



EVALUATE
DAVIS

THE STANDARDS

for Counselors

LEARNING FIRST! The Davis educator is intensely focused on learning for each student.

PLAN: The counselor collaborates with school and district administrators to create and implement a vision and goals for counseling and designs programs and guidance curriculum aligned with the DESK/Utah Model

Comprehensive Counseling and Guidance Program. The effective school counselor utilizes data in planning to ensure the programs, resources, and services support the needs of students.

TEACH & GUIDE: The effective school counselor partners with classroom teachers to plan and deliver curriculum based on student needs. The counselor facilitates personal development and college/career readiness for all students. The counselor proactively acquires and disseminates information based on individual and school community needs and engages learners through best practice instructional strategies.

CHECK: The effective school counselor implements follow-up procedures and uses feedback to make adjustment to guidance curriculum, resources, or support. The counselor tracks student progress and provides specific, timely, and ongoing information to students and parents. A variety of data is collected to assess student, school and community needs.

ENVIRONMENT: The effective school counselor fosters a safe environment where counselors, staff, and students are positive and respectful. Effective counselors know students as individuals and are able to respond to their diverse needs while demonstrating caring and understanding within an environment of high expectations. The effective counselor is organized and creates an inviting and productive environment.

PROFESSIONALISM: The effective school counselor engages in self-reflection and professional learning for continuous growth and expertise. School counselors cultivate productive and collaborative relationships with peers, educators, and administrators by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the profession and with the larger district community.



EVALUATE DAVIS

THE INDICATORS *for Counselors*

PLAN

- P.1** Creates and implements a vision and goals for counseling in collaboration with school and district administrators
- P.2** Analyzes and uses ongoing data¹ to create programs and activities that meet the individual needs of all students
- P.3** Designs guidance curriculum aligned with content standards identified in the Utah Model Comprehensive Counseling and Guidance Program and DESK
- P.4** Plans, prioritizes, and balances work tasks to devote a majority of time to direct services to students
- P.5** Ensures services are available to address identified needs, immediate concerns, and crises²

TEACH & GUIDE

- T.1** Partners with classroom teachers to plan and deliver curriculum based on the needs of the students
- T.2** Facilitates personal development and college and career readiness for all students in a variety of venues including large group, small group, and one on one
- T.3** Proactively acquires and provides information and resources in multiple ways based on individual student and school community needs
- T.4** Engages learners through effective instructional strategies

CHECK

- C.1** Implements follow-up procedures and uses feedback to make adjustments to guidance curriculum, resources, or support
- C.2** Tracks student progress³ and provides specific, timely, and ongoing information to students and parents
- C.3** Collects a variety of data to assess student, school, and community needs

ENVIRONMENT

- E.1** Fosters a safe environment where counselors, staff, and students are positive and respectful
- E.2** Knows students⁴ as individuals and responds to their diverse needs
- E.3** Demonstrates caring and understanding within an environment of high expectations
- E.4** Creates an inviting and productive environment⁵ through effective organization

PROFESSIONALISM

- PRO.1** Engages in self-reflection⁶ and professional learning for continuous growth and expertise⁷
- PRO.2** Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community⁸ to improve learning
- PRO.3** Approaches challenges and changes positively in a problem-solving manner
- PRO.4** Makes professional contributions⁹ to school, district, and school community

***All employees must consistently adhere to school, district, and state policies and procedures*



DEFINITIONS

¹ Data includes both quantitative and qualitative information gathered from a variety of sources. Effective school counselors make programmatic adjustments based on data.

² Identified needs, immediate concerns, and crises include school community specific needs, concerns that inevitably arise but are not life-threatening, and emergency situations which require immediate action on the part of the counselors and school staff to ensure the safety and well-being of students and staff.

³ Student progress includes academic growth and development such as progression from one grade level to another, and meeting credit requirements for graduation. In another sense, student progress includes age appropriate behavior, social skills, and maturity. Effective K-12 counselors actively address and follow-up on student progress in both the academic and the behavioral realms.

⁴ Effective school counselors know their students. These counselors are visible and interact with students throughout the school to create productive relationships between counselor and student.

⁵ Counselors create a productive environment through effective organization, time, space, and resource management.

⁶ Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective educators reflect on their practice, taking time to study their own behavior and efforts and how that affects their own work and the work of others. The term self-reflection does not mean reflecting on one's feelings; instead it is a critical self-assessment of one's effectiveness as a school counselor.

⁷ Counselors must have considerable expertise in their field; they must knowledgeable about and current in the comprehensive guidance system, community and school resources, and services available to help students, parents, and staff. Counselors know and use a variety of approaches to assist the school community.

⁸ A collaborative culture is developed when there is an atmosphere of shared responsibility for teaching and learning among faculty, staff, and administrators. The counselor is an integral part of the school staff and as such, is expected to participate in the school and be a contributing team player.

⁹ Creating a school- and district-wide comprehensive guidance culture requires professional contributions such as serving on school/district/state committees, training and/or facilitating collaborative peer groups, or providing other services needed to create a quality educational environment.