	Rating 0-3
<b>Mindsets</b>	
Demonstrates belief that each and every student can learn and succeed	
Demonstrates belief that each and every student should have access and opportunity to a high-quality education	
Demonstrates belief that each and every student should graduate from high school prepared for postsecondary opportunities	
Demonstrates belief that each and every student should have access to the school counseling program	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors and education partners, such as families, staff, administrators, decision-makers, and any other school or community organizations/individuals	
Demonstrates belief that school counselors are leaders in the school, district, state and nation	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional development	
<b>Observations and comments:</b>	

PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<b>Behaviors: Professional Foundation</b>	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Articulates knowledge of human development and learning theories that affect student success</li> <li>b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings</li> <li>c. Articulates knowledge of career development theories for postsecondary planning</li> <li>d. Uses principles of a multitiered system of supports within a school counseling program</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories</li> <li>b. School-counselor-prepared information sheets or infographics developed for dissemination among education partners (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief)</li> <li>c. ASCA Student Standards delivery plan and data report</li> <li>d. Achievement gap plan and data report</li> </ul>	
2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices</li> <li>b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation</li> <li>c. Explains process for development of policy and procedures at the building, district, state and national levels</li> <li>d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling</li> <li>e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate</li> <li>f. Articulates a rationale for a school counseling program</li> <li>g. Uses education research to inform decisions and programming</li> <li>h. Uses current trends in technology to promote student success</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)</li> <li>b. Presentation slides, handouts or other documents from family and/or teacher workshops regarding the school counselor's role</li> <li>c. Presentation, slides handouts or other documents that regarding the alignment of the school counseling program with the school vision and/or mission</li> <li>d. Minutes from school counseling advisory committee meetings</li> <li>e. List of citations from research used to inform decision and program development</li> </ul>	
<p>3. Applies legal and ethical principles of the school counseling profession</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Practices in accordance with the ASCA Ethical Standards for School Counselors</li> <li>b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting</li> <li>c. Adheres to the ethical and statutory limits of confidentiality</li> <li>d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff</li> <li>e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise</li> <li>f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors</li> <li>g. Models ethical behavior</li> <li>h. Engages in continual professional development to inform and guide ethical and legal work</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)</li> <li>b. Weekly calendars, regarding documentation of critical interactions with students</li> <li>c. Completion certificates of professional development experiences related to law and ethics</li> </ul>	
<p>4. Applies school counseling professional standards and competencies</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Stays current with school counseling research and best practices</li> <li>b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies</li> <li>c. Uses personal reflection, consultation and supervision to promote professional growth and development</li> <li>d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Membership documentation in state and national school counselor organizations</li> <li>b. Completed ASCA Professional Standards &amp; Competencies self-assessment with written plans for own professional growth</li> <li>c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>5. Uses ASCA Student Standards: Mindsets &amp; Behaviors for Student Success to inform the implementation of the school counseling program</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Selects ASCA Mindsets &amp; Behaviors for Student Success standards to address student needs demonstrated in data</li> <li>b. Prioritizes ASCA Mindsets &amp; Behaviors for Student Success standards aligned with school improvement goals</li> <li>c. Selects or creates competencies aligned with the ASCA Student Standards and state-specific standards</li> <li>d. Explains how the ASCA Student Standards promote positive mental health development</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed ASCA Student Standards delivery plan</li> <li>b. Completed Achievement gap plan and data report</li> <li>c. Completed small-group session plans and data report</li> <li>d. Completed lesson plans</li> </ul>	
<p>6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors</li> <li>b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school</li> <li>c. Maintains and communicates high expectations for each and every student, regardless of cultural, social or economic background</li> <li>d. Explains the dynamics of cross-cultural communications and demonstrates the ability to communicate with persons of other cultures effectively</li> <li>e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction</li> <li>f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completion certificates from professional development sessions on cultural, social or environmental influences</li> <li>b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build culturally sustaining behaviors in others</li> <li>c. Annual professional growth plan</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>7. Demonstrates leadership through the development and implementation of the school counseling program</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Identifies sources of power and authority and formal and informal leadership</li> <li>b. Demonstrates professional and personal qualities and skills of effective leaders</li> <li>c. Applies a model of leadership to the school counseling program</li> <li>d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model®</li> <li>e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program</li> <li>f. Uses leadership skills to facilitate positive change for the school counseling program</li> <li>g. Defines the role of the school counselor and the school counseling program in the school crisis plan</li> <li>h. Serves as a leader in the school and community to promote and support student success</li> <li>i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Leadership roles in school, district or community committees focused on life-readiness and/or academic success</li> <li>b. Participation in school counseling professional associations</li> <li>c. Completed achievement gap plan and data report</li> <li>d. Annual calendar</li> <li>e. Advisory council agendas and minutes</li> <li>f. ASCA-Certified School Counselor® (ACSC®) certification</li> <li>g. Recognized ASCA Model Program® (RAMP®) certification</li> </ul>	
<p>8. Demonstrates advocacy in the school counseling program</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Models school counselor advocacy competencies to promote school counseling program development and student success</li> <li>b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests</li> <li>c. Explains the benefits of the school counseling program for students and education partners</li> <li>d. Provides rationale for appropriate activities for school counselors</li> <li>e. Provides rationale for discontinuation of inappropriate activities for school counselors</li> <li>f. Uses data from the school counseling program to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks</li> <li>g. Participates in school counseling and education-related professional organizations</li> </ul>	

PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentations or information shared with school board and local, state or federal oversight organizations</li> <li>b. Presentations or information shared with education partners</li> <li>c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator)</li> <li>d. Participation in school counseling professional association advocacy events</li> <li>e. School-counselor-developed infographics based on school counseling data reports and disseminated to education partners</li> </ul>	
<p>9. Creates systemic change through the implementation of the school counseling program</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Acts to create an environment promoting and supporting student success</li> <li>b. Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success</li> <li>c. Uses data to demonstrate a need to address systemic barriers in areas such as course enrollment patterns; access; and achievement, opportunity and/or information gaps</li> <li>d. Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Reports showing change in student achievement and/or contributing-factors data</li> <li>b. Reports showing change in course enrollment or increased access to opportunities</li> <li>c. Reports showing change in postsecondary success linked to National Student Clearinghouse data</li> </ul>	
<p><b>Observations and comments:</b></p>	

PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<b>Behaviors: Direct and Indirect Student Services</b>	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom, large-group, small-group and individual settings	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Uses student, school and district achievement and contributing-factors data to identify issues to be addressed through instruction</li> <li>b. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets &amp; Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</li> <li>c. Assesses cultural and social trends when developing and choosing curricula</li> <li>d. Demonstrates pedagogical skills, including culturally sustaining classroom management strategies, lesson planning and personalized instruction</li> <li>e. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on access to the school counseling program and life-readiness for each and every student</li> <li>f. Uses a variety of technologies in the delivery of lessons and activities</li> <li>g. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction</li> <li>h. Analyzes data from lessons and activities to determine impact on student access and life-readiness</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed ASCA Student Standards delivery plan and data report</li> <li>b. Achievement gap plan and data report</li> <li>c. Small-group plans and data reports</li> <li>d. Lesson plans and data reports</li> <li>e. Annual calendar (details of specific school counseling events for the year)</li> </ul>	
2. Provides appraisal and advisement in classroom, large-group, small-group and individual settings	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Develops strategies to provide appraisal &amp; advisement to students and families about attaining the ASCA Student Standards</li> <li>b. Uses assessments to help students understand their abilities, values and career interests</li> <li>c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans</li> <li>d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals</li> <li>e. Helps students understand how academic performance relates to the world of work, family life and community service</li> <li>f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career</li> <li>g. Helps students and families understand and explore postsecondary awareness, exploration, admissions and financial aid processes</li> <li>h. Connects students to workplace experiences to deepen understandings and explore career interests</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed graduation plans</li> <li>b. Completed postsecondary plans</li> <li>c. Completed career interest inventories with lesson plans showing appraisal &amp; advisement activities</li> <li>d. Completed strengths inventories with lesson plans showing appraisal &amp; advisement activities</li> <li>e. Completed field trips to community organizations, businesses and postsecondary institutions</li> </ul>	
<p>3. Provides short-term counseling in small-group and individual settings</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Uses data to identify students in need of counseling intervention</li> <li>b. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success</li> <li>c. Uses the ASCA Student Standards to guide the focus of individual and small-group counseling</li> <li>d. Explains why providing short-term counseling is appropriate for a school counselor and providing long-term therapy is inappropriate</li> <li>e. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma</li> <li>f. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Achievement gap plan and data report</li> <li>b. Small-group plans and data reports</li> <li>c. Presentations to education partners on trauma-informed practices</li> <li>d. Crisis response “pack” or bag/box</li> <li>e. Participation/membership on district crisis response teams</li> </ul>	
<p>4. Makes referrals to appropriate school and community resources</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues</li> <li>b. Communicates the limits of school counseling and the continuum of mental health services</li> <li>c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of school and community referral sources</li> <li>b. School-counselor-developed school counseling brochure</li> </ul>	



## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>5. Consults to support student achievement and success</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Gathers information on student needs from education partners to inform the selection of strategies for student success</li> <li>b. Shares strategies supporting student achievement with education partners</li> <li>c. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise</li> <li>d. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other education partners to share school counseling expertise</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentation materials from school-counselor-led trainings or workshops</li> <li>b. Materials developed for dissemination to education partners (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)</li> <li>c. Schedule of family programs</li> <li>d. Member of school leadership team, data team, etc.</li> </ul>	
<p>6. Collaborates with education partners, such as families, staff, administrators, decision-makers, and any other school or community organizations/individuals, for student achievement and success</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Partners with others to advocate for student achievement and educational opportunities for each and every student</li> <li>b. Explains the potential for dual roles with families and other caretakers</li> <li>c. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation</li> <li>d. Supervises school counseling interns consistent with the principles of the ASCA School Counselor Professional Standards &amp; Competencies</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of groups that partner with the school counseling program</li> <li>b. List of committee involvement in school, district or community focused on student success</li> <li>c. Agenda and minutes from school counselor advisory meetings</li> </ul>	
<p><b>Observations and comments:</b></p>	

PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<b>Behavior: Planning and Assessment</b>	
1. Articulates how the school counseling program aligns with school and district vision and mission statement	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success</li> <li>b. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission</li> <li>c. Analyzes the school's vision and mission statements</li> <li>d. Articulates to administrators, teachers, school staff and other education partners how the school counseling program aligns with the school and district vision and mission</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Belief statements aligned with mindsets from ASCA Professional Standards &amp; Competencies</li> <li>b. Statement of how the school counseling program aligns with the school and/or district vision and mission statements</li> </ul>	
2. Identifies achievement gaps and factors contributing to those gaps	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Collects and analyzes data to identify areas of success or achievement gaps between and among different groups of students</li> <li>b. Reviews, disaggregates and interprets student achievement data to inform selection and implementation of strategies and interventions as needed</li> <li>c. Reviews, disaggregates and interprets contributing-factors data to inform selection and implementation of strategies and interventions as needed</li> <li>d. Creates goals based on student, school and/or district data to close achievement gaps</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Disaggregated data reports highlighting achievement gaps between and among different groups of students</li> <li>b. Disaggregated data reports of contributing-factors data highlighting gaps between and among different groups of students</li> <li>c. Goals addressing achievement gaps</li> <li>d. Completed school counseling data priorities</li> <li>e. Annual achievement gap plan and data report</li> <li>f. Completed achievement gap plan and data report</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>3. Develops achievement gap plan(s) based on student data annually</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Creates achievement gap plan(s) aligned with school counseling data priorities</li> <li>b. Uses goals from the school improvement plan and other student data to inform and establish school counseling data priorities</li> <li>c. Creates achievement gap plans annually based on school counseling data priorities and student achievement data</li> <li>d. Determines appropriate students for the focus of achievement gap plans based on student, school and district data</li> <li>e. Identifies intended impact on achievement as a result of achievement gap plan implementation</li> <li>f. Writes goals in a measurable format and includes baseline and projected final data within the goal statement</li> <li>g. Identifies contributing-factors data (e.g. attendance, discipline, systemic barriers, etc.) that may inform the selection of strategies to reach the goal</li> <li>h. Identifies student and education partner perspectives to gain insight on possible factors contributing to achievement issues</li> <li>i. Identifies appropriate standards from the ASCA Student Standards: Mindsets &amp; Behaviors for Student Success that address needs identified in achievement gap plans</li> <li>j. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</li> <li>k. Identifies appropriate resources needed to implement plans</li> <li>l. Communicates achievement gap plans to administrators, teachers, school staff and other education partners</li> <li>m. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research</li> <li>n. Uses student data and feedback from students and education partners to monitor and refine achievement gap plans and strategies</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed school counseling data priorities</li> <li>b. Completed achievement gap plan(s) and data report(s) including baseline and target data including goals, contributing-factors data and appropriate standards from the ASCA Student Standards</li> <li>c. List of data of contributing-factors to achievement used to inform decisions and selection of strategies</li> <li>d. Selected evidence-based curricula and activities to accomplish objectives</li> <li>e. Presentations or handouts shared with education partners about achievement gap plans development and implementation</li> <li>f. Documentation showing what data and feedback from students and education partners was used to monitor and refine achievement gap plans</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>4. Assesses and reports program impact to the school community</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains concepts related to assessment of access, life-readiness and achievement data within the school counseling program</li> <li>b. Reviews impact of the achievement gap plan(s)</li> <li>c. Analyzes data to assess school counseling program effectiveness and to inform program development</li> <li>d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how program impact is shared</li> <li>e. Uses data to demonstrate the value the school counseling program adds to improvement in life-readiness skills and student achievement</li> <li>f. Uses presentation skills to share effectiveness data and results of achievement gap plans and activities with education partners</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentation materials with data from school counseling activities</li> <li>b. Completed school counseling data priorities</li> <li>c. Completed achievement gap plan(s) and data report(s)</li> </ul>	
<p>5. Uses time appropriately according to national recommendations and student/school data</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Articulates the distinction between direct and indirect student services</li> <li>b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component</li> <li>c. Articulates the best use of a school counselor's time to meet student needs as identified through student data and school counseling data priorities</li> <li>d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time</li> <li>e. Creates annual and weekly calendars to plan activities reflecting school counseling program priorities</li> <li>f. Identifies, evaluates and participates in fair-share responsibilities</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Use-of-time calculator completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less)</li> <li>b. Completed annual administrator conference and meeting notes</li> <li>c. Annual and weekly calendars</li> </ul>	

## PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
<p>6. Establishes agreement about the school counseling program with the administrator in charge of the school counseling program</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Completes annual administrator conference templates for the school counseling program with other members of the school counseling staff</li> <li>b. Meets with the principal and/or administrator in charge of the school counseling program to formalize the managing, delivery, and assessing the school counseling program</li> <li>c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program</li> <li>d. Explains achievement gap goals, their basis in student data and their alignment with the school improvement plan</li> <li>e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs</li> <li>f. Finalizes the annual administrator conference template after presentation to and discussion with the principal and/or supervising administrator</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed annual administrator conference signed by the administrator in charge of the school counseling program and the school counselor</li> </ul>	
<p>7. Establishes and convenes an advisory council for the school counseling program</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Determines appropriate education partners for representation on the advisory council</li> <li>b. Develops effective and efficient advisory council meeting agendas to inform council members about the school counseling program</li> <li>c. Explains how the school counseling program aligns with the school and district mission</li> <li>d. Explains and discusses school data, school counseling data priorities, school counseling plans (e.g., achievement gap, ASCA Student Standards delivery plan, lesson plans and small-group plans) and program assessment</li> <li>e. Records advisory council meeting notes, and distributes as appropriate</li> <li>f. Analyzes and incorporates feedback from the advisory council related to school counseling data priorities and plans as appropriate</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of representatives on the advisory council with their positions</li> <li>b. Agenda from advisory council meetings</li> <li>c. Minutes from advisory council meetings</li> <li>d. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)</li> </ul>	

PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<p>8. Uses appropriate school counselor performance appraisal process</p> <p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program</li> <li>b. Explains how school counseling activities fit within categories of a performance appraisal instrument</li> <li>c. Utilizes components of the ASCA National Model® to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed performance appraisal aligned with the ASCA Professional Standards &amp; Competencies</li> <li>b. Artifacts demonstrating completion or progress toward completion of components of the ASCA National Model®</li> <li>c. ASCA-Certified School Counselor® (ACSC®) application and score results</li> <li>d. Recognized ASCA Model Program® (RAMP®) application and score results</li> </ul>	
<b>Observations and comments:</b>	