

APPENDIX S

Franklin Pierce Schools - Standards and Indicators for School Counselors

The Counseling and Guidance Department in Franklin Pierce Schools endorses the American School Counseling Association model and works to support full implementation for the benefit of all students.

Standard 1: The Professional School Counselor plans, delivers, and evaluates guidance lessons and programs that advance student understanding in the academic/learning development, life/career planning, personal/social development, and multicultural/global citizen development domains. These Tier 1 activities focus on school-wide prevention, climate, and positive behavior.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
1: Tier 1 School Counseling Core Curriculum and Individual Student Planning Collaboration	1.1a Rarely implements developmentally appropriate and engaging lessons. Learning targets are rarely linked to related domains and priority standards.	1.1b Inconsistently implements developmentally appropriate and engaging lessons. Learning targets are inconsistently linked to related domains and priority standards.	1.1c Consistently implements developmentally appropriate and engaging lessons. Learning targets are linked to related domains and priority standards.	1.1d Leads efforts within school based teams, or at the district level, to fill gaps and deliver developmentally appropriate and engaging lessons. States learning targets that are important and emphasizes related domains and priority standards. Efforts are guided by reliable and valid data which is used to continuously monitor for improvement.
	1.2a Rarely demonstrates classroom management skills that engage students at high levels, enabling few students to benefit from the instruction provided.	1.2b Inconsistently demonstrates classroom management skills that engage students at high levels, enabling some students to benefit from the instruction provided.	1.2c Consistently demonstrates strong positive classroom management skills that engage students at high levels, and is intentionally designed so that all students benefit from the instruction provided.	1.2d Demonstrates masterful classroom management skills for other counselors and teachers that results in a positive instructional climate where all students are engaged at high levels.
	1.3a Rarely gathers, interprets, evaluates, and reports student data to inform Tier 1 progress to PBIS/RTI team using technology efficiently and effectively.	1.3b Inconsistently gathers, interprets, evaluates, and reports student data to inform Tier 1 progress to PBIS/RTI team using technology efficiently and effectively.	1.3c Consistently gathers, interprets, evaluates, and reports student data to inform Tier 1 progress to PBIS/RTI team using technology efficiently and effectively.	1.3d The counselor is a leader at building/district level in this area and/or the counselor's efforts are used as a model in this area.
	1.4a Rarely takes a leadership role in using data-driven information to ensure appropriate transitions for students moving from grade-to-grade or district to district.	1.4b Inconsistently takes a leadership role in using data-driven information to ensure appropriate transitions for students moving from grade-to-grade or district to district.	1.4c Consistently takes a leadership role in using data-driven information to ensure appropriate transitions for students moving from grade-to-grade, district to district, or to tier 2 interventions.	1.4d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

Standard 2: The Professional School Counselor consistently collaborates with school staff or others as needed to facilitate and manage multi-disciplinary approaches to problem solving related to the identified groups of students.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
2: Tier 2 School Counseling Core Curriculum Group Activities & Responsive Services	2.1a Rarely gathers, interprets, evaluates, and reports student data to inform Tier 2 progress to PBIS/RTI team using technology efficiently and effectively.	2.1b Inconsistently gathers, interprets, evaluates, and reports student data to inform Tier 2 progress to PBIS/RTI team using technology efficiently and effectively.	2.1c Consistently gathers, interprets, evaluates, and reports student data to inform Tier 2 progress to PBIS/RTI team and/or staff using technology efficiently and effectively.	2.1d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	2.2a Rarely collaborates with RTI Team to develop, implement, and evaluate well-defined interventions that address student needs.	2.2b Inconsistently collaborates with RTI Team to develop, implement, and evaluate well-defined interventions that address student needs.	2.2c Consistently collaborates with RTI Team to develop, implement, and evaluate well-defined interventions that address student needs.	2.2d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	2.3a When providing Tier 2 counseling interventions that address the group's identified needs, the counselor rarely uses effective techniques and skills.	2.3b When providing Tier 2 counseling interventions that address the group's identified needs, the counselor inconsistently uses effective techniques and skills.	2.3c Consistently uses evidence-based best practices when providing Tier 2 counseling interventions.	2.3d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

Standard 3: The Professional School Counselor consistently collaborates with school staff or others as needed to facilitate and manage multi-disciplinary approaches to problem solving related to the individual student and/or family need.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
3: Tier 3 Responsive Services, Referral, Consultation, Collaboration	3.1a Rarely collaborates with RTI Team to develop, implement, and evaluate well- defined intervention plans that address individual student needs.	3.1b Inconsistently collaborates with RTI Team to develop, implement, and evaluate well- defined intervention plans that address individual student needs.	3.1c Consistently collaborates with RTI Team to develop, implement, and evaluate well- defined intervention plans that address individual student needs.	3.1d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	3.2a Rarely implements best practices and research-based interventions when developing individual student plans that include student academic placement and developmental needs.	3.2b Inconsistently implements best practices and research-based interventions when developing individual student plans that include student academic placement and developmental needs.	3.2c Consistently implements best practices and research-based interventions when developing individual student plans that include student academic placement and developmental needs.	3.2d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	3.3a Rarely determines appropriate referrals for Tier Three students, nor evaluates and reports effectiveness of intervention and/or intervention resources.	3.3b Inconsistently determines appropriate referrals for Tier Three students, nor evaluates and reports effectiveness of intervention and/or intervention resources.	3.3c Consistently determines appropriate referrals for Tier Three students and/or evaluates and reports effectiveness of intervention and/or intervention resources.	3.3d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	3.4a Rarely collaborates with outside agencies providing individual support for students, and rarely monitors progress/effectiveness as it relates to students' intervention plans.	3.4b Inconsistently collaborates with outside agencies providing individual support for students, and inconsistently monitors progress/effectiveness as it relates to students' intervention plans.	3.4c Consistently collaborates with outside agencies providing individual support for students, and consistently monitors progress/effectiveness as it relates to students' intervention plans.	3.4d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

Standard 4: The Professional School Counselor continually improves and develops professional skills and demonstrates professional responsibility.

	Unsatisfactory	Approaches Proficiency	Proficient	Distinguished*
(PD) Professional Development System Support	PD1a Does not assess professional performance.	PD1b Begins to assess professional performance and/or sets goals for improvement.	PD1c Continually assesses professional performance and identifies goals for improvement.	PD1d Demonstrates considerable reflection in assessing professional performance. Goals for improvement extend beyond one's own classroom.
	PD2a Engages in little or no professional development activities to enhance knowledge or skill.	PD2b Participates in professional development activities to a limited extent when convenient or required.	PD2c Consistently engages in deliberate, ongoing professional development to strengthen knowledge, skills, and abilities relevant to the counseling context.	PD2d Seeks out opportunities for professional development and makes systematic attempts to conduct action research in classroom.
	PD3a Does not respond to peer and/or supervisor feedback to refine and shape practices.	PD3b Utilizes some peer and/or supervisor feedback to refine and shape practices.	PD3c Utilizes peer and supervisor feedback to refine and shape practices.	PD3d Seeks out peer and/or supervisor feedback and utilizes feedback to refine and shape practices.
	PD4a Rarely articulates how program activities contribute to achieving school-wide goals by working collaboratively with the School Improvement Planning process.	PD4b Inconsistently articulates how program activities contribute to achieving school-wide goals by working collaboratively with the School Improvement Planning process.	PD4c Consistently articulates how program activities contribute to achieving school-wide goals by working collaboratively with the School Improvement Planning process.	PD4d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
(PR) Professional Responsibilities System Support	PR1a Maintains a poor system for managing paperwork and timelines associated with profession.	PR1b Maintains a rudimentary and partially effective system for managing paperwork and timelines associated with profession.	PR1c Uses an effective system for managing paperwork and timelines associated with profession.	PR1d Employs a fully effective system for managing paperwork and timelines associated with profession.
	PR2a Provides little information about instructional programs to families.	PR2b Participates in the school's activities for family communication, but offers little additional information.	PR2c Regularly communicates with families about comprehensive guidance and counseling programs to support student progress.	PR2d Provides frequent information to families about instructional programs. Students participate in preparing materials for their families.
	PR3a Does not respond or responds inappropriately to family questions or concerns.	PR3b Responds occasionally to family questions or concerns.	PR3c Responds to student/family and staff questions and concerns in an appropriate and timely manner and, when necessary, provides resources.	PR3d Provides information to families frequently on both positive and negative aspects of student progress. Responses to family questions and concerns are handled sensitively.
	PR4a Makes no effort to share knowledge with others or to assume professional responsibilities.	PR4b Finds limited ways to contribute to the profession.	PR4c Provides support to and seeks support from professional colleagues. Discusses problems, new ideas, gives/receives feedback while respecting/accepting various viewpoints.	PR4d Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
	PR5a Makes decisions based on self-serving interests.	PR5b Decisions are based on limited, though generally professional, considerations.	PR5c Participates in decision-making to ensure decisions are based on the highest professional and democratic principles.	PR5d Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

(PR) Professional Responsibilities (continued)	PR6a Avoids becoming involved in school/district events/projects.	PR6b Participates in school/district events/projects when specifically asked.	PR6c Meaningfully participates in school/district events/projects.	PR6d Volunteers to participate in school/district projects, makes a substantial contribution, or assumes a leadership role in a major school or district project.
	PR7a Rarely adheres to ethical practices and to Washington State and federal policies, laws, and legislation relevant to school counseling.	PR7b Inconsistently adheres to ethical practices and to Washington State and federal policies, laws, and legislation relevant to school counseling.	PR7c Consistently adheres to ethical practices and to Washington State and federal policies, laws, and legislation relevant to school counseling.	PR7d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	PR8a Rarely uses a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet student needs.	PR8b Inconsistently uses a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet student needs.	PR8c Consistently uses a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet student needs.	PR8d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	PR9a Rarely demonstrates fairness, equity, and sensitivity to every student, and rarely advocates for social justice and equitable access to instructional programs and activities.	PR9b Inconsistently demonstrates fairness, equity, and sensitivity to every student, and inconsistently advocates for social justice and equitable access to instructional programs and activities.	PR9c Consistently demonstrates fairness, equity, and sensitivity to every student and advocates for social justice and equitable access to instructional programs and activities.	PR9d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.
	PR10a Rarely engages parents/guardians and other interested adults as valued partners in students' development and education.	PR10b Inconsistently engages parents/guardians and other interested adults as valued partners in students' development and education.	PR10c Consistently engages parents/guardians and other interested adults as valued partners in students' development and education.	PR10d The counselor is a leader at the building/district level in this area and/or the counselor's efforts are used as a model in this area.

* All Distinguished Indicators assume successful completion in the Proficient category.