

Rubrics for Pupil Personnel Professionals

Pupil Personnel Professionals are the School Counselors, School Psychologists, School Social Workers, and others who provide “assessment, diagnosis, counseling, educational, therapeutic, and other necessary services to ensure students are successful in school” (National Alliance of Pupil Services Organizations, 2012).

The following rubrics for Pupil Personnel Professionals are aligned with the four domains of the Danielson Framework for Teaching.

**Pupil Personnel Services
Domain 1: Planning and Preparation**

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1a: Demonstrates understanding of professional research, theories, content, tools, and processes</p>	<p>Counselor demonstrates little or no understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, or the range of service delivery processes/options of the counseling professions.</p> <p>Counseling goals and plans do not reflect research-based content or incorporate a range of research-based counseling processes.</p>	<p>Counselor demonstrates limited understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, or the range of service delivery processes/options of the counseling professions.</p> <p>Counseling goals and plans do not reflect research-based content and/or incorporate a limited range of counseling processes.</p>	<p>Counselor demonstrates understanding of the critical concepts and content of the counseling disciplines, the use of discipline-specific instruments to guide services, and the range of service delivery processes/options of the counseling professions.</p> <p>Counseling goals and plans incorporate research-based content, include the use of appropriate assessment instruments, and incorporate a range of individual, small group, and whole group counseling processes.</p>	<p>Counselor demonstrates deep understanding of the critical concepts and content of the counseling disciplines, the appropriate use of multiple instruments to guide services, and an extensive range of service delivery processes/options of the counseling professions.</p> <p>Counseling goals and plans reflect research-based content, a wide range of counseling processes to support student learning and development, and ongoing consultation with classroom teachers to monitor the impact of the counseling program on learning.</p>
<p align="center">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor’s plans focus on research-based practices shown to guide and support student development. • Counselor’s plans reflect the research-based content and processes of the discipline. • Counselor’s plans include the use of appropriate individual, small group, and whole group counseling to remove barriers to student learning. • Counselor uses appropriate professional tools/instruments to guide the counseling program and monitor its impact. 				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrates understanding of the youth served	<p>Counselor demonstrates little or no interest in understanding the students' SES, cultural background, English language proficiency, family structure, or interests and the impact of these factors on the youngsters.</p> <p>Counselor does not attempt to gain a deeper understanding of the general population of youth served.</p>	<p>Counselor demonstrates a general understanding of the students' SES, cultural background, English language proficiency, family structure, or interests and the impact of these factors on the youngsters.</p> <p>Counselor makes limited attempts to deepen understanding of the specific youngsters served.</p>	<p>Counselor understands and can describe the SES, cultural background, English language proficiency, family structure, and interests of the students and the impact of these factors on the youngsters.</p> <p>Counselor actively seeks to deepen understanding of the general population, the subgroups, and the specific youngsters served.</p>	<p>Counselor understands the SES, cultural background, English language proficiency, family structure, and interests of the students and the impact of these factors on the students served.</p> <p>Counselor has a deep understanding of the general population, the subgroups, and the specific youngsters served, and provides leadership and guidance to colleagues in this area.</p>
	Sample Indicators of Proficiency			
<ul style="list-style-type: none"> • Counseling programs and processes are appropriate for the students served. • Counselor plans programs that reflect the developmental levels and the cultural and linguistic proficiency of the students served. • Counselor communicates regularly with parents and staff of community-based organizations to better understand the students served. • Counseling services provided reflect understanding of the factors that impact student success. 				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1c: Plans and develops measurable goals and outcomes to address the needs of individuals and groups</p>	<p>The planned goals and outcomes for counseling are primarily expressed as activities. They are unclear, not measurable, and not well aligned with or appropriate for the needs of either individuals or groups.</p>	<p>The planned goals for counseling are expressed as a combination of goals, activities, and outcomes that are only partially aligned. They are appropriate to address the needs of some students but not expressed clearly enough to enable assessment.</p>	<p>The expected outcomes of counseling are expressed as clear goals that are appropriate to address the learning and development needs of most of the population served. The stated goals and outcomes are aligned and measurable.</p>	<p>The expected outcomes of counseling are appropriate to address the needs of individual students, their teachers, and their families. The outcomes are defined as clear goals that can be assessed through formative measures to guide program refinement and through summative measures to define achievement.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counseling plan identifies how the goals and outcomes will be assessed. • Counseling goals can be identified by teachers. • Counseling goals focus on addressing the learning needs of the students. • Counseling activities are designed to drive the stated goals and outcomes, not replace them. 			

Planning and Preparation (continued)

Levels of Performance				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1d: Demonstrates knowledge of applicable federal, state, and local requirements, regulations, and resources</p>	<p>Counselor demonstrates little or no knowledge of legal requirements or regulations and of the resources and support provided through the school and/or district.</p>	<p>Counselor demonstrates general knowledge of legal requirements and regulations, but limited or no understanding of the resources provided through the school and district to support student development.</p>	<p>Counselor demonstrates knowledge of legal requirements and regulations and identifies and accesses the resources available for students through the school and the district.</p>	<p>Counselor demonstrates deep understanding of legal requirements and regulations and proactively seeks resources within and beyond the school and district to support the counseling program for students, their families, and school staff.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counseling plans align with legal requirements or regulations. • Counseling plans incorporate use of school/district resources to support the students. • Counselor works with school staff to identify school/district resources that will help remove barriers to learning. • Counselor meets with parents/caregivers to explore school/district resources that will provide support for student learning. 			

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1e: Plans coherent counseling services that are integrated with the school program</p>	<p>Counseling services lack coherence and are poorly aligned with the school program.</p>	<p>Planned counseling services are partially designed to support the stated outcomes.</p> <p>There is a structure to the planned experiences and activities, but the activities are not aligned sufficiently to address the overall learning goals.</p>	<p>Counseling services are structured to frame a coherent approach to service delivery.</p> <p>Planned counseling services are designed to support the critical priorities of the school program.</p>	<p>Planned counseling services are informed by student data and aligned to drive and support coherent service delivery.</p> <p>The services and their delivery are sufficiently differentiated to reflect and address the needs of individual students as well as groups of students.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor intentionally links knowledge of the students with the development of the counseling services outcomes to ensure alignment of outcomes with interests and needs. • Counseling services are organized and guided by organizing principles that help ensure coherence. • Counseling plan focuses on aligning resources and experiences to address barriers to learning. • Counseling services are designed to promote the learning needs of both groups and individuals. 				

Planning and Preparation (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1f: Plans for ongoing assessment and continuous improvement of counseling services</p>	<p>No plans have been developed to provide either formative or summative assessment of the implementation and impact of counseling services for individual students and groups of students.</p> <p>There is no evidence of continuous improvement.</p>	<p>Counselor plans a limited assessment of his/her counseling services and their impact on individual students and groups of students.</p> <p>There is insufficient data to inform continuous improvement.</p>	<p>Counselor plans for ongoing assessment of the implementation of the counseling services and the degree to which the goals have been met and outcomes achieved for individual students and groups of students.</p> <p>Assessment data is used to guide improvement of counseling services.</p>	<p>Counselor plans for comprehensive assessment of the degree to which counseling goals have been met and their impact on students, teachers, and families.</p> <p>Counselor uses multiple forms of data to guide improvement of counseling services.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor schedules formative assessments and improvement meetings. • Counselor engages stakeholders in the ongoing assessment of the counseling services. • Counselor uses formative assessment data to inform changes in the services and outcomes of counseling services. • Assessments of the counseling services show improvement over time. 				

Domain 2: Environment

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Develops a respectful and supportive environment	Counselor does not know the students served and does not exhibit respectful and caring interactions with them.	Counseling interactions between Counselor and students are generally appropriate, but there is limited success in promoting respectful and caring interactions among the youngsters.	Counselor promotes respectful and supportive interactions with each student and encourages students to interact with each other in respectful and caring ways.	Counselor continues to model respectful and supportive interactions, while supporting students as they take ownership of the counseling space, self-monitoring their interactions.
	Sample Indicators of Proficiency <ul style="list-style-type: none"> • Students indicate that they feel safe in the counseling environment. • Counselor acknowledges and shows respect for the cultural and linguistic diversity of the students. • There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students. • Counselor and students demonstrate genuine concern and caring for each other. 			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2b: Promotes respectful communication throughout the school	Counselor makes no attempts to promote respectful communication between students in the school.	Despite attempts, Counselor has limited success in promoting and supporting respectful discussions between students and between students and teachers.	Counselor actively promotes respectful and supportive interactions with each student, encouraging students to interact with each other and with their teachers in respectful and caring ways.	Students develop ownership of the positive climate promoted by Counselor, monitoring their own interactions to ensure they are both respectful and supportive.
	Sample Indicators of Proficiency <ul style="list-style-type: none"> • There is a marked absence of sarcasm, put-downs, and any form of negative interactions or bullying among the students. • Counselor and students demonstrate genuine concern and caring for each other. • Student/teacher communication is respectful. • Students express support for each other. 			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2c: Establishes routines and procedures for the counseling center/classrooms</p>	<p>Routines and procedures are not evident, creating a sense of disorder and chaos.</p> <p>Service delivery time is lost because of the lack of effective counseling routines and procedures.</p>	<p>A limited set of routines and procedures is in place but inconsistently followed or enforced.</p> <p>Some service delivery time is lost because of insufficient and ineffective counseling routines.</p>	<p>Routines and procedures are evident in the smooth operation of the counseling program.</p> <p>The routines and procedures help ensure that little to no service delivery time is lost.</p>	<p>Counselor and students work collaboratively to observe and maintain the routines and procedures that support the operation of the counseling programs.</p> <p>Virtually no service delivery time is lost.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Routines and procedures inform how students transition between the counseling environment and their classrooms. • Routines for using materials and equipment are evident, efficient, and effective. • The overall program operates in a seamless manner. • Students understand the procedural expectations and observe them. 				

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>2d: Establishes and promotes clear standards of conduct for the sessions and school-wide</p>	<p>Counselor has not established standards of conduct for the sessions and does not monitor student behaviors.</p>	<p>Standards of conduct are posted but are inconsistently reinforced by Counselor and/or inconsistently followed by students. Counselor has limited success in promoting clear and consistent standards of conduct school-wide.</p>	<p>Standards of conduct for the counseling sessions are evident, enforced, and observed. Counselor helps inform school-wide standards of conduct.</p>	<p>Students help monitor and maintain the standards of conduct in the counseling sessions. Counselor actively promotes and supports the school-wide standards of conduct.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Students demonstrate understanding of the standards of behavior. • Counselor enforces the standards of conduct. • Counselor helps shape school-wide standards of conduct. • The standards of conduct help shape a culture of purposefulness in the counseling program. 			

Environment (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizes and maintains the physical environment	The physical environment is disorganized and chaotic and does not support the goals of the counseling program.	Counselor has limited success in attempts to organize the physical environment to create a sense of purpose and to support the goals of the counseling program.	The physical environment is well organized to allow easy access to resources and to support the goals of the counseling program.	Counselor and students collaborate to ensure an attractive and well-maintained environment that is organized to support program goals and processes and ensure a sense of purpose.
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Students can quickly and easily access materials, supplies, and equipment. • The physical environment promotes and supports the goals of the counseling program. • Students indicate they feel safe, secure, and comfortable in the environment. • The room is arranged to provide a sense of purpose for the program and activities. 			

Domain 3: Delivery of Services

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Consults with teachers and administrators and responds appropriately to referrals	Counselor does not consult with teachers and administrators and fails to adjust evaluations and/or services to the questions or issues raised in the referral.	Counselor makes some effort to consult with teachers and administrators and is partly successful at adjusting evaluations and/or services to address the questions or issues raised in the referral.	Counselor consults regularly with teachers and administrators and implements evaluations and/or services that directly respond to the questions or issues raised in the referral.	Counselor consults frequently with teachers and administrators, provides expertise in terms of leadership and insight, and implements evaluations and services that directly address the questions or issues raised in the referral.
	<p align="center">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor meets once a week with teachers and administrators to discuss individual students' needs and achievements. • Counselor seeks out information from in-classroom observations or from outside of school as appropriate. • Counselor differentiates the formal and informal evaluations and/or services needed for each student or groups of students. • Counselor provides guidance to teachers and administrators around how best to support each student or groups of students. 			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3b: Uses knowledge of student needs to help teachers and students develop realistic academic, personal, and post-school plans</p>	<p>Counselor does not use assessment data to help students and teachers develop realistic academic, personal, and post-school plans.</p>	<p>Counselor has limited success in helping students and teachers frame data-informed academic, personal, and post-school plans.</p>	<p>Counselor successfully uses assessment data to help students and teachers develop realistic academic, personal, and post-school plans.</p>	<p>Counselor uses assessment data to help individual students, teachers, and families develop individual academic, personal, and post-school plans.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor meets with teaching staff to discuss client’s overall academic and social strengths and needs. • Counseling plans are designed to realistically address client’s academic and social strengths and needs. • Counselor and client meet to discuss goals prior to finalizing plans. • Clients, parents/caregivers, and teachers indicate they understand the counseling service plans. 			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3c: Ensures the use of counseling strategies and techniques in both counseling sessions and in classrooms</p>	<p>Counseling strategies and techniques are either undefined or insufficiently defined to promote full implementation in the counseling sessions and/or classrooms.</p>	<p>A limited number of counseling strategies and techniques are fully implemented to develop student interpersonal and planning skills in the counseling sessions and/or classrooms.</p>	<p>Counselor promotes full implementation of a range of counseling strategies and techniques to support student interactions and planning skills in both the counseling sessions and classrooms.</p>	<p>Counselor promotes full implementation of a wide range of counseling strategies and techniques to support student development and interactions in counseling sessions and in the classrooms.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor ensures teachers understand and implement the counseling plans as part of their classes. • Counselor monitors implementation in the classrooms. • Counselor monitors implementation of the service delivery plans for counseling sessions. • Counselor promotes full implementation of the planned services for counseling sessions, as appropriate. 			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3d: Ensures the availability of appropriate resources to address student needs</p>	<p>Counselor does not coordinate efforts with other school- or district-based programs to ensure availability of sufficient and/or appropriate resources to address student needs.</p>	<p>Counselor has limited success in securing appropriate resources from other school- or district-based programs to address student needs.</p>	<p>Counselor secures appropriate resources to meet student needs through other school- or district-based programs.</p>	<p>Counselor secures appropriate resources to meet student needs through school- and district-based programs and through organizations beyond the school and district.</p>
	<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor identifies school- and district-based programs that have resources appropriate to the needs of students in the counseling program. • Counselor coordinates with school-based programs to secure resources to meet student needs. • Counselor identifies district programs with appropriate resources to address student needs and ensures these are available for the students. • Counselor secures resources from district-level programs to address student needs. 			

Delivery of Services (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>3e: Reviews and revises counseling plans/services to ensure a good fit with student needs</p>	<p>Counselor does not revise services once they are defined, even if it would inform more appropriate services for the client.</p>	<p>Counselor is inconsistent in reviewing counseling services and impact and modifying these to best address student needs.</p>	<p>Counselor regularly reviews the impact of the counseling services and revises them as needed to ensure a good fit with existing and emerging client needs.</p>	<p>Counselor continuously solicits input from key stakeholders to identify ways to ensure a better fit between program services and the interests and needs of clients.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor holds multiple formal and informal meetings to assess the fit of the implemented services with changing needs. • Counselor recognizes and addresses emerging client needs by modifying the counseling services. • Counselor meets regularly with key stakeholders to review the services and revise as needed. • Clients evidence understanding of the degree to which the services are addressing their needs and work with Counselor to make any necessary revisions. 				

Domain 4: Professional Responsibilities

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reviews and reflects on practice to inform improvements	Counselor either does not reflect on the counseling services or provides inaccurate recommendations for improvement.	Counselor’s reflections are generally accurate, but the resulting recommendations for improvement are too global to inform meaningful change.	<p>Counselor accurately reflects on the implementation and the impact of the counseling services, providing concrete and specific examples of challenges and successes.</p> <p>Recommendations are specific and focused on the improvement of counseling services.</p>	<p>Counselor’s reflections are both specific and insightful, not only citing evidence for the reflections, but also applying professional judgment to determine why goals were or were not met.</p> <p>Recommendations focus on both improvement of counseling services and development of new strategies.</p>
Sample Indicators of Proficiency <ul style="list-style-type: none"> • Counselor identifies overall impact of counseling services, citing specific examples as evidence. • Counselor identifies challenges and makes recommendations to address these. • Counselor presents concrete recommendations to improve implementation and impact of counseling services. • Counselor and client reflect on the success of the counseling services, identifying areas for improvement. 				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4b: Maintains accurate records and submits counseling reports on time</p>	<p>Records are incomplete and/or inaccurate or late, constraining the development of required reports.</p> <p>Counselor fails to use required online systems for reporting.</p>	<p>Records are usually accurate, but counseling reports are often late, which sometimes raises questions about the delivery of required services.</p> <p>Counselor sometimes uses required information systems for reporting and maintaining records.</p>	<p>Counselor's records are accurate and timely, including all required information on planned and delivered services and progress relative to goals.</p> <p>Counselor accurately uses required information systems for reporting and maintaining records.</p>	<p>Counselor's record keeping is exemplary, documenting all aspects of the services, from referrals to transition. Included notes offer insight into the service delivery plan and help inform future interventions.</p> <p>Counselor accurately uses required information systems systematically, documenting all events that might inform others working with the clients.</p>
<p>Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor consults records to determine the progress of the planned services delivery. • Counselor sets time aside each week to enter all pertinent information in the required information system. • Reports are accurate, timely, and complete. • There are no questions raised about which services were provided and when they were provided. 				

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicates with families and caregivers	Counselor does not communicate with families or caregivers about either the student's social, emotional, and/or academic needs or about his/her counseling services as a whole.	Counselor inconsistently communicates with families or caregivers about the student's progress or needs or about his/her counseling services as a whole.	Counselor communicates with families or caregivers about the student's progress or needs and about his/her counseling services as a whole.	Counselor regularly reaches out to families or caregivers to provide information about the student and his/her counseling services as a whole, in language that is both clear and accessible to them.
	Sample Indicators of Proficiency <ul style="list-style-type: none"> • Counselor meets with parents and/or caregivers to share information about individual student needs and progress. • Counselor meets with parents and/or caregivers to share information about his/her counseling services as a whole. • Parents and/or caregivers indicate they understand his/her counseling services. • Parents and/or caregivers reach out to Counselor to seek information about individual students or the counseling services as a whole. 			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Engages with the larger district and school community	Counselor does not participate in school or district committees, projects, and/or events. Professional relationships with peers are distant or negative.	Counselor selectively engages with school and district committees, projects, and/or events, typically when asked. Professional relationships with colleagues are professionally courteous.	Counselor actively participates in, supports, and contributes to school and district committees, projects, and/or events. Professional relationships are positive, cooperative, and productive.	Counselor seeks opportunities to engage in school and district events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.
	Sample Indicators of Proficiency <ul style="list-style-type: none"> • Counselor seeks opportunities to be an active and productive team player in the school and district. • Counselor’s relationships with school and district professionals focus on working together to best address the needs of all students. • School and district professionals welcome the participation and engagement of the Counselor on committees and at events. • Counselor’s contributions are valued by the school and district staff. 			

Professional Responsibilities (continued)

Component	Levels of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4e: Enhances professional capacity through ongoing professional learning	Counselor does not participate in professional learning.	Counselor participates only in professional learning that is required by the district or state.	Counselor seeks and engages in professional learning opportunities to enhance professional knowledge and skills.	Counselor seeks out professional learning, including feedback from colleagues. Counselor provides formal and/or informal opportunities to share the professional learning with colleagues.
	<p align="center">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor seeks professional learning opportunities within and beyond the school district. • Counselor provides workshops and informal opportunities to share new learning and skills with colleagues. • Counselor welcomes opportunities for coaching. • Counselor develops action research projects to advance professional learning. 			

Professional Responsibilities (continued)

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4f: Demonstrates professionalism</p>	<p>Counselor’s professional interactions are marked by lack of honesty and questionable integrity.</p> <p>Basic principles of confidentiality and school/district requirements are violated.</p>	<p>Counselor is generally honest with stakeholders and typically acts with integrity.</p> <p>School/district regulations are inconsistently addressed. Confidentiality is honored.</p>	<p>Counselor’s interactions are marked by honesty and integrity in the service of all clients.</p> <p>School/district regulations and confidentiality are observed.</p>	<p>Counselor displays the highest standards of honesty and integrity, challenging negativity and/or lack of integrity in any aspect of the service delivery.</p> <p>School/district regulations and confidentiality are consistently observed.</p>
<p style="text-align: center;">Sample Indicators of Proficiency</p> <ul style="list-style-type: none"> • Counselor does not engage in discussions about clients that may violate their confidentiality in any way. • Counselor promotes concerns about confidentiality among the faculty. • Counselor provides accurate and honest information about the services and their impact. • All school and district regulations are observed. 				