

Manchester Public Schools

School Counselor Performance and Practice Continuum

Overview of Essential Attributes

1. Planning and Preparation

- 1a. Demonstrates an understanding of human development theories and developmental issues affecting student success.
- 1b. Demonstrates an understanding of family customs, cultures and beliefs and their impact on student success
- 1c. Understands and complies with all Section 504 and Special Education laws, district policies and procedures
- 1d. Uses available assessments, data and evaluations to develop student programming

2. Direct Services/Instruction

- 2a. Collaborates and communicates with students, families, school staff and community agencies/providers
- 2b. Communicates expectations and provides feedback to students to improve their engagement in the learning environment
- 2c. Develops and implements a School Counseling program that aligns to the ASCA National Model

3. Learning Support/Environment

- 3a. Promotes a positive school climate that is responsive and respectful of individual needs, backgrounds and cultures
- 3b. Promotes a learning environment that is equitable for all students
- 3c. Structures the counseling program to support students' social, emotional and academic growth and engagement
- 3d. Promotes developmentally appropriate standards of behavior that support a productive learning environment for all students

4. Professional Responsibilities

- 4a. Conducts self as a professional in accordance with CT code of professional responsibility for educators and the ASCA national model.
- 4b. Engages in continuous professional learning to impact service delivery and student growth
- 4c. Understands individual student needs and rights, and the legal and ethical nature of working with all students
- 4d. Communicates and collaborates with colleagues, families and stakeholders to develop and sustain a positive school climate in order to support student success

Domain 1: Planning and Preparation				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
1a. Demonstrates an understanding of human development theories and developmental issues affecting student success.	<p>In addition to the characteristics of effective practice:</p> <p>School counselor plans opportunities for students to build, understand and utilize prevention and intervention strategies and resources to support social/emotional functioning that will generalize to the world around them.</p>	<p>School Counselor consistently plans for instruction and interventions that reflects knowledge of human development.</p> <p>School counselor consistently plans for instruction and interventions that include strategies and resources to support social/emotional functioning in the school environment.</p>	<p>School Counselor occasionally plans for instruction and interventions that reflects knowledge of human development.</p> <p>School counselor occasionally plans for instruction and interventions that include strategies and resources to support social/emotional functioning in the school environment.</p>	<p>School Counselor rarely plans for instruction or interventions that reflects knowledge of human development.</p> <p>School counselor rarely plans for instruction and interventions that include strategies and resources to support social/emotional functioning in the school environment.</p>
1b. Demonstrates an understanding of family customs, cultures and beliefs and their impact on student success	<p>School counselor applies knowledge of family customs, cultures and beliefs to provide appropriate interventions to assist in students' academic success.</p> <p>School counselor leads efforts to enhance culturally respectful communications with families and the community.</p>	<p>School Counselor consistently uses previous data, background knowledge, student interests and student needs to plan for counseling/instruction.</p> <p>School counselor consistently plans and differentiates culturally respectful counseling, instruction and interventions.</p> <p>School counselor consistently communicates with families and the community in a culturally respectful manner.</p>	<p>School Counselor occasionally uses previous data, background knowledge, student interests and student needs to plan for counseling/instruction.</p> <p>School counselor occasionally plans and differentiates culturally respectful counseling, instruction and interventions.</p> <p>School counselor occasionally communicates with families and the community in a culturally respectful manner.</p>	<p>School Counselor rarely uses previous data, background knowledge, student interests and student needs to plan for counseling/instruction.</p> <p>School counselor rarely plans and differentiates culturally respectful counseling, instruction and interventions.</p> <p>School counselor demonstrates cultural bias and/or negativity.</p>
1c. Understands and complies	School counselor actively pursues	School counselor consistently reads	School counselor occasionally reads	School counselor rarely reads and

with all Section 504 and Special Education laws, district policies and procedures	resources to enhance their understanding of Section 504 and Special Education laws, district policies and procedures.	and reviews Section 504 and Special Education laws, district policies and procedures.	and reviews Section 504 and Special Education laws, district policies and procedures.	reviews and is not in compliance with Section 504 and Special Education laws, district policies and procedures.
1d. Uses available assessments, data and evaluations to develop student programming	School counselor actively applies a comprehensive school counseling program to develop student programming for the benefit of all students.	School counselor consistently uses available data to develop student programming. School counselor consistently monitors student learning, growth and progress toward accessing their education.	School counselor occasionally uses available data to develop student programming. School counselor occasionally monitors student learning, growth and progress toward accessing their education.	School counselor rarely uses available data to develop student programming. School counselor rarely monitors student learning, growth and progress toward accessing their education.

Domain 2: Direct Services/ Instruction				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
2a. Collaborates and communicates with students, families, school staff and community agencies/providers	<p>In addition to the characteristics of effective practice:</p> <p>School counselor develops relationships and communicates regularly with community agencies/providers of service to students and families.</p> <p>School counselor works to find new ways of developing relationships with hard to reach families.</p>	<p>School counselor consistently maintains timely communication with students, families, school staff and community agencies/providers.</p> <p>School counselor consistently collaborates using a variety of communication techniques.</p>	<p>School counselor occasionally maintains timely communication with students, families, school staff and community agencies/providers.</p> <p>School counselor occasionally collaborates using a variety of communication techniques.</p>	<p>School counselor rarely maintains communication with students, families, school staff and outside agencies.</p> <p>School counselor rarely uses a variety of communication techniques.</p>
2b. Communicates expectations and provides feedback to students to improve their engagement in the learning environment	<p>Feedback is consistently of high quality and requires students to extend their thinking.</p> <p>School counselor provides students opportunities to incorporate feedback to reflect on behavioral/emotional issues that affect academic success.</p>	<p>School counselor consistently provides accurate, timely and specific feedback to students about their progress toward their goals and strategies for improvement.</p> <p>School counselor consistently engages students and allows for appropriate student reflection.</p>	<p>School counselor occasionally provides accurate, timely and specific feedback to students about their progress toward their goals and strategies for improvement.</p> <p>School counselor occasionally engages students and allows for appropriate student reflection.</p>	<p>School counselor rarely provides accurate, timely and specific feedback to students about their progress toward their goals and strategies for improvement.</p> <p>School counselor rarely engages students in meaningful discussion.</p>
2c. Develops and implements a School Counseling program that aligns to the district goals and priorities.	School counselor develops and presents a developmental school counseling core curriculum addressing all students' needs	School counselor consistently develops materials and instructional strategies to meet student needs and school goals.	School counselor occasionally develops materials and instructional strategies to meet student needs and school goals.	School counselor rarely utilizes materials and instructional strategies to meet student needs and school goals.

	<p>based on student data.</p>	<p>School counselor consistently encourages staff involvement to ensure the effective implementation of the school counseling core curriculum.</p> <p>School counselor consistently identifies appropriate curriculum aligned to ASCA student standards.</p>	<p>School counselor occasionally encourages staff involvement to ensure the effective implementation of the school counseling core curriculum.</p> <p>School counselor occasionally identifies appropriate curriculum aligned to ASCA student standards.</p>	<p>School counselor rarely communicates with staff to ensure the effective implementation of the school counseling core curriculum.</p> <p>School counselor rarely identifies appropriate curriculum aligned to ASCA student standards.</p>
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Domain 3: Learning Support / Environment				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
3a. Promotes a positive school climate that is responsive and respectful of individual needs, backgrounds and cultures	<p>In addition to the characteristics of effective practices:</p> <p>School counselor supports students in becoming role models for treating others with respect.</p>	<p>School counselor consistently promotes high academic and behavioral expectations for all students.</p> <p>School counselor creates and sustains an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School counselor consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>School counselor occasionally promotes academic and behavioral expectations for all students.</p> <p>School counselor contributes to an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School counselor occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>School counselor rarely promotes academic or behavioral expectations for students.</p> <p>School counselor rarely contributes to an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>School counselor rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
3b. Promotes a learning environment that is equitable for all students	<p>Acknowledges and incorporates students' cultural, social and developmental diversity to create enriching learning opportunities.</p> <p>Creates and promotes a learning environment in which all students are willing to take intellectual risks.</p>	<p>Establishes and maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental diversity.</p> <p>Creates and/or promotes a learning environment in</p>	<p>Establishes or maintains a learning environment that is inconsistently respectful of students' cultural, social and/or developmental diversity.</p> <p>Creates and/or promotes a learning environment in which some</p>	<p>Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful attitudes or behavior.</p> <p>Does not create</p>

		which most students are willing to take intellectual risks.	students are willing to take intellectual risks.	and/or promote a learning environment in which students are willing to take intellectual risks.
3c. Structures the counseling program to support students' social, emotional and academic growth and engagement	School counselor is able to model these skills as an exemplar of practice for colleagues.	<p>School counselor consistently utilizes the counseling program to create and/or support choices and options to enhance students' social, emotional and academic growth.</p> <p>School counselor consistently reads and reviews a students IEP, 504 plan or other accommodation plans to recommend modifications and accommodations as necessary.</p>	School counselor occasionally utilizes the counseling program to support choices and options to enhance students' social, emotional and academic growth.	School counselor rarely utilizes the counseling program to support choices and options to enhance students' social, emotional and academic growth.
3d. Promotes developmentally appropriate standards of behavior that support a productive learning environment for all students	School counselor promotes appropriate behavior for all students throughout the school.	School counselor establishes and consistently upholds clear behavioral expectations for their students.	School counselor establishes and occasionally upholds clear behavioral expectations for their students.	School counselor rarely upholds clear behavioral expectations for their students.

Domain 4: Professional Responsibilities				
Essential Attributes	Highly Effective	Effective	Developing	Ineffective
4a. Conducts self as a professional in accordance with CT code of professional responsibility for educators and the ASCA national model.	School counselor is responsible for demonstrating the highest ideals of professionalism and ASCA code of ethics demonstrated by appropriate and timely communication with all stakeholders	School counselor consistently ensures the highest ethical standards. School counselor consistently models respect for all members of the school community.	School counselor occasionally ensures the highest ethical standards. School counselor occasionally models respect for all members of the school community.	School counselor rarely ensures ethical standards. School counselor rarely models respect for all members of the school community.
4b. Engages in continuous professional learning to impact service delivery and student growth	School counselor actively uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices. School counselor actively seeks out, participates in and leads professional learning opportunities and shares with colleagues.	School counselor consistently uses ongoing self-evaluation and reflection to improve professional practices. School counselor consistently and actively participates in professional learning opportunities and shares with colleagues.	School counselor occasionally uses self-evaluation and reflection to improve professional practices. School counselor occasionally participates in professional learning opportunities and shares with colleagues.	School counselor rarely uses self-evaluation and reflection to improve professional practices. School counselor rarely participates in professional learning opportunities.
4c. Understands individual student needs and rights, and the legal and ethical nature of working with all students	School counselor actively pursues resources to enhance individual student learning and/or contributes ideas towards the	School counselor consistently maintains the confidentiality of information concerning students and	School counselor occasionally maintains the confidentiality of information concerning students and	School counselor rarely maintains the confidentiality of information concerning students and does not comply with

	<p>IEP, 504 or other accommodation plans.</p>	<p>dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>School counselor consistently reads and reviews a students IEP, 504 plan or other accommodation plans to recommend modifications and accommodations as necessary.</p>	<p>irregularly complies with federal or state law or professional practice.</p> <p>School counselor occasionally reads and reviews a students IEP, 504 plan or other accommodation plans to recommend modifications and accommodations as necessary.</p>	<p>federal or state law or professional practice.</p> <p>School counselor rarely reads and reviews a students IEP, 504 plan or other accommodation plans.</p>
<p>4d. Communicates and collaborates with colleagues, families and stakeholders to develop and sustain a positive school climate in order to support student success</p>	<p>School counselor participates in activities to address bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>School counselor is aware of the code of ethics, including confidentiality, and actively and consistently communicates information as appropriate in a timely manner with colleagues and families on student progress.</p>	<p>School counselor consistently utilizes a variety of communication methods to inform and involve families in the educational program.</p> <p>School counselor consistently develops collaborative relationships and makes a contribution to the professional community.</p> <p>School counselor consistently challenges practices in the school that impede the school's ability to serve all students.</p>	<p>School counselor occasionally utilizes methods of communication to inform families of the educational program.</p> <p>School counselor occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>School counselor occasionally challenges practices in the school that impede the school's ability to serve all students.</p>	<p>School counselor rarely communicates with families to inform them of the educational process.</p> <p>School counselor rarely develops collaborative relationships or makes a contribution to the professional community.</p> <p>School counselor rarely challenges attitudes or practices in the school that impede the school's ability to serve all students.</p>