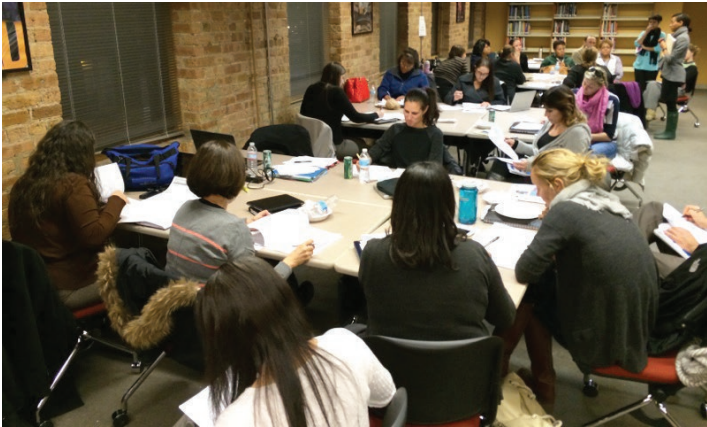


CPS Framework for School Counselors Companion Guide

Version 1.1 – June 2014





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This Companion Guide was developed by the staff in the Office of School Counseling and Postsecondary Advising (OSCPA), specifically Barbara Karpouzian, Kevin Van Zee, Lisa De Gregorio, Diana Camilo, Brad Novak, and Sarah Briggs, under the Office of College and Career Success in close collaboration with the Offices of Professional Learning and Talent.

History

The development of the Framework for School Counselors and corresponding resources originally began during the 2009-2010 school year. The Performance Evaluation Reform Act (PERA) was signed into law by Gov. Pat Quinn in 2010, requiring all schools in Illinois to implement a standards-based evaluation system that includes student growth indicators for principals and school-based staff. In April of 2010, Elementary School Counselor volunteers were recruited to participate in the development of the REACH Framework for School Counselors. By the end of the 2009-2010 school year, the group had developed the first draft of the Framework.

Over subsequent years, the Secondary School Counseling Department in the former Office of College and Career Preparation with input from the “Master Secondary Counselors” professional learning community, an advisory council to OSCPAs of school-based counselors, drafted a framework that was later merged into the current K-12 Framework for School Counselors, which was approved in August 2012.

In November 2012, OSCPAs began drafting the current Companion Guide for School Counselors in partnership with the Office of Professional Learning and the Talent Office. With opportunities for feedback from the REACH Framework for School Counselors subcommittee of the 2013-2014 “Master K-12 School Counselors” professional learning community and numerous K-12 school counselors in attendance at several Fall Network Level Meetings from October 28, 2013 through November 5, 2013, the Companion Guide was drafted by December 2013 and finalized in April 2014.

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Overview

CPS Framework for School Counselors

*The CPS vision is that every student in every neighborhood be engaged in a rigorous, well rounded instructional program and graduate prepared for success in college, career and life. **Pillar 4 of the CPS Action Plan** indicates the need for committed and effective teachers, leaders and staff, and **Pillar 2 of the CPS Action Plan** specifies the need for systems of supports that meet all of our students' needs because every student is unique. High expectations for all students must be coupled with a holistic approach that supports the individual needs of each. Barriers to learning must be removed and practices that promote children's health and safety, social and emotional development, school attendance and college and career preparation must be implemented.*

The CPS Framework for School Counselors and Companion Guide together respond to the *CPS Vision* and the "need for systems of support" by outlining good school counseling practices that help school counselors develop a comprehensive counseling program that supports a safe learning environment, addresses the needs of all students through culturally relevant prevention and intervention programs, and promotes equity and access to rigorous educational experiences.

INTRODUCTION TO THE FRAMEWORK FOR SCHOOL COUNSELORS

As vital members of the school educational leadership team, school counselors provide student assistance in the areas of academic achievement; personal/social development and career development in order to ensure today's students become the productive, well-adjusted adults of tomorrow. School counselors are uniquely trained professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. School counselors do not work in isolation; rather they are integral to the **total** educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school.

School counselors align their goals and activities to the school's mission and support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systemic school counseling program that is data driven and results-based. Key to successful implementation of a robust school counseling program is early articulation of the Annual Agreement with the principal to properly plan and align annual goals.

The School Counselor holds a master's degree and a required state professional educator license in school counseling, which requires on-going professional development to stay current with education reform and the challenges facing today's students. Professional association membership is encouraged as it enhances the School Counselor's knowledge and effectiveness.

On August 17, 2012, the district introduced the CPS Framework for School Counselors with the goal of defining the work of school counselors and ensuring alignment to state and national standards. It has been both an exciting and challenging journey as we have endeavored to provide a comprehensive view of the varied services and tasks delivered by school counselors in our district.

THE ASCA (AMERICAN SCHOOL COUNSELOR ASSOCIATION) NATIONAL MODEL

The American School Counselor Association (ASCA) supports the efforts of school counselors around the globe to help students focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Besides providing professional development, publications, and other resources as well as research and advocacy, in 2003 it published the first edition of the American School Counselor Association (ASCA) National Model, which provides a framework for school counseling programs. Specifically, the National Model states that in developing a data-driven, comprehensive school counseling program, school counselors support all students in their academic achievement, personal/social development and planning for successful careers after

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graduation.¹ It also provides a context in which school counseling programs can be standardized and outlines the components to which all school counseling programs should base their performance. While the Danielson Framework for School Counselors was used as a model for REACH Framework for School Counselors, much of the content and language was derived from the ASCA National Model.

Key themes within the ASCA National Model are:

- Leadership
- Advocacy
- Collaboration
- Systemic Change

In the REACH Framework for School Counselors, the evaluative process for school counselors is comprehensive in scope. Unlike the classroom teacher who may be observed in relation to a specific grade level or academic subject, the School Counselor's performance entails the recognition that the CPS School Counselor is a generalist who delivers a school counseling program that provides direct and indirect services to students in a variety of settings and with the collaboration of key stakeholders and/or resources.

CPS FRAMEWORK FOR SCHOOL COUNSELORS

The CPS Framework for School Counselors is organized in a four square grid, commonly called the "Placemat," with the domains displayed in a clockwise order. This design choice is deliberate; it reminds us that planning precedes the implementation of school counseling goals and objectives. A well thought out and written school counseling program contributes to a school environment that supports students in feeling safe, respected, and supported as well as promotes student learning and achievement.

The CPS Framework for School Counselors is organized into four domains of school counseling:

- **Domain 1:** Planning and Preparation
- **Domain 2:** The Environment
- **Domain 3:** Delivery of Services
- **Domain 4:** Professional Responsibilities

Each domain has 5-6 components, which describe district aspects of school counseling practices, and each component has elements that further define each component. See page 18 for the "Placemat" – a quick reference of the CPS Framework for School Counselors.

More than just a list of expectations for school counselors, the CPS Framework for School Counselors is a rubric that describes key practices of school counselors across a continuum for each component. This continuum is important because it helps school counselors and administrators engage in a continuous improvement process that refines counseling practices by reflecting on specific aspects of current practice and holding conversations with colleagues to gain new strategies and ideas for improving how all students are supported.

The levels of performance of the CPS Framework for School Counselors are Distinguished, Proficient, Basic and Unsatisfactory. Each level describes specific counseling practices associated with a particular school counseling activity or point in time. Charlotte Danielson defines these levels of performance as:

¹ ASCA National Model: A Framework for School Counseling Program, 3rd Ed. Alexandria, VA, 2012.

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- **Unsatisfactory:** Refers to school counselors not being able to demonstrate a clear understanding of key techniques as they pertain to a component. School counselors performing at this level of performance are ineffective in implementing a successful school counseling program.
- **Basic:** Refers to school counselors who demonstrate an understanding of counseling theory and techniques; however struggles in application or implementation of counseling techniques are partially successful.
- **Proficient:** Refers to the successful demonstration of the application of counseling techniques and consistently implementing a school counseling program. It would be expected that most experienced school counselors would frequently perform at this level.
- **Distinguished:** Refers to school counseling that is highly aligned to clear objectives and knowledge of techniques, theory and the acquisition of skills by students. Collaboration with stakeholders is apparent at all levels. School counselors performing at this level are leaders and advocates, both inside and outside of their school.

In addition to the four domains, which define school counseling responsibilities, there are common themes throughout the Framework for School Counselors that reflect essential skills in implementing the work of school counseling as a whole. These important aspects of school counseling are not specifically identified in one domain, component, or element because they sometimes tend to be most apparent at the distinguished level of performance:

- Equity in Access to School Counseling Program Services
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Appropriate Use of Technology and Data
- Student Assumption of Responsibility
- Advocacy

USING THE CPS FRAMEWORK FOR SCHOOL COUNSELORS WITH ALL STUDENTS IN MIND

The CPS Framework for School Counselors outlines a comprehensive counseling program that delivers services equitably to **all** students. It provides school counselors and administrators with common language describing what a high functioning school counseling program is that demonstrates a holistic approach and offers services for all students.

School counselors are positioned to appropriately respond to the diverse needs of the school environment. As they assess their students' needs, and work collaboratively with pertinent stakeholders, they are able to plan accordingly and identify school counseling program goals aligned for success. The assessment process includes, but is not limited to, pre/post tests, surveys, individual learning plans, and needs assessments. Data analysis and assessment results help to drive the direction of guidance lessons, small group curriculum, and interventions. Intentional planning for a diverse student group will maximize the likelihood that all students will be able to grasp the concepts from guidance lessons and use the taught skills.

Aspects of a school counseling program goal and/or plans may focus on a subset of students. For example, while universal social-emotional interventions are intended to serve all students, a subset of students may benefit from intensive supports and will require interventions based on the intensity of a problem. Hence, the School Counselor should be able to allocate or select from interventions that specifically address the students' individual needs. It is important that school counselors be able to articulate the reason for a change in curriculum, guidance lesson(s) and/or adjustment of goals. In such cases,

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the use of data should drive conversations between the School Counselor and administrator as it relates to the use of targeted interventions.

Relevance of the CPS Framework for School Counselors for ALL Grade Levels and Student Populations

It is well known that every counseling interaction with students is unique and specific factors influence that interaction. The personalities of the School Counselor and students interacting with one another, and with the context, create a unique relationship. Some believe that because of this uniqueness, there can be no generic Framework that defines school counseling for all grade levels and counseling needs.

Yet, beneath the unique features of each grade level or counseling need are powerful commonalities. It is these commonalities that the Framework addresses. For example, in every school, school counselors seek to establish an environment that fosters student safety, effective communication, respect and rapport (Component 2a). However, the counseling skills and techniques used to establish such an environment are unique to each school and its culture. While an elementary counselor and a high school counselor who seek to establish a safe school environment and each will use different counseling modalities based on the developmental stages of students, the underlying concern for students is the same. Because a school counselor's action are a function of the contexts in which they occur, it follows that effective counseling does not consist of a listing of specific behaviors; it cannot, because the behaviors themselves depend on the context. It also follows that there is only one Framework for School Counseling; there is not a Framework specific to elementary or high school counseling. Although the environments require different counseling approaches and techniques, the Framework captures those aspects of school counseling that are common across all environments, applicable to all students and address the key components of the American School Counseling Association (ASCA) domains; academic, personal/social and career.

Information about the usability of specific interventions and/or documentation that is applicable to the elementary and high school setting can be found in the district's online Knowledge Center site (<http://kc.cps.edu>).

Conclusion

The CPS Framework for School Counselors is intended to be used for reflection on practice and observation to inform the process of continuous growth that all professional school counselors undertake on a regular basis. It is used to identify areas of strengths and growth, to set professional goals, and to measure how those goals are met. It provides a common language for all colleagues within Chicago Public Schools to collaborate and support one another as the district strives to place every student on a path to success with respect to academic, personal/social, and career success.

The Framework for School Counselors and this companion guide are tools for school counselors and administrators to use as they collaborate and work together to reflect on school counseling practices.

REACH Guidance for Observing School Counselors

Selecting the Appropriate CPS Framework to Evaluate Your School Counselor

For school counselors who may be nominated as the case manager, it is suggested that the school administrator and counselor discuss responsibilities and expectations for the School Counselor as well as which Framework, the [CPS Framework for Educational Supports Specialist \(ESS\)](#) or the [CPS Framework for School Counselors](#), best reflects the overall work of the School Counselor, ideally when the Annual Agreement is developed early in the school year. If ESS is the chosen framework for evaluation of the School Counselor's performance, please complete and agree on the [Framework Selection Form for Case Managers](#).

Observation Series Guidance for Using the CPS Framework for School Counselors

School counselors have many opportunities to demonstrate their practice throughout the school year through the REACH classroom observation series:

- Formal observation series result in component-level ratings for Domains 1, 2, 3 and Component 4a.
- Informal observation series focus on Domains 2 and 3, and component-level ratings are issued for components in which the observer is able to gather evidence.

NOTE: It may not always be possible to observe every *element* of components in Domains 2 and 3 during the observation. Observation ratings should always be assigned based on the preponderance of evidence for the component, regardless of the number of elements observed.

See below for details about gathering evidence for components in each of the four domains of the Framework for School Counselors.

Domain 1: Planning and Preparation

Evidence for this domain is captured during the pre-observation conference. Counselors are not required to submit written responses to the [Pre-Observation Conference Form](#) (although one can do so and submit it via the Reflect and Learn System), but counselors should be prepared to discuss their responses and share relevant evidence.

Domain 2: The Environment

Evidence for Domain 2 is captured during the observation and/or during the pre- or post-observation conference.

It may be difficult to capture evidence for Component 2a: Creating an Environment of Safety, Respect, and Rapport and Component 2e: Organizing the School Counseling Program during an observation. It is recommended to discuss these components and share evidence during the pre- or post-observation conference.

Domain 3: Delivery of Service

Evidence for Domain 3 is captured during the observation and/or during the pre- or post-observation conference.

It may be difficult to capture evidence for Component 3e: Demonstrating Flexibility and Responsiveness during an observation. Discuss this component and share evidence during the pre- or post-observation conference.

Domain 4: Professional Responsibilities

Evidence for Component 4a: Reflecting on Practice to Adjust the Counseling Program is captured during the post-observation conference, as the School Counselor reflects on practice. Counselors are not required to submit written responses to the [Post-Observation Conference Form](#) (although one can do so and submit it via the Reflect and Learn System), but counselors should be prepared to discuss their responses and share relevant evidence.

REACH Guidance for Observing School Counselors

Note: Components 4b-4e are rated only once during the REACH annual or biennial evaluation cycle. To do this, counselors can describe their practice for each component in narrative form and enter this information under the “Professional Responsibilities” tab in the Reflect and Learn System. The description should include enough detail so the evaluator can assess the counselor’s level of performance for each component. Counselors should write thorough but succinct descriptions of practice. Counselors may upload documentation that showcases their best practices and illustrates their level of performance, but a thoughtful description may take the place of uploading documents.

Artifacts and Uploading of Evidence

The CPS Framework for School Counselors embodies the work of school counselors within the Pre-K- 12 setting. Several components throughout the Companion Guide provide an extensive list of artifacts a School Counselor may use during a pre- or post-observation conference. However, it is suggested only necessary evidence is uploaded. For example, the School Counseling [Evidence Based Implementation Plan](#) can be used to capture evidence for Domain 1, 3 and Component 4a. Hence, the quality and application of an artifact as evidence should be emphasized. School counselors may use the pre- and post-observation conferences to share additional evidence with their school administrator(s) to further inform the evaluator about school counseling practices and professional performance. School counselors who feel compelled to upload evidence should not upload more than two documents per component.

Recommended Office of School Counseling & Postsecondary Advising (OSCPA) Tools Aligned to the CPS Framework for School Counselors

School Counseling Tool	Definition	Framework Alignment
Annual Agreement*	Developed with and approved by administrators at the beginning of the school year, the “ Annual Agreement ” is an organizational tool provided by the Office of School Counseling and Postsecondary Advising that can be used to address the roles and responsibilities of the school counselor as well as how the school counseling program will be organized and what goals will be accomplished. Included in the conversation are questions about effective use of time, alignment of goals to the school’s mission, and opportunities for collaboration with other stakeholders.	Components 1c - 1f Components 2c, 2e Component 4d
Evidence Based Implementation Plan* (Action Plan)	A central piece of this plan is the Action Plan that includes all counseling activities (counseling curriculum, small groups, closing the gap, parent workshops, etc.) tied to program goal(s). This should show what the counseling department is doing in relation to goal(s) and intended impact, including goal(s) to be addressed; ASCA National Model Domain(s), standard(s) and competencies consistent with goals; Description of school counseling activities to be delivered; Timeline for completion of activities; Title of any packaged or created curriculum that will be used; Name of person(s) responsible for each activity; Methods of evaluating school success using process, perception, and outcome data.	Components 1c, 1e, 1f Component 2e Components 3a, 3b - 3e Components 4a, 4c
Evidence Based Implementation Plan*	The lesson plan should be tied into your action plan and directly relate back to your counseling program goal. The template included in the plan	Components 1a - 1f Component 2c

REACH Guidance for Observing School Counselors

School Counseling Tool	Definition	Framework Alignment
(Lesson Plan)	can help to plan an effective classroom or large-group lesson. It includes ASCA National Standards for Students (appropriate domain, standard, and competencies); learning objectives related to the selected competency; materials needed to deliver the lesson; procedures; and plan for evaluation (how you will collect process, perception, and outcome data).	Components 3a - 3d Component 4c
Evidence Based Implementation Plan* (Annual Calendar)	School counselors develop and publish calendars to inform students, families, staff, and administration of what, when, and where school counseling activities will be held. Creating calendars also assists with the development of a comprehensive program that provides activities and services for all students in the school. The annual calendar includes activities such as classroom guidance lessons, back-to-school night, open house, standardized test dates, college nights, department meeting dates, etc.	Component 1e Component 2e Components 3b - 3d Components 4c, 4d
Individual Learning Plan (ILP)	Though some schools may use other tools, the ILP is most commonly used within 'What's Next Illinois?' to prepare 6th - 12th grade students for high school, college, and beyond. The ILP guides students in exploring aspirations, evaluating academic standing as well as goal-setting and goal completion tracking. The topics covered in the ILP most commonly include: self-exploration, understanding the promotion criteria, high school exploration, career exploration, attendance and academics, goal setting, and post-secondary planning.	Component 1b Components 3b, 3c Component 4c
Flashlight PPT Presentation	The "Flashlight PPT Presentation" is a way to communicate about the school counseling program and shine a light on the impact of the year's counseling activities through a simple PowerPoint presentation of 6 – 8 minutes that includes data visuals and reflections. School counselors are encouraged to present a Flashlight Presentation to stakeholders, post to a school website, or share at a district level with other counselors.	Component 1e Components 3d, 3e Components 4a, 4c
Menu of Data Elements	A menu of various data points that school counselors can utilize to guide and inform counseling program activities by reviewing historical data, identifying patterns, and setting goals for moving data metrics.	Components 1c, 1e – 1f Component 3a Component 4a
Program Results Template	The School Counseling Program Results Template is a documentation tool for ensuring the counseling program was carried out as planned, that every student was served, and that developmentally appropriate materials were used. In addition, it documents the program's process, perception, and outcome data, reflection on activities' effectiveness and impact, and ideas for improving the activity or program.	Component 1c Components 3b - 3e Components 4a, 4c

REACH Guidance for Observing School Counselors

* The Evidence Based Implementation Plan is a central supporting document for the CPS Framework for School Counselors, which consists of the Annual Agreement, the Calendar, Lesson Plan(s), and an Action Plan templates to ensure that counseling teams have a structured, intentional, systematic approach to address the academic, career, and personal/social development of all of their students and to evaluate their school counseling program during the school year.

Recommended Activities for REACH Observations

The Companion Guide’s component pages suggest observation activities and artifact ideas for gathering evidence for each component of the framework. Office of School Counseling and Postsecondary Advising recommends the observable activities listed below that might best reflect the work of school counselors with corresponding CPS Framework for School Counselors alignment. This list is not exhaustive of all activities that *could* be conducted; feel free to select activities not listed below.

School Counseling Activity	Description	Framework Alignment
School Counseling Core Curriculum Lessons (Large Group or Classroom)	School counselors provide direct instruction, teach or assist in teaching classroom guidance lessons or learning activities in other school facilities. School counselors also conduct planned activities outside of the classroom to promote academic, career, or personal/social development. This can include High School Fair, Student Orientation, College Night, High School Investigation Day, a week-long anti-bullying campaign, etc.	Components 2a - 2d Components 3a - 3c
Counseling Session (Individual or Small Group)	School counselors provide short-term counseling sessions in individual or small-group settings to help students overcome issues impeding achievement or success. The counseling process helps students identify problems, causes, alternatives, and possible consequences so that they can make decisions to take appropriate actions. Counselors also respond to student mental health crises by offering education, prevention, and crisis/short-term intervention until the student is connected with available resources and supports. <i>NOTE:</i> Please refer to Confidentiality statement on page 12 for guidance on observing a counseling session.	Components 2a, 2c, 2d Components 3a - 3c
Individual Student Planning Session	This consists of ongoing systemic activities designed to help students establish personal goals and develop future plans such as Individual Learning Plans and graduation plans. Counselors use these activities to help all students plan and then monitor and manage their own learning and competencies through review sessions. <i>NOTE:</i> Please refer to Confidentiality statement on page 12 for guidance on observing an individual student planning session.	Components 2a, 2c, 2d Components 3a - 3d
Professional Learning Presentations and/or In-service Training	School counselors share strategies that support student achievement with teachers, other educators, and community organizations through consultation. This may include training on the application of a CPS supported program (e.g., Second Step or CHAMPS), the parameters of a grant, or a CPS initiative such as Multi-Tiered System of Supports (MTSS).	Components 2b, 2d Component 3d

REACH Guidance for Observing School Counselors

School Counseling Activity	Description	Framework Alignment
Parent & Family Workshop	School counselors facilitate or organize informational sessions about student developmental issues for parents/guardians to address the needs of the school community and to reflect the school counseling core curriculum. For example, Family Night or parent workshop.	Components 2b, 2d Components 3b, 3d
Collaboration Meeting	School counselors work with other educators, parents, and the community to support student achievement. This can occur by serving or leading a committee or advisory board, resource sharing meeting, a joint presentation, or formalized partnership meetings with a specific focus.	Components 2b, 2c Components 3a, 3b, 3d, 3e

Confidentiality Parameters within the REACH Framework for School Counselors

School counselors and the administrators who supervise them are subject to state and federal statutes on the confidentiality of student school records and counseling records and the ethical standards of their professions. Confidentiality is the right of a student/client and parent/guardian to keep private what the student says during a counseling session with the school counselor and private information that is kept in the student's school records.

As a best practice, it is recommended that prior to any observation of a counseling session by a school counselor, including any observation preliminary to evaluating the school counselor; the administrator should meet with the school counselor to address the type of counseling session s/he should observe. During this meeting, the parties should consider that some students may not feel comfortable disclosing information when an administrator visits during an individual or group counseling session. They should consider the sensitivities of the student(s) and the experiences being discussed. Based upon this discussion, they should determine what kind of session would be appropriate for the administrator to attend. The school counselor should notify the students in the counseling session in advance that the administrator will be present to observe the counselor's work, not to observe the students. If a student objects to the administrator's attendance, the administrator should arrange to attend a different session.

The administrator who observes a counseling session or reviews counseling records has a duty not to disclose, to the extent provided by law, any confidential information s/he hears or reviews. *See* 740 ILCS 110/5(d) (below). One exception to this duty of confidentiality is that any information about child abuse is not confidential. Both school counselor and administrators are mandated by law to report any suspicion of child abuse.

Observations of Counseling Groups and/or Individual Counseling Session with Students

Should the school administrator and school counselor determine that the observation will take place during a counseling group or individual session with a student, the school administrator may write down what he or she sees and hears; what the school counselor and students/audience are saying and doing during the activity, such as the questions asked, how students/audience respond, and details around the presentation of the material. The school administrator may take notes to capture evidence of the school counselor's practice, and speak with students/audience to gauge their understanding.

REACH Guidance for Observing School Counselors

The school administrator may not use the specific content of the discussion to impose discipline or consequences on a student. For example, if a student shares confidential information about an event or incident that may be a violation of school rules, this information should not be used to discipline the student. The school administrator should trust the school counselor's therapeutic process as the opportunity for the student to reflect on the outcomes of his or her actions and learn appropriate skills to change future behavior and decision making. If a student shares information about a third party that is violating school policy, the administrator and school counselor should collaborate to determine how to handle this specific situation.

Use of Student Records or School Counselor Notes as Evidence

If student records and/or the school counselor's personal notes or counseling records (see definitions below) are used during the REACH Framework evaluation, any identifying student information must be removed. 740 ILCS 110/7(a) (below). Only the quality of the record should be used as a modality to evaluate the school counselor's professionalism in regards to record keeping, delivery of service and professional responsibilities.

The following provisions from the Mental Health and Developmental Disabilities Confidentiality Act govern the confidentiality of counseling sessions conducted and records kept by school counselors:

740 ILCS 110/2

"Personal notes" means:

- (i) information disclosed to the therapist in confidence by other persons on condition that such information would never be disclosed to the recipient or other persons;
- (ii) information disclosed to the therapist by the recipient which would be injurious to the recipient's relationships to other persons, and
- (iii) the therapist's speculations, impressions, hunches, and reminders.

"Record" means any record kept by a therapist or by an agency in the course of providing mental health or developmental disabilities service to a recipient concerning the recipient and the services provided. . . . Record does not include the therapist's personal notes, if such notes are kept in the therapist's sole possession for his own personal use and are not disclosed to any other person, except the therapist's supervisor, consulting therapist or attorney. If at any time such notes are disclosed, they shall be considered part of the recipient's record for purposes of this Act. . . .

740 ILCS 110/3

- (a) All records and communications shall be confidential and shall not be disclosed except as provided in this Act.
- (b) A therapist is not required to but may, to the extent he determines it necessary and appropriate, keep personal notes regarding a recipient. Such personal notes are the work product and personal property of the therapist and shall not be subject to discovery in any judicial, administrative or legislative proceeding or any proceeding preliminary thereto.

740 ILCS 110/4(a) The following persons shall be entitled, upon request, to inspect and copy a recipient's record or any part thereof:

- (1) the parent or guardian of a recipient who is under 12 years of age;
- (2) the recipient if he is 12 years of age or older;
- (3) the parent or guardian of a recipient who is at least 12 but under 18 years, if the recipient is informed and does not object or if the therapist does not find that there are compelling reasons for denying the access. The parent or guardian who is denied access by either the recipient or the therapist may petition a court for access to the record. Nothing in this paragraph is intended to prohibit the parent or guardian of a recipient who is at least 12 but under 18 years from

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requesting and receiving the following information: current physical and mental condition, diagnosis, treatment needs, services provided, and services needed, including medication, if any; . . .

740 ILCS 110/5(d). No person or agency to whom any information is disclosed under this section may re-disclose such information unless the person who consented to the disclosure specifically consents to such re-disclosure.

740 ILCS 110/7(a). When a therapist or agency which provides services is being reviewed for purposes of . . . evaluation, or other similar purpose, a recipient's record may be used by the person conducting the review to the extent that this is necessary to accomplish the purpose of the review, provided that personally identifiable data is removed from the record before use. Personally identifiable data may be disclosed only in accordance with Section 5 of this Act. . . .

740 ILCS 110/9.

In the course of providing services and after the conclusion of the provision of services, including for the purposes of treatment and care coordination, a therapist, . . . or member of an interdisciplinary team may use, disclose, or re-disclose a record or communications without consent to:

(1) the therapist's supervisor, a consulting therapist, members of a staff team participating in the provision of services, a record custodian, . . . a member of an interdisciplinary team, or a person acting under the supervision and control of the therapist

Key Ethical Guidelines for School Counselors

[American School Counselor Association \(ASCA\) Ethical Standards](#)

A.1.d. Responsibilities to Students

- Know the law, regulations and policies that relate to student and protect and inform students of their rights.

A.2.a-h. Confidentiality

- Disclosure includes the limits of confidentiality and must be age and developmentally appropriate.
- Professionals are aware that obtaining consent is not always possible despite attempts being made; in these cases, professionals will make counseling decisions on students' behalf.

[American Counseling Association \(ACA\) Code of Ethics](#)

B.1-8. Confidentiality, Privileged Communication and Privacy

- Respect students' right to privacy and only ask for private information when it is beneficial to the counseling session.
- Counselors do not share confidential information without the students' permission, or without sound legal or ethical consideration.
- Counselors must disclose students' information if they are threatening to hurt themselves, others, or if there is a legal obligation to share.
- Counselors make every effort to ensure privacy and confidentiality of students is maintained by employees, supervisees, students, clerical staff, and volunteers.
- Counselors only discuss private information with students in a space that confidentiality can reasonably be ensured.
- Counselors make sure that records are kept in a secure location and that only authorized persons have access to these records.
- Counselors provide reasonable access to records and copies by competent students.
- Counselors obtain written permission from students when to transfer their records to legitimate third parties.

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- Counselors retain records of students following termination of service in accord with state and federal statutes governing the records.

[Illinois School Counselor Association \(ISCA\) Standards for the School Service Personnel Certificate: Standards for the School Counselor \[23.110\]](#)

Standard 21 – Ethical Concerns and Legal Matters

- Counselors understand legal standards, the Illinois School Code and the Illinois Mental Health Code that apply to the counseling process.
- Counselors understand their responsibility for complying and knowing the federal, state, and local legislation, regulations and policies.
- Counselors understand that if there are competing expectations, then they are to be guided by the ACA/ASCA code of ethics.
- Counselors demonstrate their commitment to the ethics and values of the school counseling profession.
- Counselors maintain adequate safeguards for the privacy and confidentiality of student information.
- Counselors inform students of their ethical rights and limitations of the counseling relationship and of confidentiality.
- Counselors follow federal and state laws, including the School Code, Mental Health Code, and the Family Educational Rights and Privacy Act.

Key standards, federal and state statutes include: [The Illinois State Board of Education Standards for the School Service Personnel Certificate: Standards for the School Counselor \(2002\)](#), [the American School Counselor Association: Ethical Standards for School counselors\(2010\)](#), [the Family Education Rights and Privacy Act \(FERPA, 1974\)](#), [the Health Insurance Portability and Accountability Act \(HIPAA, 1996\)](#), [the Illinois School Code](#), and [the Illinois Mental Health Code](#).

CPS Framework for School Counselors Companion Guide

This document is meant to serve as a Companion Guide to the 2013 CPS Framework for School Counselors. The purpose of this guide is to help:

- School counselors and principals learn more about the domains, components, and elements of the Framework
- School counselors self-reflect on their current practices
- School counselors and principals engage in professional conversations about components of the Framework
- School counselors and principals gain a better understanding of how counselors demonstrate proficiency in practice

The guide has been divided into a few major sections, including:

- **Introduction** – This section will introduce the Framework by providing an overview of how the Framework was developed, the research base behind the Framework, as well as a description of performance levels.
- **Domain chapters** – Each of the four domains will be explained in further detail. Each domain chapter will include a domain overview as well as a section for each component of that domain. Each component section will include:
 - An overview, which provides a detailed overview of that component, including a definition and examples of each element
 - A Reflection on Practice section, which help teachers self-reflect on their current practices as well as
 - engage in professional conversations with colleagues and administrators
 - A Demonstration in Practice section, which provides examples of how to demonstrate the specific elements of each component in the observation cycle
- **Appendices** – This section will feature relevant supporting documents for understanding and evaluating the work

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of school counselors.

- Appendix A: 2013 CPS Framework for School Counselors
- Appendix B: Job Descriptions for Elementary and Secondary School Counselors

The district’s online Knowledge Center, which can be found at (<http://kc.cps.edu>), includes a downloadable version of this guide, as well as a variety of sample artifacts, tools, and templates.

Sample Component Section

Each component will be laid out in a similar fashion. The following is a high-level outline of each component section.

Component Overview

The Component Overview provides readers a high-level understanding of the component.

The following table gives more details about the elements of this component.

Element	Definition	Example
Each element of the component is listed separately.	Each element is defined in detail.	Two examples of each element are provided; the guide incorporates examples across grade levels.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component Name <i>Followed by</i> · <i>Individual Elements</i>	A description of each performance is shared. Descriptions are pulled from the CPS Framework for School Counselors.			

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Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues and administrators.

Elements	Guiding Questions
Each element of the component is listed out separately.	The guiding questions are designed for school counselors to self-reflect on their practice, as well as helpful guiding questions for professional conversations between administrators and school counselors.

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors can showcase their school counseling practice.

- **Professional Conversations:** Some components of the CPS Framework for School Counselors are best demonstrated through professional conversations (e.g., Domains 1, 2 and 4). This section lists examples of how a school counselor can demonstrate their proficiency through a professional conversation with administrators. This is especially helpful in planning for pre- and post-observation conferences.
- **Observations:** Domain 3 is an observable domain, meaning that school counselors demonstrate their proficiency delivering comprehensive school counseling services. This section lists some possible evidence of performance that can be observed during active school counselor practice.
- **Artifacts:** Artifacts also serve as evidence of proficiency, and can be shared during professional conversations, uploaded into Reflect and Learn, or gathered during an observation. At the end of each component section, a list of artifacts and tools are included to give school counselors and Administrators additional examples of how to build and demonstrate proficiency in each component. All of these artifacts and tools, plus many more, are located on the district Knowledge Center site (<http://kc.cps.edu>)

2013 CPS Framework for School Counselors

Adapted from the Danielson Framework for School Counselors and approved by Charlotte Danielson

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of School Counseling Theory Knowledge of School Counseling Theories Knowledge of School Counseling Techniques</p> <p>1b. Demonstrating Knowledge of Child Development Knowledge of Child and Adolescent Development Knowledge of Exceptions to General Patterns of Development</p> <p>1c. Establishing Goals and Roles for Counseling Program School Counseling Program Goals Departmental Organization Chart</p> <p>1d. Demonstrating Knowledge of Regulations and Resources State and Federal Regulations School, District, and Community Resources</p> <p>1e. Planning a Developmental Counseling Program Alignment with ASCA Standards Alignment with School Program Individual and Group Counseling</p> <p>1f. Developing a Plan to Evaluate the Counseling Program Evidence-Based Program Evaluation</p>	<p style="text-align: center;">Domain 2: The Environment</p> <p>2a. Creating an Environment of Safety, Respect, and Rapport School Counselor Interaction with Students Student Interaction with Other Students Establishment of Safe and Supportive Environment</p> <p>2b. Contributing to a Culture of Positive, Effective Communication Contribution to Culture of Communication</p> <p>2c. Managing Routines and Procedures Counseling Center/Office Routines Classroom Work Routines</p> <p>2d. Modeling and Reinforcing Standards of Conduct Monitoring of Student Conduct Fostering Civility in the School Environment</p> <p>2e. Organizing the Counseling Program Annual School Counseling Calendar Accessibility of School Counseling Calendar</p>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on Practice to Adjust Counseling Program Reflection of Effectiveness Use of Multiple Data Points in Future School Counseling Program Planning</p> <p>4b. Maintaining Student Data in Timely Manner Accurate Maintenance of Student Data Timely Utilization of Student Data</p> <p>4c. Communicating with Families and Stakeholders Communication About the Counseling Program and Individual Students Documentation Cultural Appropriateness</p> <p>4d. Growing and Developing Professionally Participation in Professional Growth Opportunities Participation in School and District Events and Projects Productive Relationships with Colleagues</p> <p>4e. Demonstrating Professionalism Professional and Ethical Conduct Advocacy Compliance with School, District, State, and Federal Regulations Attendance</p>	<p style="text-align: center;">Domain 3: Delivery of Service</p> <p>3a. Assessing Student Needs Using Data Tools Assessment of Student Needs Range of School Counseling Intervention Opportunities</p> <p>3b. Leading Stakeholders in the Formulation of Plans Development of Academic, Social Emotional, and Career Plans Data-Driven Monitoring of Student Progress</p> <p>3c. Using Varied Counseling Techniques and Planning Counseling Techniques Acquisition of College and Career Readiness Skills Varied Settings of Counseling Program Activities</p> <p>3d. Leveraging Resources to Meet Student Needs Resources for Students</p> <p>3e. Demonstrating Flexibility and Responsiveness Counseling Program Revision and Adjustment</p>

Domain 1: Planning and Preparation

Data-driven comprehensive school counseling programs that focus on student outcomes and teach student competencies require a strong foundation of planning and preparation. School counselors have been trained to use a variety of methods to evaluate and advise students. While there is no one-size-fits-all theory or strategy that applies to all circumstances, school counseling theory provides integrity between understanding, interpretation and, ultimately, action. Theory helps inexperienced school counselors by serving as a “road map.” Novice counselors may rely on theory to provide direction and help ensure they will be effective whereas theory helps more experienced counselors by facilitating their integration of self and external knowledge. Theory is the conduit for research; it is how humans master nature. To really understand why one is doing something, one must have thought realistically and thoroughly.² Action in counseling must be immediate, under circumstances that may be somewhat unforeseen, complicated, and new. Though counselors do not have to have all the answers, by utilizing theory they can draw upon the experiences of others that have gone before us.³

Planning consists of procedures and decisions that help counselors evaluate school-wide goals, assess the needs of students, parents, and teachers, and select goals and objectives for their counseling programs. Although most planning occurs at the beginning of each school year, it remains a continuous process as counselors, teachers, and administrators evaluate ongoing services. Organizing and preparing is a continuation of the planning process that includes the selection of major goals and objectives and a determination of which services can best address and meet these goals. With adequate organization, school counseling programs clearly identify goals and objectives and a schedule of major functions and events for the school year in addition to who is responsible for what services and when they will be implemented.

² Rousseau, Jean-Jacques. *The Social Contract*. Trans. Maurice Cranston. Harmondsworth, England: Penguin Books, 1968.

³ Whitehead, Alfred North. *The Organization of Thought*. Science, 1916.

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of School Counseling Theory

Domain 1: Planning and Preparation

Components and Elements of Domain 1

Domain 1 consists of the six components and associated elements, listed below. Each component and element is explained in further detail in this chapter.

1a. Demonstrating Knowledge of School Counseling Theory

- Knowledge of school counseling theories
- Knowledge of school counseling techniques

1b. Demonstrating Knowledge of Child and Adolescent Development

- Knowledge of child and adolescent development
- Knowledge of exceptions to general patterns of development

1c. Establishing Goals and Roles for Counseling Program

- School counseling program goals
- Departmental organization chart

1d. Demonstrating Knowledge of Regulations and Resources

- State and federal regulations
- School, district, and community resources

1e. Planning a Developmental Counseling Program

- Alignment with American School Counselor Association (ASCA) standards
- Alignment with school program
- Individual and group advising

1f. Developing a Plan to Evaluate the School Counseling Program

- Evaluation of meeting school counseling program goals
- Evidence-based program evaluation

Component 1a: Demonstrating Knowledge of School Counseling Theory

COMPONENT OVERVIEW

As a graduate level study, the school counseling profession relies on a broad knowledge of human development, psychology, sociology, career and life skills development, learning theories, family systems, and education. School counselors are skilled and prepared to use basic interventions in a school setting, with special emphasis on the study of helping relationships, facilitative skills, grief counseling; group dynamics and group learning activities; family systems; peer helper programs, multicultural and cross-cultural helping approaches; and educational and community resources for special school populations. In order to guide student personal/social, academic, and college/career development, school counselors must have a command of effective delivery of their school counseling program.

In addition to knowing which theories and skills are central to student achievement and success, school counselors must know how school counseling as a profession has evolved over time to incorporate 21st century trends. Knowledge is the foundation for school counselors to deliver services to students, parents, and teachers so that students have equal opportunity to reach their educational goals, choose an appropriate career direction, and develop as fully functioning members of a democratic society. Skilled school counselors are familiar with the most appropriate counseling techniques

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of School Counseling Theory

and strategies to use in varied settings and with diverse populations, have a broad repertoire of useful therapy skills, and demonstrate themselves as culturally competent helping professionals.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Knowledge of School Counseling Theories	School counselors have training in various theories and developing trends in education that contribute to their overall knowledge base and professional skills. Graduate courses in human development, sociology, career development, tests and measurement techniques, educational research, ethical standards, and theory and practice provide counselors with a framework to formulate and clarify their professional role and define the services offered to students, parents, and teachers. The school counselor must find ways to integrate certain features of each theory in order to best work with students.	Knowledge of behavior therapy, cognitive-behavior therapy, and other therapeutic foundations when working individually with students at-risk allows school counselors to support students to recognize the connections between cognitions and behaviors.	When planning to use college and career readiness lessons and activities for students, it is important to have knowledge of learning competencies such as the Illinois Career Development K-12 Competencies and Indicators in order to incorporate age appropriate activities into the planned classroom lessons.
Knowledge of School Counseling Techniques	Techniques and strategies such as bibliotherapy, puppetry, questionnaires, positive reinforcement, and modeling have their roots in particular theories of counseling. Knowledge of best practices (what works in a particular situation) and counseling techniques and strategies profoundly affect and improve a school counselor's effectiveness in meeting the needs of stakeholders and lay the foundation for a comprehensive school counseling system. In addition, knowledge of tools and strategies can help a school counselor accomplish the multitude of tasks necessary to implement an effective counseling program.	In planning for small groups, it is important for school counselors to incorporate the proper use of verbal and nonverbal techniques such as reflection (mirroring the verbal and nonverbal messages of a group member), clarification (helping members understand more clearly what they are saying or feeling), role playing, and interpretation (connecting present behaviors with past decisions) to assist student members in translating their insights into concrete plans that involve taking action outside of the group setting.	School counselors consider theoretical foundations they adhere to the most when considering counseling techniques they will incorporate when working with students. School counselors also understand when to refer to other theoretical foundations which may be more appropriate during specific situations or with certain student groups.

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of School Counseling Theory

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counseling theory <i>Knowledge of:</i> · School Counseling Theories · School Counseling Techniques	School Counselor demonstrates little understanding of counseling theory and techniques.	School Counselor demonstrates basic understanding of counseling theory and techniques.	School Counselor demonstrates understanding of counseling theory and techniques.	School Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 1a	Guiding Questions
Knowledge of School Counseling Theories	<ul style="list-style-type: none"> • How do I view my role in the helping relationship? • How do I stay current on theories and trends in school counseling? • How does my knowledge base give me the foundation to competently consult with parents and teachers?
Knowledge of School Counseling Techniques	<ul style="list-style-type: none"> • How do my strategies change depending on the stage of the counseling process? • Which counseling techniques and methods are most appropriate to meet the student's goals? • How can I empower my students toward greater independence and self-management?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of School Counseling Theory

Professional Conversations: Evidence of this component can be found during the pre-observation conference, as counselors explain how they will deliver direct services to students and implement a developmental, comprehensive school counseling program. The school counselor should be able to demonstrate a solid understanding of counseling theories, strategies, and tools as well as sensitivity to how cultural differences such as the degree of assimilation, socioeconomic background, cultural values, and family structures that may impact the locus of control and locus of responsibility of the student and family.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan*](#) (Lesson Plan)
- [Individual Learning Plan \(ILP\) completion for 6th -- 12th grade students](#)
- Use of interest and/or career inventories (i.e. What’s Next Illinois? (WNI) Milestones)
- Selection of appropriate class guidance curriculum
- Lesson plan that includes one or more of the elements in 1a
- Data-driven and evidenced-based plans for individual student and group interventions
- Lesson Plans that include use of varied counseling techniques and strategies such as puppetry, Cognitive Behavior Therapy checklists, homework assignments, role-playing, etc.
- School counseling program data results forms and/or “Flashlight” presentation that addresses one or more of the elements in Component 1a⁴
- Functional Behavior Analysis (FBA) plans
- Use of self-created grade-appropriate student and/or school-wide needs assessments
- [ASCA School Counselor Competencies Assessment](#)

⁴ [Flashlight](#): Professional school counselors who use Power Points to share the results of their school counseling program goals with staff and school boards can publicize them on their district or school web-site for all to see. (<http://cescal.org/>)

Domain 1: Planning and Preparation

1b: Demonstrating Knowledge of Child Development

Component 1b: Demonstrating Knowledge of Child Development

COMPONENT OVERVIEW

School counselors teach *students* the tools they need for success in school and in life. In order to effectively do so, counselors know their content, its related pedagogy, and the cultural and developmental context of the students in order to meet their needs. When planning classroom guidance lessons and individual advising activities, it is important the school counselor understands students' unique learning styles and the diverse needs of students in order to implement strategies and techniques best suited to support their academic success. Ideally, this process involves individually planned teaching strategies, adapted equipment and materials, accessible settings, and other interventions designed to help diverse learners including at-risk or underserved populations, students with special needs, gifted learners, and English Language Learners (ELL), to achieve a higher level of personal self-sufficiency and success in school and the community.

The skilled counselor takes his or her knowledge of child development into account in order to deliver effective services in a way that empowers all children, thus allowing them to take ownership of their feelings, take responsibility for their behavior, make decisions that helps them grow, follow through with commitments and most importantly, to become aware of the needs and feelings of others. School counselors provide students the chance to experience success, understand their own uniqueness, and trust their environment at each successive stage of development. Students who are better able to learn and gather information will make better decisions, choose better courses of action, communicate more effectively, and work on expanding the way they learn to include learning in multiple ways, not just in their preferred style.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Knowledge of Child and Adolescent Development	Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. In the early stages of life—from baby to childhood, childhood to adolescence, and adolescence to adulthood—enormous changes take place. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding. Children learn differently and behave differently at different stages of their lives. In addition, each person has a hierarchy of needs that must be satisfied (e.g. physiological needs, safety needs, needs for love, needs for self-esteem and needs for self-actualization). Combined with child and adolescent development,	To promote a sensorimotor experiencing, school counselors may ask a student to "pretend this bullying is happening right now. Can you imagine that? Tell me what you are seeing as this is happening." To help a student explore a problem in the concrete modality, counselors may ask for an example of another time the child experienced the same feeling that was described in the sensorimotor discussion. By asking questions (such as: "Who was there? What happened?" "What happened just before that?" and "What happened next?"), the counselor can help the child provide a detailed,	As part of a parent group, the school counselor reviews the different theories of motivation to assist the parents develop techniques to implement at home in order to support their children and ensure they are on-track and motivated to learn. The counselor clearly reviews how motivation differs at various stages of development, for example, motivating a student in kindergarten versus a student in 7 th grade. The counselor also shared a number of age appropriate resources for parents to take home.

Domain 1: Planning and Preparation

1b: Demonstrating Knowledge of Child Development

Element	Definition	Example	Example
	<p>understanding the need hierarchy can help counselors determine the right motivation techniques for students.</p>	<p>linear description of an event and determine appropriate ways to problem solve.</p>	
<p>Knowledge of Exceptions to General Patterns of Development</p>	<p>School counselors must understand the diverse needs of students in order to implement strategies and techniques best suited to support their academic success. Learning styles and preferences vary for each student and in different situations. By understanding this, counselors can advocate for and assist students in developing the skills that help them learn in a variety of ways and make the most of their learning potential.</p> <p>The Seven Learning Styles⁵</p> <p>Visual (spatial): You prefer using pictures, images, and spatial understanding.</p> <p>Aural (auditory-musical): You prefer using sound and music.</p> <p>Verbal (linguistic): You prefer using words, both in speech and writing.</p> <p>Physical (kinesthetic): You prefer using your body, hands and sense of touch.</p> <p>Logical (mathematical): You prefer using logic, reasoning and systems.</p> <p>Social (interpersonal): You prefer to learn in groups or with other people.</p> <p>Solitary (intrapersonal): You prefer to work alone and use self-study.</p>	<p>A school counselor working with a student struggling academically issues a learning style assessment to identify preferences and then advises the student and teacher on relevant strategies for the student. For example, a visual learner could create word webs, venn-diagrams, or other visual presentations of information.</p>	<p>When preparing for a guidance lesson with a group of students, the school counselor incorporates a series of activities that use visual, hands-on and verbal styles in order to ensure all students in the group are able to learn and acquire the lessons being taught.</p>

⁵ For more information about learning preferences, visit <http://www.learning-styles-online.com/overview/>.

Domain 1: Planning and Preparation

1b: Demonstrating Knowledge of Child Development

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Child Development <i>Knowledge of:</i> <ul style="list-style-type: none"> · Child and Adolescent Development · Exceptions to General Patterns of Development 	School Counselor displays little or no knowledge of child and adolescent development.	School Counselor displays partial knowledge of child and adolescent development.	School Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, School Counselor displays knowledge of the extent to which individual students follow the general patterns.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 1b	Guiding Questions
Knowledge of Child and Adolescent Development	<ul style="list-style-type: none"> ● What is my level of understanding of the developmental stages of my students and how can I improve my knowledge? ● What is my knowledge of students' developmental stages and hierarchy of needs and how it may apply into my age-appropriate lesson plans and comprehensive, developmental school counseling program? ● How will I use students' developmental levels to scaffold them to increasingly complex concepts and greater self-responsibility?
Knowledge of Exceptions to General Patterns of Development	<ul style="list-style-type: none"> ● What do I know about my students that can inform the activities I anticipate using to engage students in learning? ● How do I integrate different learning styles and modalities into my small group and classroom guidance curriculum lessons? ● How have I collaborated with relevant stakeholders such as teachers, special education teachers, parents, and related service providers address the learning needs of individual students? ● How do I consider the language proficiency of my students when designing

Domain 1: Planning and Preparation

1b: Demonstrating Knowledge of Child Development

Elements of 1b	Guiding Questions
	<p>lessons, school events, and programs?</p> <ul style="list-style-type: none">• How do I tailor my lessons, communications, and interactions to provide direct services to all students?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the pre-observation conference, as school counselor discuss their evidence-based implementation plan to help students develop the knowledge, attitudes, and skills appropriate for their developmental level within the academic, career, and personal/social development domains. In conversation, the school counselor should be able to demonstrate a solid understanding of the developmental needs, learning process, and diverse needs of individual students, including at-risk and underserved populations, gifted students, students with special needs, and English language learners.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan*](#) demonstrating: planned scaffolding activities and differentiation based on students’ level of development, language needs, etc.
- [Individual Learning Plan](#) (ILP)
- Lesson plans that demonstrate “activation of prior knowledge,” explicit connections for students between content areas, a wide range of pedagogical strategies, and/or grade level alignment with Illinois State Standards for Social-Emotional Learning (SEL) or ASCA National Standards for Students
- Evidence of planning and collaboration with grade level teams to develop classroom lessons
- Planned closing-the-achievement-gap activities⁶

⁶ Closing the achievement gap activities serve as a guide to address academic or behavior discrepancies that exist between student groups (ASCA National Model); <http://eric.ed.gov/?id=EJ800275>

⁶<http://schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

Domain 1: Planning and Preparation

1c: Establishing Goals and Roles for Counseling Program

Component 1c: Establishing Goals and Roles for Counseling Program

COMPONENT OVERVIEW

School counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems advocates through application of leadership, advocacy, and collaboration skills. As part of a comprehensive school counseling program, counselors ensure equity and access to a rigorous education for every student which leads to closing achievement, opportunity and attainment gaps. To do this, school counselors spend considerable time planning and organizing a program with a clear foundation focused on student outcomes. The counseling program is managed with assessments and tools, delivers direct and indirect student services, and includes accountability measures based on available resources and school needs. Program goals are data-driven and aligned with district and school priorities as well as state and national standards.

Developed in collaboration and approved by administrators at the beginning of the school year, the “[Annual Agreement](#)” is an organizational tool provided by the Office of School Counseling and Postsecondary Advising (OSCPA) that can be brought to the pre-observation conference table as evidence for this element since the Annual Agreement outlines the roles and responsibilities of the school counselor as well as how the school counseling program will be organized and what goals will be accomplished. Included in the conversation are questions about effective use of the school counselor’s time, alignment of goals to the school’s mission, and opportunities for collaboration with other stakeholders.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
School Counseling Program Goals	School counseling program goals define how the vision and mission will be accomplished and guide the development of curriculum, small-group, and closing-the-gap action plans. They are statements about a desirable outcome toward which the program is willing to devote resources. The SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) goal helps a school counselor identify goals and the steps needed to accomplish a given task.	The school’s Continuous Improvement Work Plan (CIWP) includes a goal of increased student attendance. A school counselor reviews the school’s data profile for students’ daily attendance and discovers that 73 students had eight or more absences the previous school year. The counselor develops a counseling program SMART goal: Students with eight or more absences in the previous school year will have fewer than five absences this school year.	A high school that has traditionally been highly competitive in academic grades and exit exam scores discovers their average SAT and ACT scores have declined in the past three years, especially for African American students in Mathematics. The counseling team develops a SMART goal: By the end of year one, the school’s average SAT and ACT score will increase by 10%, and by the end of year two, the achievement gap for African American students in math will decrease by 50%.

Domain 1: Planning and Preparation

1c: Establishing Goals and Roles for Counseling Program

Element	Definition	Example	Example
Departmental Organization Chart	The Departmental Organization Chart outlines the organization and focus of the school counseling program and the roles and responsibilities of school counseling staff and developed as part of the annual agreement made between each school counselor and the administrator supervising the school counseling program.	A school counseling team meets with the Principal to review the annual agreement template and determine any sections of the agreement that will be the same for all school counselors in the school, if appropriate, and provide a quick overview of program goals and priorities. After considering feedback from the principal and adjusting as needed, the signatures of both the counselor and principal are obtained.	At the beginning of the school year, the school counselor and, if applicable, the counseling team, reviews the roles and responsibilities related to the school counseling role to determine what responsibilities will remain the same or where changes should occur.

In the CPS Framework for School Counselors the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Establishing goals and roles for the school counseling program <ul style="list-style-type: none"> · <i>School Counseling Program Goals</i> · <i>Departmental Organization Chart</i> 	<p>School Counselor has no clear goals for the counseling program, or they are not aligned to either state or national standards or the needs of the students served. The counseling department's organization chart does not reflect each School Counselor's scope of work or corresponding duties.</p>	<p>School Counselor's goals for the counseling program are rudimentary, and are partially aligned to the state and national standards and the needs of the students served. The department's organization chart reflects each School Counselor's scope of work and corresponding duties.</p>	<p>School Counselor's goals for the counseling program are clearly aligned to state and national standards and the students served. The department's organization chart is thorough and clearly reflects each School Counselor's scope of work and corresponding duties.</p>	<p>School Counselor's goals for the counseling program are highly aligned to the state and national standards and the students served. The goals have been developed following consultations with students, parents, and colleagues to affect wider change throughout the school. The department's organization chart is thorough and clearly reflects each School Counselor's scope of work and corresponding duties. Overall, the department's organization closely</p>

Domain 1: Planning and Preparation

1c: Establishing Goals and Roles for Counseling Program

Component	Unsatisfactory	Basic	Proficient	Distinguished
				aligns with the ASCA model.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 1c	Guiding Questions
School Counseling Program Goals	<ul style="list-style-type: none"> • Are the counseling program goals based on moving student achievement data? • Are the counseling program goals SMART (Specific, Measurable, Attainable, Relevant, and Time Bound)?
Departmental Organization Chart	<ul style="list-style-type: none"> • Did the administrator and I schedule an articulation meeting to discuss and review the annual agreement? • Did the administrator and I have a conversation about the alignment of the school counseling program SMART goals with school data and the school's mission? • Is the amount of time allocated to any particular service delivery the most effective use of my time to accomplish identified goals?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the pre-observation conference, as school counselors discuss the steps taken to identify the SMART goals. The school counselor may discuss how data available informs the program's SMART goals. The school counselor may also identify programs that will be implemented to meet student needs and the counseling program's SMART goals. The Annual Agreement between the school counselor and the supervising administrator is signed as part of the evidence based implementation plan⁷. It is recommended the Annual Agreement is signed before or during the pre-observation conference since an agreement on the counseling program should be established early in the school year.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan](#)

⁷ <http://schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

Domain 1: Planning and Preparation

1c: Establishing Goals and Roles for Counseling Program

- [Annual Agreement](#) with departmental organization chart of staff assignments
- [Action Plans: closing-the gap, small group, and/or classroom guidance](#)
- [Guidance Curriculum and/or Small Group lesson plans](#) that align with the [Illinois State Board of Education \(ISBE\)](#), [American School Counselor Association \(ASCA\)](#) or the [Continuous Improvement Work Plan \(CIWP\)](#)
- [ASCA School Counseling Program Assessment to self-evaluate](#) the school counseling program in comparison with the ASCA National Model and identify strengths and weaknesses of the school counseling program
- [Menu of Data Elements](#) containing program targets and individual school counselor responsibilities when applicable
- [Action Plans \(Closing-the-Gap, Small Group and/or Core Curriculum\)](#)
- [Program Results Template](#)

Domain 1: Planning and Preparation

1d: Demonstrating Knowledge of Regulations and Resources

Component 1d: Demonstrating Knowledge of Regulations and Resources

COMPONENT OVERVIEW

School and district policies as well as state and federal regulations serve as guidelines for professional school counselors when designing a coherent, comprehensive, data-driven, developmental school counseling program. They also offer a means to protect the welfare of the student and counselors by clearly outlining appropriate actions and responsibilities of the school counselor. A skilled school counselor should also have a rich knowledge of available federal and local community-based organizations' resources in order to leverage them to strengthen the school counseling program, meet student needs, and provide necessary referrals to students and families requiring additional services and programs. This component is closely tied to the CPS Framework for School Counselors Component 4e: Demonstrating Professionalism, as a school counselor leverages and utilizes resources to support students.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
State and Federal Regulations	School counselor has knowledge of laws or rules prescribed by the state of Illinois such as Illinois Erin's Law , mandated reporting, warning signs of suicidal behavior, Illinois DREAM Act , Illinois Violence Prevention Act, etc. School counselor is aware of state resources. ⁸	Having knowledge of the Illinois Erin's Law, the school counselor conducts guidance lessons in every grade on Good-Touch/Bad-Touch, a preventive measure of child abuse.	Being trained in the Illinois Department of Children and Family Services (DCFS) mandated reporting protocols, the school counselor is able to follow appropriate procedures after a student shared personal information and the counselor suspected neglect.
School, District and Community Resources	School counselor demonstrates knowledge of the varied resources available in the school, district, and surrounding community based organizations.	A school counselor accesses the IL DCFS Statewide Providers Database to identify resources available within a 5 mile radius of the school.	School counselors may demonstrate knowledge of district resources by being able to locate a list of approved Tier 2 CPS vendors as provided by the Office of Social Emotional Learning (OSEL). School counselors have knowledge of websites and trainings offered and applicable.

⁸ <http://www.wa-schoolcounselor.org/Files/EthicalStandards2010.pdf> & <http://www.counseling.org/docs/licensure/schoolcounselingregs2011.pdf?sfvrsn=2>

Domain 1: Planning and Preparation

1d: Demonstrating Knowledge of Regulations and Resources

In the CPS Framework for School Counselors the continuum of practice is as follows

Component	Unsatisfactory	Basic	Proficient	Distinguished ^[CPSS]
1d: Demonstrating knowledge of regulations and resources <i>Knowledge of:</i> <ul style="list-style-type: none"> · <i>State and Federal Regulations</i> · <i>School, District and Community Resources</i> 	School Counselor demonstrates little or no knowledge of state and federal regulations, district policies and procedures, and of resources for students available through the school, community, or district.	School Counselor displays awareness of state and federal regulations, district policies and procedures, and of resources available through the school or district, but no knowledge of resources available in the community.	School Counselor displays awareness of state and federal regulations, district policies and procedures and of resources for students available through the school and district, and some familiarity with community resources.	School Counselor's knowledge of state and federal regulations, district policies and procedures, and of resources for students is extensive, including those available through the school, district, and in the community.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 1d	Guiding Questions
State and Federal Regulations	<ul style="list-style-type: none"> ● How do I become aware of new state or federal regulation that impacts my work? ● What do I know about new state regulations such as Illinois' Erin's Law or the Illinois DREAM Act? ● Are there opportunities for me to share this knowledge with colleagues? ● How do state initiatives complement and inform my school counseling program?
School, District, and Community Resources	<ul style="list-style-type: none"> ● How do I discover new resources available in the community and the school to meet the needs of students and families? ● In what ways have I demonstrated my familiarity and knowledge of CPS resources? ● How do I collaborate with CPS staff such as college and career coaches and/or post-secondary leadership teams to access resources that may be available?

Domain 1: Planning and Preparation

1d: Demonstrating Knowledge of Regulations and Resources

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the pre-observation conference. The school counselor should be able to provide examples of how his/her work is guided by and/or complies with state and federal regulations, as well as school and district policies and where to locate them. The school counselor may be able to discuss his or her knowledge of where to locate resources as needed. For example, where in the state or district's website can resources or policies be located? When applicable, the school counselor shares with the school staff at large as first responders when and how to access referral services for students.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Annual Agreement*](#)
- [Evidence Based Implementation Plan*](#) (Lesson Plan)
- [Crisis Manual \(usage of forms/flowcharts\)](#)
- Evidence of usage of Positive Behavior Supports (PBS), Crisis Team, Early Childhood or CPS approved vendors
- Flowchart clearly identifying appropriate referral process for outsourcing services for student and/or family
- [Evidence of knowledge of the Illinois Department of Children and Family Services Statewide Provider Database](#)
- Execution of [Social Security Number \(SSN\) Policy](#)⁹
- Evidence of knowledge of resources within Illinois' What's Next Illinois web-based activities such as the [Completion of Individual Learning Plan and Milestones](#) (page 11 of the hyperlink)
- Evidence of appropriate implementation of the [Records Management policy](#)
- Lesson plans and guidance curriculum that reflects knowledge of regulations and resources
- Reference lists and reports of local, state, and federally-funded resources maintained and easily available for distribution

⁹ <https://www.chooseyourfuture.org/support-staff/social-security-number-ssn-procedures>

Domain 1: Planning and Preparation

1e: Planning a Developmental Counseling Program

Component 1e: Planning a Developmental Counseling Program

COMPONENT OVERVIEW

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so that they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, resources, research, and advocacy to more than 33,000 professional school counselors around the globe. The question has been posed, "What do school counselors do?" However, the more important question is, "How are students different as a result of what school counselors do?" To help answer this question, ASCA created the [ASCA National Model](#), which is a framework for a comprehensive, data-driven school counseling program.

A cohesive school counseling program requires the analysis of data, alignment with district and national frameworks, and the coordination with the school's academic program. The counseling program must monitor student progress to ensure that the counseling program has a positive effect on the school as a whole. The school counselor utilizes individual and group advising configurations that are aligned to ASCA's three domains: academic development, personal/social development, and career development. The School counselor plans and implements guided lessons that address an area of concern, based on data collected. These strategies are ongoing and may be used by the School Counselor(s) to monitor progress toward the underlying SMART (Specific, Measurable, Attainable, Relevant, and Time Bound) goal(s) as articulated in the Evidence Based School Counseling Implementation Plan, Annual Agreement, and School Counseling Program Results templates for example.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Alignment with American School Counselor Association (ASCA) Standards	The counseling program should follow standards set forth by the American School Counselor Association (ASCA). ASCA defines a developmental, comprehensive, data-driven school counseling program as one that ensures equitable access to a rigorous education for all students, identifies the knowledge and skills all students will acquire, ensures delivery to all students in a systematic fashion, is based on data-driven decision making, and is provided by a state-credentialed School Counselor.	The school counselor aligns three guided lessons included in the Evidence Based Counseling Implementation Plan with the three ASCA domains--academic, social-emotional, and career development-- in order to address the "whole child".	The school counselor completes the ASCA School Counseling Program Assessment to self-evaluate the school counseling program in comparison with the ASCA National Model.
Alignment with School	The school counseling program aligns with the school's mission	A school counselor includes a	After analyzing the SEQ (Senior Exit Questionnaire) results, the

Domain 1: Planning and Preparation

1e: Planning a Developmental Counseling Program

Element	Definition	Example	Example
Program	statement and complements the school program.	guidance lesson for 10th graders pertaining to cyber bullying in the action plan in response to the suspension of several students for violating the CPS Code of Conduct for bullying/intimidation (3-10) over Facebook.	school counselor realizes that students are not completing a résumé prior to graduating. As a result, the school counselor incorporates a guided lesson into the 11th grade curriculum to target résumé building.
Individual and Group Counseling	Counseling activities with students are well planned, structured, and intentional. ¹⁰ The counseling program should include systemic individual or small group counseling activities designed to meet students' immediate needs and assist students in establishing personal goals, developing future plans based on good, informed decision-making of students, and increasing student independence. These activities should include adequate preparation, communication to stakeholders, screening and selection of students, and preparation of students for success.	The Evidence-Based Implementation Plan reflects a variety of school counseling activities to meet students' academic, career, and personal/social development needs.	The school counselor utilizes a small group model with his/her highest achieving students who are applying to college. In recent years, many of the highest achievers have been hospitalized for attempted suicide as it relates to the pressure of senior year. Thus, at the beginning of the school year a small group is established to provide students have a setting to discuss their stresses and develop appropriate coping strategies.

In the CPS Framework for School Counselors [CPS4], the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished [CPS5]
1e: Planning a developmental counseling program · Alignment with	Counseling program consists of a random collection of unrelated activities, lacking coherence, alignment, or an overall structure.	School Counselor's plan has a guiding principle and includes a number of worthwhile activities, but	School Counselor has developed a plan that aligns ASCA standards and includes the important aspects of the school program. School	School Counselor's plan is highly coherent, aligned to ASCA standards, includes aspects of the school program and serves to support not only the students individually and in

¹⁰ <http://www.schoolcounselor.org/asca/media/asca/home/FrameworkforSafeandSuccessfulSchoolEnvironments.PDF>

¹⁰ Stevens, H., & Wilkerson, K. (2010). *Professional School Counseling*, 13(4), 227-233.

Domain 1: Planning and Preparation

1e: Planning a Developmental Counseling Program

Component	Unsatisfactory	Basic	Proficient	Distinguished (CPS)
<p><i>ASCA Standards</i></p> <ul style="list-style-type: none"> · <i>Alignment with School Program</i> · <i>Individual and Group Counseling</i> 	School Counselor does not plan to meet with students individually or in groups.	some of them don't align with ASCA standards and don't fit with the broader goals of the school. School Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor plans regular meetings with individual students or groups to help students make good academic, personal/social and college and career choices.	groups, but the district's broader educational program. School Counselor consistently plans opportunities for students to increasingly make independent sound, informed academic, personal/ social, academic, and college and career choices.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 1e	Guiding Questions
Alignment with ASCA Standards	<ul style="list-style-type: none"> • How have I used the ASCA National Standards to inform my school's Evidence-Based Counseling Implementation Plan? • How does each guided lesson help my students meet or exceed the lesson objectives based on ASCA standards?
Alignment with School Program	<ul style="list-style-type: none"> • What is my school's mission statement and how does it impact the development of our school counseling program? • Do I utilize data from the <i>My Voice, My School Survey</i> when determining the curriculum for the school counseling program? • Do I perform an annual needs assessment with all stakeholders to identify the needs of our student body? • Have I referred to the available school and/or student achievement data when thinking about program design and implementation?
Individual and Group Counseling	<ul style="list-style-type: none"> • How often does the plan call for meetings with students individually and/or in groups to support the academic, career, and/or personal/social development needs? • How do I determine and/or use data to determine if group is viable to meet student needs? • Am I using appropriate screening processes when identifying students to participate in individual or group interventions?

Domain 1: Planning and Preparation

1e: Planning a Developmental Counseling Program

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the pre-observation conference, as school counselors discuss their Evidence-Based Implementation Plan. The plan should show alignment to the American School Counselor Association (ASCA) standards and how it addresses student needs at the school, individual and group level. The school counselor may discuss how he/she will monitor student progress to ensure that the counseling program will have a positive effect on the school as a whole.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan](#) (Action Plan/ Annual Calendar)
- Needs Assessment Data
- Analysis summary and use of the *My Voice, My School Survey* data
- Analysis summary and use of the [Senior Exit Questionnaire \(SEQ\)](#) data
- [Menu of Data Elements](#)
- Completion and articulation of [Individual Learning Plans](#) and Milestones
- ASCA [use-of-time assessment](#) to determine how much time is spent in each of the components of the ASCA National Model
- Use of the ASCA National Model executive summary to educate staff
- [Flashlight PPT Presentation](#)

Domain 1: Planning and Preparation

1f: Developing a Plan to Evaluate the Counseling Program

Component 1f: Developing a Plan to Evaluate the School Counseling Program

COMPONENT OVERVIEW

As vital members of the school team who help ensure the success of all students, the development and evaluation of the school counseling program must be grounded in data. School counselors can use data to monitor student progress; identify students who are having difficulties or behavior problems; identify barriers to learning; identify access and equity issues; close achievement, opportunity, and attainment gaps; assess and evaluate the effectiveness of school counseling program activities; improve, modify, or change services provided to students; educate stakeholders about the power of a comprehensive school counseling program and advocate for additional resources to increase program effectiveness.

The skilled school counselor utilizes a variety of data collection methods such as pre- and post-tests for guided lessons or needs assessment surveys to provide the school counseling program with the information needed to evaluate the program as it relates to student progress. Data analysis helps school counselors determine what worked and what didn't, and clarifies what needs to be changed or improved. Moreover, the data gleaned from a guided lesson may be communicated to staff and administration through a "flashlight" presentation, which is a brief 3-5 minute PowerPoint presentation that focuses on what was done, its impact, and implications for next steps. In addition, the counseling department's SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) goal(s) should be analyzed throughout the school year to ensure progress toward and completion of the goal. Ultimately, the evaluation the impact of the school counseling activities' as well as strengths and areas for improvement should drive future interventions and counseling program goals to achieve the desired results. Once the school counselor has implemented the activities and interventions decided in the Evidence-Based Implementation Plan, it is important to collect data (process, perception, and outcome) and analyze the school counseling program results to evaluate effectiveness, inform decisions related to program improvement, and guide future planning. The school counselor uses the School Counseling Program Results Template found on the Knowledge Center to input the data collected from the activities and interventions that used throughout the school year.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Evidence-Based Program Evaluation	The school counselor's plan to evaluate the school counseling program includes data metrics and evidence that shows how the strategic implementation of classroom guidance, individual advising, and group counseling impacted the school's overall goals and to drive the future direction of the school counseling program.	A school counselor's goal is to decrease the number of 6 th graders below the 24 th percentile by 5 percent by the end of 2 nd Quarter. The school counselor plans to utilize the "Early Warning Intervention" report in Dashboard, as well as Gradebook and a pre- and post-test survey of students to determine what did/did not work and determine what needs to be changed or improved.	A SMART (Specific, Measurable, Attainable, Relevant, and Time Bound) goal in the Evidence-Based Implementation Plan is to increase college applications based on students' match data from 85% to 100%. Prior to beginning interventions, the school counselors have a plan to track this throughout the school year and adjust interventions accordingly.

Domain 1: Planning and Preparation

1f: Developing a Plan to Evaluate the Counseling Program

In the CPS Framework for School Counselors [CPS4], the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1f: Developing a plan to evaluate the school counseling program <i>Evidence-Based Program Evaluation</i>	School Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	School Counselor has a rudimentary plan to evaluate the counseling program.	School Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 1f	Guiding Questions
Evidence-Based Program Evaluation	<ul style="list-style-type: none"> • Did I review the Evidence Based Counseling Implementation Plan Scoring rubric for the prior year and address all the areas of concern? • Am I analyzing historical and current data when making decisions that shape the future direction of the counseling program?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the pre-observation conference, as school counselors discuss evidence of needs assessments completed within their evaluation plan. The school counselor should be able to show evidence of needs assessment tools and how student data will be reviewed for future planning. The school counselor should be able to demonstrate a solid understanding of the benefits of Counseling Department's resources, programs and guidance curriculums have on the student body, using evidence to substantiate its program evaluation.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Annual Agreement](#)
- [Evidence Based Implementation Plan*](#) (Action Plan/ Lesson Plans)
- [Menu of Data Elements](#)
- Student surveys/needs assessments/[SEQ \(Senior Exit Questionnaire\)](#)

Domain 1: Planning and Preparation

1f: Developing a Plan to Evaluate the Counseling Program

- Participation on a Grade level(s) planning team
- Participation on an Instructional Leadership Team (ILT)
- Pre- and post- tests of lesson/unit content administered
- Program evaluation
- Evidence of use of student data review for future planning
- Collaboration with a counseling program advisory committee
- Incorporation of outside/community resources and evaluation of programs and benefits to students
- Small group(s) outcome data

Domain 2: The Environment

Domain 2 emphasizes the role of the school counselor in contributing to a school environment that supports students in feeling safe, respected, and supported and promotes student learning and achievement. When a counselor offers positive role modeling, enforces the standards of conduct, implements activities for all students, and has organized systems with a calendar, routines, and procedures established, students can feel comfortable, safe, and trusting when engaging with adults and peers. By fostering a foundation for positive and effective communication, students and teachers are able to communicate effectively and better problem solve. In addition, the counselor can create a warm and inviting counseling office/center to encourage access to resources and counseling activities for all students.

Domain 2: The Environment

Components and Elements of Domain 2

Domain 2 consists of the five components and associated elements, listed below. Each component and element is explained in further detail in this chapter.

2a. Creating an Environment of Safety, Respect, and Rapport

- School Counselor Interaction with Students
- Student Interaction with other Students
- Establishment of Safe and Supportive Environment

2b. Contributing to a Culture of Positive Communication

- Contribution to Culture of Communication

2c. Managing Routines and Procedures

- Counseling Center/Office Routines
- Classroom Work Routines

2d. Modeling and Reinforcing Standards of Conduct

- Monitoring of Student Conduct
- Fostering Civility in the School Environment

2e. Organizing the Counseling Program

- Annual School Counseling Calendar
- Accessibility of School Counseling Calendar

Domain 2: The Environment

2a: Creating an Environment of Safety, Respect, and Rapport

Component 2a: Creating an Environment of Safety, Respect, and Rapport

Component Overview

As a participant in creating a positive school culture, school counselors promote the learning and engagement of students, parents/guardians and staff. Through the use of data, school counselors must identify the skills and interventions necessary to support students in developing positive interactions with peers and adults. By establishing a positive work environment through role modeling, trust and empathy, school counselors reinforce healthy relationships. Additionally, school counselors contribute to a positive school climate by the manner in which they interact with students, parents/guardians and staff demonstrating respect, acceptance and understanding. The school counselors' working space should also display a sense of comfort and have the necessary resources that address student needs. School counselors must treat information received from students, parents and staff in a confidential and appropriate manner.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
School Counselor Interaction with Students	School counselors are non-threatening adults who are easy to approach and available for students. The interactions of school counselors with students set the tone for the school and convey trust, empathy and respect.	The school counselor notices a group of girls who used to be really good friends stopped sitting together at lunch. She invited the students into her office in order to talk through their differences and seek a resolution to the problem.	Due to previous interactions with the school counselor, an extremely upset student asks to speak with her. After being able to help the student calm down and feel at ease, the student is able to share about an incident that happened at home which made him upset.
Student Interaction with other Students	School counselors model and teach students skills such as assertiveness, social interaction, and conflict resolution to engage in respectful interactions with one another. School counselors contribute to a positive school climate by reinforcing respectful interactions among students to promote a	A school counselor forms a lunch group for students feeling isolated due to their sexual orientation to allow them to discuss the social implications of sexual orientation. As a result, students develop coping skills, are able to have more positive interactions with other students and feel more confident in their school environment.	To decrease the number of bullying related incidents during recess, the school counselor introduces a school-wide comprehensive anti-bullying program that involves role plays and peer mediation strategies. As a result, students develop appropriate skills to problem solve with minimal adult intervention and/or supervision.

Domain 2: The Environment

Element	Definition	Example	Example
	positive school climate.		
Establishment of Safe and Supportive Environment	School counselor creates a work environment that is conducive to promoting caring, trusting relationships with students.	In accord with the Ethical Standards for School counselors , a school counselor informs students during a counseling session of the confidentiality parameters to reassure students to speak freely.	The school counseling office is a warm and inviting space for students. For example, the space is decorated with motivational posters, college pennants, the counseling program vision and mission, and gathering space.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of safety, respect, and rapport <ul style="list-style-type: none"> · <i>School Counselor Interaction with Students</i> · <i>Student Interaction with other Students</i> · <i>Establishment of Safe and Supportive Environment</i> 	School Counselor's interactions with students are negative or inappropriate, and the School Counselor does not promote positive interactions among students, where students feel safe and respected.	School Counselor's interactions are inconsistent; the School Counselor's efforts at encouraging interactions where students feel safe and respected are partially successful.	School Counselor's interactions with students are positive, trusting, and respectful, and the School Counselor actively promotes positive student-student interactions. School Counselor has established a safe, supportive counseling environment.	Students seek out the School Counselor, reflecting a high degree of comfort and trust in the relationship; School Counselor teaches students how to engage in positive interactions. The School Counselor is approachable and has established a safe and inviting environment conducive to promoting a caring, trusting relationship.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Domain 2: The Environment

2a: Creating an Environment of Safety, Respect, and Rapport

Elements of 2a	Guiding Questions
School Counselor Interaction with Students	<ul style="list-style-type: none">• What activities have I planned that will assist students to develop skills that foster positive interactions?• How do I convey trust and empathy with students throughout the school day?
Student Interaction with other Students	<ul style="list-style-type: none">• How do I support a positive school climate?• In what ways do I promote positive interactions among students?
Establishment of Safe and Supportive Environment	<ul style="list-style-type: none">• How have I made my counseling space into a safe and inviting environment for my students?• How can I collaborate with my Principal and/or other faculty to establish a safe and supportive environment?• How is my work environment set up to be conducive for positive working relationship with other service providers?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Observations: Evidence of this component may be found during observations of the school counselor, including during presentations, classroom visits, lunch time interactions, a counseling office “open house,” school events, or other interactions with students (e.g. small groups, lessons). A school counselor may demonstrate respect for students by demonstrating knowledge of a student’s life, interests or needs when interacting with him or her. Observing group meetings will provide strong evidence for student interactions, and so will smaller moments, such as students’ behaviors while another student is talking, or answering a question.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Inviting office space/counseling center
- Use of positive character posters/inspirational quotes (i.e. celebrating diversity, goal-setting, motivation, etc.) throughout office and counseling center
- Evidence of School Counselor’s life skill, violence prevention, and character education guidance lessons
- School counselor’s introduction letter to students and/or community
- Creation/utilization of student and staff surveys regarding school climate, safe and supportive environment, rapport/satisfaction with counseling department, etc.
- Anonymous comments and/or Q & A (Question and Answer) drop box in counseling center
- Inspirational and positive public service announcements (PSAs)
- Positive atmosphere in counseling office as evidenced by appropriate materials and supplies such as puppets, craft supplies, educational games and toys, college and scholarship access guides, community resources, visual bulletin board displays, etc.
- Age-appropriate referral forms to see the School Counselor/individual counseling and advising

Domain 2: The Environment

2b: Contributing to a Culture of Positive, Effective Communication

Component 2b: Contributing to a Culture of Positive Communication

Component Overview

School counselors contribute to a school becoming a healthier, positive, and safe learning environment by helping to reduce the feelings of alienation and disenfranchisement many students might feel, build a strong sense of cooperation within the school community, and empowering students with the skills to manage conflicts and their emotions. Students also build healthier relationships with peers, increase their leadership potential, gain perspective and understanding of themselves and others, and enhance school climate. In addition, by establishing effective ways to collaborate and communicate with parents/guardians, students and staff, school counselors are able to share pertinent information in relation to their availability, the vision and mission of the school counseling program, and key priorities and interventions being implemented. When school counselors establish a system of communication, they are able to share information in a timely manner with appropriate stakeholders and increase the likelihood that students and/or families and faculty will access resources as necessary.

The following table gives more details about the element of this component.

Element	Definition	Example	Example
Contribution to Culture of Communication	School counselors utilize tools and methods to cultivate productive communication within the school.	The school counselor sends out a quarterly newsletter (in multiple languages when applicable) to staff, students, and parents of the school counseling program.	The school counselor issues business cards, has a clear, recorded voicemail greeting, and professionally and productively articulates thoughts, feelings, and needs in e-mails and other correspondence.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Contributing to a culture for positive, effective communication <i>· Contribution to Culture of Communication</i>	School Counselor makes no attempt to contribute to a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	School Counselor's attempts to contribute a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	School Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the School Counselor, is maintained by both teachers and students.

Domain 2: The Environment

2b: Contributing to a Culture of Positive, Effective Communication

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 2b	Guiding Questions
Contribution to Culture of Communication	<ul style="list-style-type: none">• How did I obtain staff insight that was positive and fostered productive communication?• How did I obtain student insight that was positive and fostered productive communication?• Do I communicate in a professional manner? On the phone? Via e-mail?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the pre-observation conference, as school counselors discuss the methods they use to encourage productive communication within the school. For example, this could involve bringing together staff or students who have trouble communicating with each other, among other activities.

Observations: Evidence of this component may be found during observations, as the school counselor models and/or teaches about productive and respectful forms of communication.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Evidence of using positive school climate resources (i.e. posters, workshops, groups, lessons)
- Productive Parent/Counselor/Teacher/Student conference
- Professional verbal (i.e. webinar) and written communication (i.e. a school profile) that exposes other entities to your school in order to build partnerships.
- E-mail signature line with contact information
- Facilitation of parent/student orientation meetings

Domain 2: The Environment

2c: Managing Routines and Procedures

Component 2c: Managing Routines and Procedures

Component Overview

To increase effectiveness, school counselors must set routines for their counseling work and the delivery of the school counseling program. Their counseling office/center should be well-designed and incorporate the necessary materials and resources to deliver the intended services and goals of the school counseling program. School counselors set priorities for their routines by determining student needs, resources available, and the time required to deliver services and/or interventions. Counselors also support students in being able to follow routines and expectations. Hence, students will be able to take ownership of their own learning through critical reflection to manage their learning process, to problem-solve through obstacles, and to demonstrate resilience when they experience setbacks.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Counseling Center/Office Routines	A school counselor sets and manages routines for the counseling center and/or the counseling office. ¹¹ A well-designed and organized counseling center/office includes appropriate and adequate materials and equipment to deliver the intended services and address the goals of the school counseling program.	Upon entering the school counselor's office, students and/or parents demonstrate knowledge of counseling center procedures—they know to sign in on the credenza near the door and specify the nature of their visit, to take a seat and wait for the school counselor to invite them into his/her office or navigate through the school counselor's resource area.	To better assist students navigate the high school application process; the school counselor coordinates a high school application workshop and timeline. As a result, students know when the counselor is available to assist in application completion, where to log high schools applied to, dates of interviews and scheduled tests.
Classroom Work Routines	When a routine is established, students know what is expected of them, which helps them to manage their time and behavior. School counselors are prepared with all necessary materials and have taught students routines and expectations for classroom guidance work.	The school counselor organizes the materials students will use during an individual and/or group counseling sessions. Hence, students know where to locate the workbooks, journals and other necessary materials to begin the session.	After determining that students had limited knowledge of higher education opportunities and resources, the school counseling program goal related to college awareness, the counselor is able to create a college suite. Students are aware of when to access the college suite, rules and their expected behavior while in the suite.

¹¹ Learn more about the ASCA delivery system <http://www.ascanationalmodel.org/delivery-system>

Domain 2: The Environment

2c: Managing Routines and Procedures

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing routines and procedures · <i>Counseling Center/Office Routines</i> · <i>Classroom Work Routines</i>	School Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	School Counselor has rudimentary and partially successful routines for the counseling center or classroom work.	School Counselor's routines for the counseling center or classroom work are effective.	School Counselor's routines for the counseling center or classroom work are seamless, and reflect students' ownership of some responsibilities.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 2c	Guiding Questions
Counseling Center/Office Routines	<ul style="list-style-type: none"> ● How do I ensure students know the routines when they enter the counseling office? ● What routines and procedures do I have in place for my students and/or staff? ● How can I better organize and arrange the counseling center to improve student access?
Classroom Work Routines	<ul style="list-style-type: none"> ● When working with students during small group and/or within the classroom setting, how do I establish routines and/or behavior expectations? ● How do I communicate with students and staff the routines and/or expectations of the counseling center and/or office?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Domain 2: The Environment

2c: Managing Routines and Procedures

Professional Conversations: Evidence of this component can be found during the pre- or post-observation conference, as school counselors explain their procedures, how they have been developed, and how students were involved in their creation and maintenance.

Observations: During observations, evidence includes school counselors' execution of routines and procedures allows for more time on task. Indicators also exist within the environment, through utilizing posted procedures or setting up the physical environment and materials in an organized way to promote efficiency. For example, materials including art media, computer programs, games, developmental learning kits, videos, puppets, books, college catalogs, assessment inventories, brochures, or college and career exploration resources are easily accessed by the school counselor and/or students. If asked, students would be able to describe the procedures of the counseling center.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Annual Agreement](#)
- [Evidence Based Implementation Plan](#) (Lesson Plan)
- Knowledge of emergency procedures in times of natural disasters
- Evidence of sign-in logs as part of the school counseling office routine
- Posting of counselor availability/office hours and counseling office/center procedures
- Evidence of the process in place for students to complete high school or college applications
- Use of time assessment
- Clear school-wide expectations and classroom/office expectations (e.g. CHAMPS {Conversation Help Activity Movement Participation Signal}) posted and communicated
- Counselor resource center for staff, students, and/or families (e.g. media closet, community/local brochures, class-based tools)

Domain 2: The Environment

2d: Modeling and Reinforcing Standards of Conduct

Component 2d: Modeling and Reinforcing Standards of Conduct

Component Overview

School counselors have the opportunity and responsibility to assume leadership roles in their schools that positively affect student outcomes, create equitable learning environments, and reduce barriers to learning. School counselors have a repertoire of strategies to support the school’s ability to meet the needs of all students through more effective options and to create opportunities for students to learn responsible behavior. School counselors seek to understand underlying causes for student misbehavior and respond to it in a way that respects the dignity of the student and promotes positive behaviors. The best responses to student misbehavior are those that address misbehavior early, without disrupting other students, and take the opportunity to teach replacement behavior. Responses to student misbehavior should allow the school counselor and student to maintain a positive relationship, which is part of Component 2a: Creating an Environment of safety, Respect, and Rapport. School counselors can help to motivate students to be actively involved in their own learning and the discipline process with the goals of acquiring responsible behaviors to adhere to standards of conduct. A skilled school counselor uses evidence-based classroom management strategies to provide teachers with tools to establish environments conducive to learning.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Monitoring of Student Conduct	School counselors are very clear with students about how they expect students to behave in a group/individual setting and consistently reinforce and model such conduct.	When a school counselor observes a student acting inappropriately, the counselor acknowledges the inappropriate behavior and offers a positive alternative. When the school counselor observes the student acting appropriately during an interaction at a later time, the counselor praises the student for his/her behavior.	A school counselor facilitates a discussion during a preliminary group session to establish group norms. The school counselor reminds group members that it is their responsibility to monitor the agreed upon group norms.
Fostering Civility in the School Environment	School counselors acknowledge and motivate behavior that supports learning and complies with established expectations for behavior within the school.	A school counselor ensures the adopted school-wide character education messages are visible throughout the school: in its mission and belief statements, class constitutions, faculty and	As part of the Peace Circle program, the school counselor facilitates a discussion between two students in order to resolve a conflict. The students are then able to stay focused during class

Domain 2: The Environment

2d: Modeling and Reinforcing Standards of Conduct

Element	Definition	Example	Example
		PTA meetings, and Home-School Character Connection exercises. The school counselor coordinates with school staff to make the media center the hub for character education and to bring the core values to life through character focused lessons, cross-grade buddy programs, and grade-level service projects.	and collaborate during group work. ¹²

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Modeling and reinforcing standards of conduct and contributing to the culture for student behavior throughout the school <ul style="list-style-type: none"> · <i>Monitoring of Student Conduct</i> · <i>Fostering Civility in the School Environment</i> 	School Counselor does not model and reinforce standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	School Counselor's efforts to model and reinforce standards of conduct for counseling sessions are partially successful. School Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	School Counselor clearly monitors and reinforces standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.	School Counselor clearly monitors and reinforces standards of conduct for counseling session, and students contribute to maintaining them. School Counselor takes a leadership role in maintaining the environment of civility in the school.

Reflection on Practice

¹² This method is part of the Restorative Justice model. Learn more here: http://www.alternativesyouth.org/restorative_justice.

Domain 2: The Environment

2d: Modeling and Reinforcing Standards of Conduct

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 2d	Guiding Questions
Monitoring of Student Conduct	<ul style="list-style-type: none">● How do I set clear expectations for student conduct?● How can I ensure that students themselves participate in creating such standards?● Are there routines, procedures, or expectation that my students follow better than others?● What strategies do I use to establish and reinforce routines, procedures, and expectations, and how might that inform others that have been consistent?
Fostering Civility in the School Environment	<ul style="list-style-type: none">● What is positive framing, and how can I use it to reinforce good behavior and redirect inappropriate behavior?● Does my school subscribe to a positive behavior system? If so, how do I implement that in my office? If not, what can I implement at my grade level or in my office to encourage appropriate behavior?● Are there any counselors in my school who are exceptionally strong at using positive framing to model positive behavior?● Have I helped establish a school-wide expectations program at my school?● Am I leading the way to find, create, and implement an anti-bullying or violence prevention program at my school?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how School counselors showcase their school counseling practice.

Observations: A school counselor’s skill in managing student behavior is best observed while working with students. Standards of conduct, however, must frequently be inferred, because in a smoothly running session an observer may not witness explicitly. Rather, student behavior indicates that the school counselor has established standards at the beginning of the year and has maintained them consistently. Outside of an individual or group setting, school counselors may be seen setting or reinforcing school-wide behavioral expectations, working with classroom teachers or other school personnel to minimize student misbehavior, or planning interventions to address student misbehavior.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Universal rules and/or expectations
- Evidence of participation in the development/maintenance of the Multi-Tiered Systems of Support (MTSS)
- School-wide behavior action plan
- Evidence of staff in-service on classroom management modeling
- Tracking discipline referral and using data to plan interventions
- Use of restorative practices resources and/or program: Peace Circles or Peer/Council Jury
- School counseling core curriculum lessons related to school-wide expectations for civility/behavior

Domain 2: The Environment

2e: Organizing the Counseling Program

Component 2e: Organizing the school counseling program

Component Overview

The school counseling program is created with collaboration from stakeholders, through analysis of survey(s), and is documented by school counselors in the Evidence-Based Implementation Plan, which guides the organization and function of the school counseling program. The implementation plan consists of the annual agreement with the supervising administrator, menu of data elements, annual school counseling calendar, program goals action plan, and school counseling core curriculum lesson plan(s). It specifically identifies the SMART (specific, measurable, attainable, realistic, and timely) school counseling program goal(s) that the counselor(s) have identified and the activities and interventions planned to satisfy those goals.

A critical part of the Evidence-Based Implementation Plan is the school counseling calendar, which can only be highly comprehensive if there has been a clear discussion about roles and responsibilities as well as program goals as part of the annual agreement discussion between the school counselor(s) and administrator(s) at the beginning of the school year.

A counseling calendar assists with the development of a comprehensive program in order to provide activities and services for all students in the school. The annual calendar includes activities such as: school counseling classroom lessons, back-to-school night, open house, standardized test dates, college nights, department meeting dates, and more. Moreover, the school counseling calendar should reflect the needs of the students in the school, as evidenced by students participating in the counseling sessions and/or interventions.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Annual School Counseling Calendar	School counselors develop calendars of school counseling events for the school year to inform students, parents, teachers, and administration of the what, when, and where school counseling activities will be held.	The annual school counseling calendar is a part of the Evidence Based Implementation Plan. The calendar highlights events targeted for students and parents. For example, a high school application in-service and/or college fair.	During the welcoming activities in the beginning of the school year, the school counselor informs parents and students of key activities and dates students must pay attention to, specifically, when graduation activities are taking place.
Accessibility of School Counseling Calendar	The school counseling calendar is published in multiple ways and easily accessed by all stakeholders, including students, teachers, parents, and school administrators. The calendar is clear and contains the right information for students or other stakeholders	In the morning of a college fair, the school engineer prepared the auditorium and the other rooms being used. When the school counselor asked how the engineer knew to open the doors, he stated that he noted it on the counseling calendar	A parent comes to the main office asking for the school counselor. After looking at the school counselor's calendar, the clerk notifies the parent of times the school counselor is available to meet and provides the counselor's contact information and business

Domain 2: The Environment

2e: Organizing the Counseling Program

Element	Definition	Example	Example
	to attend or utilize the offerings of the school counseling department.	posted in the main office.	card to make an appointment.

In the CPS Framework for School Counselors, the continuum of practice is as follows.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing the school counseling program · <i>Annual School Counseling Calendar</i> · <i>Accessibility of School Counseling Calendar</i>	The department does not have a master calendar or it shows little or no details of a comprehensive counseling program. The calendar is not widely shared with school stakeholders.	The department's master calendar is detailed and shows a depth and breadth of a comprehensive school counseling program. The calendar is posted in the school, although school stakeholders may not regularly consult it.	The department's master calendar is detailed and shows a depth and breadth of a comprehensive school counseling program; it reflects counseling program goals and activities. School stakeholders easily access the calendar, and utilize the offerings.	The department's master calendar is highly detailed and shows a depth and breadth of an exemplary comprehensive school counseling program. It clearly reflects the school's student needs, and the program goals and activities. Evidence of collaboration with other stakeholders, especially students, is clearly evident.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 2e	Guiding Questions
Annual School Counseling Calendar	<ul style="list-style-type: none"> Does my calendar reflect activities tied to the school 's and school counseling program's mission and program goals? Does the calendar accurately reflect the amount of time I spend on counseling and non-counseling duties? Does the school counseling calendar clearly identify when I will be accessible for students and/or parents?

Domain 2: The Environment

2e: Organizing the Counseling Program

Elements of 2e	Guiding Questions
	<ul style="list-style-type: none">• Does my annual calendar include activities such as classroom lessons, back to school night, parent/teacher meeting days, college nights, standardized test dates, etc.?
Accessibility of School Counseling Calendar	<ul style="list-style-type: none">• Have I shared the calendar with stakeholders?• Is the calendar posted in prominent places (i.e. website, department bulletin board, counseling office, school newspaper, etc.)

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice

Professional Conversations: Evidence of this component can be found during the pre- or post-observation conference, as school counselors discuss the development of a school counseling calendar and how activities align with the counseling program's mission and goals, how it is shared with stakeholders its accessibility to staff, parents and students.

Artifacts: Artifacts may differ depending on the school Counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Annual Agreement](#)
- [Evidence Based Implementation Plan*](#) (Action Plan/Annual Calendar)
- Comprehensive school counseling annual calendar
- Sign-in or list of the students who utilize the offerings listed on the calendar
- Evidence of the counseling calendar being shared with parents and/or students
- Evidence of the counseling calendar posted at the main office, counseling website and/or bulletin board

Domain 3: Delivery of Service

Domain 3 contains the components at the heart of school counseling—the actual delivery of direct services provided to students and the indirect services provided on behalf of students as a result of the school counselor’s interaction with others. Through the direct services components of school counseling which includes core curriculum, individual student planning, and responsive services, school counselors also help students develop the knowledge, attitudes, and skills identified. Interactions with students occur in multiple settings—large group, classroom, small group, and individual. Through indirect services, school counselors provide leadership, advocacy, and collaboration in order to enhance student achievement and promote systemic change related to equity and access. Indirect services could include staff-development activities, conferences, consultation with other providers, coordinating special events, developing a student needs assessment, providing a parent education program, interpreting standardized test results, etc.

School counselors utilize school data to inform their practice. Understanding and using data are essential to ensuring equitable services and that every student receives the benefits of the school counseling program. The use of data to assess student needs helps counselors monitor student progress, identify students who are having difficulties or behavior problems, identify barriers to learning, understand factors affecting student behavior, identify access and equity issues, close achievement, opportunity, and attainment gaps, and improve, modify or change services provided to students. In addition, school counselors separate data by variables (gender, course enrollment, grade level, etc.) to determine if there are any groups of students not performing as well.

School counselors who excel in Domain 3 have finely honed counseling skills that empower students and nurture growth. School counselors adapt their approach from one student to another or from one issue to another as the situation demands. They seamlessly incorporate data into their counseling program and modify future school counseling program goals and interventions.

Domain 3: Delivery of Service

Components and Elements of Domain 3

Domain 3 consists of the five components and associated elements, listed below. Each component and element is explained in further detail in this chapter.

- 3a. Assessing Student Needs Using Data Tools**
 - Assessment of Student Needs
 - Range of School Counseling Intervention Opportunities
- 3b. Leading Stakeholders in the Formulation of Plans**
 - Development of Academic, Social Emotional, and Career Plans
 - Data-Driven Monitoring of Student Progress
- 3c. Using Varied Counseling Techniques and Planning**
 - Counseling Techniques
 - Acquisition of College and Career Readiness Skills
 - Varied Settings of Counseling Program Activities
- 3d. Leveraging Resources to Meet Student Needs**
 - Resources for Students
- 3e. Demonstrating Flexibility and Responsiveness**
 - Counseling Program Revision and Adjustment

Domain 3: Delivery of Service

3a: Assessing Student Needs Using Data Tools

Component 3a: Assessing Student Needs Using Data Tools

COMPONENT OVERVIEW

School counselors use a wide variety of tools to assess student needs. For instance, a school counselor may choose to use a school-wide needs assessment survey to identify areas of concern that the counseling program must address, or a school counselor may use a pre-test on a classroom of students to assess areas needing to be addressed. Regardless of the assessment model used to ascertain student needs, a school counselor must utilize data to target interventions. Through the use of data, school counselors must identify a variety of interventions necessary to support students' needs. The interventions may range from a check-in/check-out model to weekly one-on-one counseling or group counseling for students. An intervention for a student who may need intensive interventions such as those within tier 3 may also warrant a referral to the school social worker or an outside agency for more frequent counseling.¹³

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Assessment of Student Needs	The purpose of assessing student needs in various ways such as surveys, student needs assessments, case consultation, etc. is to understand the extent of the needs and set clear goals for the counseling program to drive suitable interventions. Besides this, it allows the school counselor to gather the information about all the services that are available, identify the gaps in the services available, to involve current or potential program participants in the planning process, and design a program that is truly responsive to your target population.	After a guided lesson the school counselor analyzes the post-test data to identify students who need additional assistance with developing their study skills.	As part of the Multiple Tiered System of Supports (MTSS) team, the school counselor co-develops a plan to address the needs and level of interventions necessary for a struggling student. In addition, the counselor conducts closing-the-achievement-gap activities as part of the school counseling program. ¹⁴
Range of School	Based on an understanding of	A school counselor analyzes	A student has been suspended

¹³ <http://www.rti4success.org/>

¹⁴ <https://sites.google.com/a/cps.edu/kc/intervention>

Domain 3: Delivery of Service

3a: Assessing Student Needs Using Data Tools

Element	Definition	Example	Example
Counseling Intervention Opportunities	student needs from various sources, the School Counselor delivers a variety of direct/indirect student services (school counseling core curriculum, individual student planning, responsive services, referrals, collaboration, etc.) through individual counseling, small group counseling, classroom guidance, and/or school-wide events.	My Voice, My School Survey data to target interventions to meet the needs of their student population. ¹⁵	multiple times this school year; as a result the school counselor tries a check-in/check-out model with the student and has weekly communication with the student's family.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing student needs using various data tools and techniques to provide suitable programs to students <ul style="list-style-type: none"> · <i>Assessment of Student Needs</i> · <i>Range of School Counseling Intervention Opportunities</i> 	School Counselor does not assess student needs, or the assessments result in inaccurate conclusions. School Counselor does not invite students to participate in programs.	School Counselor's assessments of student needs are perfunctory. School Counselor provides opportunities for selective and/or subgroups of students.	School Counselor assesses student needs, and knows the range of student needs in the school. School Counselor provides opportunities for all students to be involved in the counseling program either through individual, group, and/or classroom counseling.	School Counselor conducts detailed and individualized assessment of student needs to contribute to program planning. School Counselor provides all students with opportunities for individual, group, and/or classroom counseling. These opportunities are based on individual assessments of student needs and targeted to meet those identified needs.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

¹⁵ https://cps.5-essentials.org/static/cps_down_index.html+

Domain 3: Delivery of Service

3a: Assessing Student Needs Using Data Tools

Elements of 3a	Guiding Questions
Assessment of Student Needs	<ul style="list-style-type: none">• What surveys, assessments, and/or data do I use to assess student needs?• What do data or information sources say about student needs?• Do gaps exist in regards to student achievement? If so, what interventions and/or supports do I need to implement?
Range of School Counseling Intervention Opportunities	<ul style="list-style-type: none">• Am I knowledgeable on the various counseling interventions and/or opportunities available to use with students?• What specific school counseling interventions do I use?• How do I determine what interventions will work best with specific students?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during observation and post observation conference, as school counselors discuss their process for using data to assess student needs and how the use of interventions are determined.

Observations: This specific component may need to be addressed during pre-post observation conversations unless the observed activity offers an opportunity for evaluating data and determining interventions such participating/leading a collaborative meeting such as an Instructional Leadership Team (ILT), CARE Team, or MTSS.

Artifacts: Artifacts may differ depending on the School Counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan*](#) (Action Plan/Lesson Plan)
- [Menu of Data Elements](#)
- Student needs assessment
- Referral and/or intake form
- Pre- and post- surveys
- Student surveys (e.g. My Voice, My School Survey or Senior Exit Questionnaire {SEQ})
- Teacher and/or parent surveys
- Evidence of small group and/or individual counseling
- Evidence of class guidance and/or lesson plans
- Evidence of school-wide data (i.e. Dashboard, Verify) to plan the use of interventions

Domain 3: Delivery of Service

3b: Leading Stakeholders in the Formulation of Plans

3b: Leading Stakeholders in the Formulation of Plans

COMPONENT OVERVIEW

In addition to a communication tool, an Individualized Learning Plan (ILP) is both a document and a process that students can use – with support from school counselors, teachers, and parents to set goals. The ILP informs the student’s decisions about their courses and activities throughout school, help students connect the importance of school to their future, and improve student outcomes. These plans are detailed, including timelines (i.e., start/end dates), identified resources and supports, and concrete action steps. Quality plans include activities that provide opportunities for youth to engage in three phases of skill development: self-exploration, college/career exploration, and career planning and management.

School counselors may lead students in the development of plans to define their goals for high school, college and/or career and develop post-secondary plans through the ‘Individual Learning Plan’ which is completed and/or reviewed with students. School counselors may also lead the development of other school and/or student plans that support student’s health and social-emotional well-being such as a safety plan for individual students or a crisis response plan for the school. Like with all school counseling activities and interventions, the skilled school counselor collects and examines data to monitor progress and goal attainment and make modifications to the plan as needed.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Development of Academic, Social Emotional, and Career Plans	In collaboration with students, parents, and teachers, the school counselor facilitates student’s completion of a detailed plan or takes actions to help students attain academic, personal/social, and/or college and career objectives.	A school counselor prepares success charts for the primary grades to address behavior goals that will positively impact the development of social skills. The school counselor works with the classroom teacher to review and assess if students are able to meet behavior goals.	The school counselor, in collaboration with a college and career coach, develops a plan and schedule for students to complete the Individual Learning Plan (ILP). The ILP’s are also reviewed as the school counselor and/or coach guide conversations with students to support their ability to take the lead on developing and tracking goals and making revisions to their plan. ¹⁶
Data-Driven Monitoring of Student Progress	Outcome data can show the impact of a counseling activity or program and, specifically, the extent to which the program has had a positive impact on students’ ability to	During a counseling session, the school counselor reviews the student’s interest profiler from What’s Next Illinois (WNI) in conjunction with the student’s high school	The school counselor plans an awards assembly for honor students. In the assembly, the school counselor notes several students that are on the honor roll for the first time. Later, in

¹⁶ <https://secure.whatsnextillinois.org/>

Domain 3: Delivery of Service

3b: Leading Stakeholders in the Formulation of Plans

Element	Definition	Example	Example
	utilize their knowledge, attitudes, and skills and/or effect improvement in student achievement, attendance, and behavior. This is used to assess student progress periodically and help students take ownership of the appropriate actions to take depending on if they are meeting/exceeding their expectations or not.	transcript to formulate colleges that match with the student's data. ¹⁷	an individual counseling session, the counselor talks with a student about academic goal(s) and the student reflects on his/her own progress. This reflection is kept in the student's cumulative file to review during the next individual counseling session.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3b: Leading students, parents, and teachers in the formulation of academic, social emotional, and career plans, based on evidence of student needs</p> <ul style="list-style-type: none"> · <i>Development of Academic, Social Emotional, and Career Plans</i> · <i>Data-Driven Monitoring of Student Progress</i> 	<p>School Counselor's program is independent of identified student needs. School Counselor does not comply with plan requirements or consider data; they are incomplete or unusable to inform student needs.</p>	<p>School Counselor's attempts to assist students, parents, and teachers to formulate academic, social emotional and career plans result in limited data to demonstrate student needs are met. Some students have a completed and up-to-date plan that is reviewed at least yearly.</p>	<p>School Counselor assists students, parents, and teachers to formulate academic, social emotional and career plans for groups of students result in some data to demonstrate student needs are met. Most students have a completed and up-to-date plan that is reviewed each semester.</p>	<p>School Counselor assists individual students, parents, and teachers to formulate academic, personal/social, and career plans result in data to demonstrate student needs are met. Every student has a completed and up-to-date plan that is reviewed each semester; students take the lead in development, tracking and revisions.</p>

¹⁷ <https://secure.whatsnextillinois.org/>

Domain 3: Delivery of Service

3b: Leading Stakeholders in the Formulation of Plans

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 3b	Guiding Questions
Development of Academic, Social Emotional, and Career Plans	<ul style="list-style-type: none">• How do I prioritize which area (academic, personal/social, and career plans) to focus on first?• How do I work with stakeholders (teachers, parents and post-secondary leadership teams) to support the development of academic plans?• How do I engage students and their families to assist them in creating a high school transition or post-secondary plan?
Data-Driven Monitoring of Student Progress	<ul style="list-style-type: none">• What data do I use in the development of the academic, personal/social, and career plans for our students?• Do I provide students with appropriate feedback based on their interest inventories and/or academic plans?• What types of events do I plan that invites students and families into the school and/or community that help lead to forming plans for life after high school?• What practices do I use to support students in taking responsibility for their plan and/or progress?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the observation and post-observation conference, as school counselors discuss their practices in using data to support the development of academic, personal/social or career plans.

Observations: This specific component may need to be addressed during pre-post observation conversations unless the observed activity is of the school counselor participating in a parent/teacher conference or conducting individual advising or small group, large group or classroom guidance involving goal setting, plan development, high school transition, or Freshman Orientation, FAFSA Parent Night, or Career Fair Day.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan](#)
- [Individual Learning Plan](#) (ILP)
- [Program Results Template](#)
- Evidence of using What's Next Illinois with students; guidance lesson, individually or as a group

Domain 3: Delivery of Service

3b: Leading Stakeholders in the Formulation of Plans

- Evidence of Milestone completion in What's Next Illinois (grades 9 - 12)
- Individual Learning Plans (ILP)
- Survey of student needs and data review
- Student intervention plans
- Evidence of high school planning via calendar, class guidance and/or individual work with students and parents
- Career Fair presentation or other documentation

Domain 3: Delivery of Service

3c: Using Varied Counseling Techniques and Planning

3c: Using Varied Counseling Techniques and Planning

COMPONENT OVERVIEW

Using ASCA Student Standards that fall under three broad domains (academic, career, and personal/social development), School counselors establish similar goals, expectations, support systems, and experiences for all students across the district and the nation. Within this, student-specific competencies and indicators are the foundation for classroom guidance lessons, small groups and activities within a school counseling program. For example, CPS school counselors can use the [ASCA](#) Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions, Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction, and Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

In teaching students such skills and competencies, skilled school counselors employ various counseling techniques that facilitate communication, establish a positive rapport, and build a strong relationship with students. Some basic techniques that school counselors employ include creating a calm, open and accepting environment by allowing students to relax and feel comfortable discussing potentially difficult issues. School counselors can also use tools such as humor or active listening, which can simply involve making eye contact, nodding their heads in understanding and making unobtrusive verbal acknowledgment, such as "mmhmm." Besides this, building relationships with students involves showing them empathy and encouraging a connection. Counselors who are able to establish trust with students (as well as teachers, administrators and parents) are able to be the most successful at counseling.

Besides a variety of techniques, school counselors deliver services consistently and across settings, whether individual counseling, small group counseling, or large group guidance:

Individual Counseling

Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of rights, integrity, and the welfare of students. Counselors are obligated by law and ethical standards to report and to refer an individual when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.¹⁸

Small Group Counseling

Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, provide feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-

¹⁸ <http://scholar.lib.vt.edu/theses/available/etd-04202000-10070058/unrestricted/PartIII.PDF>

Domain 3: Delivery of Service

3c: Using Varied Counseling Techniques and Planning

centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.¹⁹

Large Group Guidance

Large group meetings offer the best opportunity to provide general guidance to a large number of students at a time. Counselors may work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. School counselors and teachers may co-lead some activities. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the guidance and counseling curriculum.²⁰

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Counseling Techniques	In delivering services through core curriculum, individual student planning and responsive services, the school counselor uses varied techniques such as active listening, teachable moments, adjusting body language and tone, asking open ended and closed questions, paraphrasing, summarizing, note taking, assigning homework, student incentives, success charts, etc. as appropriate to assist students in acquiring skills and knowledge.	When it seems that there is a stall in an individual counseling session, the counselor decides to tap into the student's imagination by asking the student to envision a desired outcome. A student experiencing academic difficulties could visualize getting all As on her report card and talk about the feelings that this creates. This diversion creates a break and alters the direction of the session.	A kindergarten student is crying profusely and has bruises on her arms. After the school counselor calms down the child the school counselor uses play therapy to have the child act out with puppets what happened to them. The school counselor determines from the session whether this was a case of abuse and neglect, and if so contacts the appropriate organization. ²¹
Acquisition of College and Career Readiness Skills	The school counselor play a large role in developing college and career readiness skills that	A school counselor works with his/her K-5 students to complete web-based career development	Upon discussion of the recent test score results, the school counselor discusses the benchmark scores in

¹⁹ <http://scholar.lib.vt.edu/theses/available/etd-04202000-10070058/unrestricted/PartIII.PDF>

²⁰ <http://scholar.lib.vt.edu/theses/available/etd-04202000-10070058/unrestricted/PartIII.PDF>

²¹ <http://www.playtherapy.org/>

Domain 3: Delivery of Service

3c: Using Varied Counseling Techniques and Planning

Element	Definition	Example	Example
	enable students to make a successful transition from school to the world of work and from job to job across the lifespan.	activities in district supported program, PAWS in Jobland.	Illinois needed to place into college math and reading so students do not have to pay for pre-college classes when they are attending college. Additionally, the school counselor conveys to the students that FAFSA does not cover the cost of pre-college classes.
Consistent Settings of Counseling Program Activities	The three varied settings are individual counseling, small group counseling, and large group counseling. School counselor delivers services in settings according to sensitivity of content, requirements of curriculum/materials used, and resources available. In addition, school counselors are consistent and deliver services in a variety of settings as allowed or available, including classrooms, auditorium, cafeteria, counseling office, playground, etc.	A school counselor, a student, and a parent/guardian sit down after the school's annual college fair at a table in the library and analyze all of the student's award letters to college to see which post-secondary institution is the best fit academically, socially, and financially for the student and the family.	The school counselor alternates the classrooms he/she visits to implement the guidance curriculum. The school counselor utilizes classes that every student in the building attends so that the school counselor can deliver services to the entire grade or the whole student population.

Domain 3: Delivery of Service

3c: Using Varied Counseling Techniques and Planning

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3c: Using varied counseling techniques and individual planning to address the academic, social emotional and career readiness needs for post-secondary success</p> <ul style="list-style-type: none"> · <i>Counseling Techniques</i> · <i>Acquisition of College and Career Readiness Skills</i> · <i>Consistent Settings of Counseling Program Activities</i> 	<p>School Counselor has few counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Settings do not vary.</p>	<p>School Counselor displays a narrow range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are offered inconsistently or settings are inappropriate to the content.</p>	<p>School Counselor uses a range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are regularly consistent in at least two settings.</p>	<p>School Counselor uses an extensive range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are always appropriate in all settings.</p>

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 3c	Guiding Questions
Counseling Techniques	<ul style="list-style-type: none"> • What counseling techniques do I implement with my groups or during individual counseling sessions? • What counseling techniques have I found work the best with my students?
Acquisition of College and	<ul style="list-style-type: none"> • What guided lessons have I developed or use to assist students acquire college and career readiness skills?

Domain 3: Delivery of Service

3c: Using Varied Counseling Techniques and Planning

Elements of 3c	Guiding Questions
Career Readiness Skills	<ul style="list-style-type: none">• How do I support students amongst different grade levels to acquire college and career readiness skills?
Varied Settings of Counseling Program Activities	<ul style="list-style-type: none">• How do I determine the appropriate setting for services?• What settings outside of the counseling environment support the delivery of services with regards to confidentiality and resources available?• How do I deliver services to all students in a systematic fashion?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the observation and post- observation conference, as school counselors discuss how counseling techniques are selected and applied. For example, the school counselor could share how would the use of behavior charts differ between a primary and an upper grade or how the planning for a bully-intervention differs between grade levels. School counselors could also discuss how career readiness activities were selected and what tools and/or interventions were used including how does he/she measures the appropriateness of the interventions among different settings.

Observations: This specific component is most observable when counselor is working directly with students in group or individual counseling or during class guidance.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- [Evidence Based Implementation Plan](#)
- [Individual Learning Plan](#) (ILP)
- [Program Results Template](#)
- Tracking of completed student Individual Learning Plans (ILP)
- Small group lessons and/or modules
- Using online resources (What’s Next Illinois {WNI}, Naviance, Choose Your Future {CYF})
- Evidence of student referral to Credit Recovery
- Evidence of use the use of Reach/Match/Fit report to inform students for college application
- Evidence of use of the district supports web-based career exploration program, [PAWS in Jobland](#) from [What’s Next Illinois \(WNI\)](#)
- High School transition guidance lessons
- Student success chart templates

Domain 3: Delivery of Service

3d: Leveraging Resources to Meet Student Needs

3d: Leveraging Resources to Meet Student Needs

COMPONENT OVERVIEW

The success of a school counseling program and/or the goals identified by a school counselor is dependent on how the counselor is able to access available resources and/or build relationships with key stakeholders. School counselors should have clear knowledge of the resources available in the community and how the identified resources may support student academic, career and personal/social development. School counselors should establish partnerships with school staff, community leaders and/or parents and in order support the personal/social, academic and career needs of students. Additionally, school counselors should be able to provide students, parents and/or staff with adequate information about resources available at times of need. To maintain consistency in the use of appropriate resources, it is important that school counselors continuously audit such resources and have up-to-date information as to program requirements, availability and services offered.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Resources for Students	Student resources support students’ needs, and may come from the school, the school’s staff, the community, or elsewhere. The school counselor creates partnerships to learn about and utilize these resources (e.g. school staff, private, non-profit, or local, organizations, national resources, and student services. The resources and services brought into the school result in positive outcomes for student achievement, meet immediate counseling program goals, and	By working with a program such as “ Communities in Schools ” the school counselor is able to introduce several prevention programs and as a result the students develop appropriate social skills in relation to building positive peer relationships and seeking support from teachers. Results from teacher feedback shows students are on-task during instruction and are able to work effectively during group activities. ²²	By working with the coordinator for Students in Temporary Living Situations (STLS), the school counselor is able to secure resources for students who are considered homeless. At the end of each quarter, the counselor and the STLS coordinator review how the resources can continue to support those students in need. ²³

²² <http://www.communityschools.org/about/overview.aspx>

²³ https://ef0a8147-a-15390b26-s-sites.googlegroups.com/a/cps.edu/kc/resource-allocation/college-ready-guide/Budget%20Guidance%20-Students%20in%20Temporary%20Living%20Situations.pdf?attachauth=ANoY7cry0Z-oEQ3oe7DrMdsr-CO8ks7vumhJhQo4ATPJ8H3Fos8rCXgXzTYCFkikycBQYrpuWKUDmLseeURtXpUtwnjd26Xse6R4ijVUjySYVPqBNcVeOu2ERijkNbpBPWSulUlzJVqNqtCdLvxqoPT4vO5Xrkn93KF1cjLBELNs1-5zlAkH6Loc1DHCwNo8Vc70XnvPS7RGqYDA_g_Suk1bjjQMtbztPp_3cTpECW3ja-s-NmPwSGf1eEEfRc9kqNdhnM3VaU2gElbHQIJ9gFGdrxnOk4Uc7JpOV1_zN5N7tKBrkQxvFe12OhJXLYsina8zwaBSJd0&attredirects=0

Domain 3: Delivery of Service

3d: Leveraging Resources to Meet Student Needs

Element	Definition	Example	Example
	result in more long-term sustainability of programs.		

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Leveraging school, staff, and community resources to meet student needs <i>Resources for Students</i>	School Counselor does not or very rarely leverages school, staff, and community resources to meet student needs. Also, counselors may control a small budget or be involved in a school budgeting process to operate their programs.	School Counselor sometimes leverages school, staff, and community resources to meet student needs; efforts seem to be partially successful.	School Counselor regularly leverages school, staff, and community resources to meet student needs.	School Counselor always or almost always leverages school, staff, and community resources to meet student needs. The resources are successful in addressing student needs.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 3d	Guiding Questions
Resources for Students	<ul style="list-style-type: none"> How do I determine if a resource and/or services is appropriate for students? What community resources are available that I have used or plan to use in the future? How do I communicate information to stakeholders about the resources available? Once resources have been obtained, how do I coordinate and implement the resources and/or services? How do I determine if resources used meet and/or support student needs? How have the type and level of leveraged resources affected counseling program success?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Domain 3: Delivery of Service

3d: Leveraging Resources to Meet Student Needs

Professional Conversations: Evidence of this component can be found during the observation and post-observation conference, as school counselors discuss how resources are determined. School counselors discuss how resources are leveraged and how they meet student needs. School counselors are able to share outcome data available and identify specific ways resources support students. Additionally, conversations may include the practices on how school counselor may work with staff and/or community stakeholders.

Observations: This specific component is most observable when counselor is working directly with students specifically, when the counselor is collaborating with stakeholders to use resources to support students.

Artifacts: Artifacts may differ depending on the school counselor's role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Evidence of collaboration with community based organizations
- Evidence of partnerships and/or collaborations with colleges/universities
- Referrals for academic and/or person/social support
- Data identifying how student needs are met

Domain 3: Delivery of Service

3e: Demonstrating Flexibility and Responsiveness

3e: Demonstrating Flexibility and Responsiveness

COMPONENT OVERVIEW

As part of being proactive, school counselors may design counseling programs with clear goals and schedules. However, because school counselors wear a number of “hats”, it is important to maintain flexibility and have plans in which to handle unexpected situations. For example, during the morning routine, the counselor may have to meet with a parent who is in need of crisis intervention and may have to reschedule a class guidance lesson and/or staff meeting.

School counseling programs today rely on school counselors to serve as leaders in their buildings and hence, the use of data is important in their ability to make decisions regarding programming and student supports. The use of data such as the number of students seen, groups administered, success of interventions and achievement data helps to guide program goals and the use of appropriate programs. When necessary, adjustments to the counseling program should continue to align with the school mission and/or counseling program goals. However, when necessary, assessment of data may identify new goals that should be addressed.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Counseling Program Revision and Adjustment	On a day-to-day basis, the counselor has a clear plan and schedule for implementation of counseling activities but engages in continuous review and assessment to make adjustments as necessary to be more effective. In addition, counselors should demonstrate flexibility in planned schedule/activities when unforeseen issues arise.	The school counselor conducts a group after school with students at-risk and notices students are unable to attend regularly due to their attendance in a mandatory after school academic support program and adjusts the group’s meeting time to the morning to improve consistency.	During a team meeting, a teacher shares his/her concern about a student and would like the school counselor to follow up with the student. As a result, the school counselor meets with the student during lunch and provides brief counseling to formulate a plan for follow up sessions and/or a possible outside referral. ²⁴

In the CPS Framework for School Counselors, the continuum of practice is as follows:

²⁴ <https://sites.google.com/a/cps.edu/kc/systems-for-professional-learning/cps-framework-for-teaching-professional-development/reach-additional-materials-for-counselors>

Domain 3: Delivery of Service

3e: Demonstrating Flexibility and Responsiveness

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness to student needs <i>· Counseling Program Revision and Adjustment</i>	School Counselor adheres to his or her plan, in spite of evidence of its inadequacy.	School Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	School Counselor makes revisions in the counseling program when it is needed.	School Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Element of 3e	Guiding Questions
Counseling Program Revision and Adjustment	<ul style="list-style-type: none"> • What are my practices to review the counseling program and improvements needed? • What feedback do I obtain from all stakeholders on the effectiveness of the school counseling program? • In what ways do I demonstrate flexibility? • How do I provide support and assistance to students as they navigate critical and emergency situations? • Do I know the written procedures to be used in crisis situations?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the observation and post-observation conference, as school counselors discuss how they are flexible in responding to student needs, either in the school counseling program as a whole or in their day-to-day practices. Although school counselors have counseling plans and/or goals, they are able step outside their routine to address a crisis or a teacher/parent referral for student support.

Observations: Domain 3 is an observable domain, meaning that school counselors demonstrate their proficiency through the delivery of their comprehensive school counseling services.

Domain 3: Delivery of Service

3e: Demonstrating Flexibility and Responsiveness

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Assessment of school counseling program
- Pre/post surveys
- Needs assessments
- Exit survey from students after a guided lesson
- Post workshop evaluations
- Faculty and/or parent feedback
- Advisory Council feedback
- Individual counseling/advising referral forms for students
- Guidance lesson plans (small counseling group or classroom guidance)

Domain 4: Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator; they encompass the roles assumed outside of, and in addition to, those in the classroom with students, in the counseling center/office, and the school environment in general. Students rarely observe these activities; parents and the larger community observe them only intermittently (for example, maintaining records and communicating with families), but the activities are critical to preserving and enhancing the profession.

Domain 4 consists of a wide range of professional responsibilities to assure high quality practice, from self-reflection, personal development, and professional growth to participation in a professional community and contributions made to the profession as a whole. The importance of professional learning can't be overemphasized, especially in a field as vital as education. Only by continually arming yourself with the latest research, techniques and knowledge in the profession can you hope to stay effective in your career. Holding a membership in national, state, and local professional associations fosters and promotes school counseling, while offering many benefits including access to resources, professional learning and support in upholding the ethical and professional standards of these associations. School counselors meet the state certification standards and abide by the laws in the states where they are working.

The components also include interaction with the families of students, contacts with the larger community, and advocacy for students. Counselors work cooperatively with individuals and organizations to promote the overall development of children, youth, and families in their communities. Domain 4 captures the essence of professionalism by counselors; school counselors are, as a result of their skills and competencies in this domain, full members of the profession, and committed to its enhancement.

Domain 4: Professional Responsibilities

Components and Elements of Domain 4

Domain 4 consists of the five components and associated elements, listed below. Each component and element is explained in further detail in this chapter.

4a. Reflecting on Practice to Adjust Counseling Program

- Reflection of Effectiveness
- Use of Multiple Data Points in Future School Counseling Program Planning

4b. Maintaining Student Data in Timely Manner

- Accurate Maintenance of Student Data
- Timely Utilization of Student Data

4c. Communicating with Families and Stakeholders

- Communication About the Counseling Program and Individual Students
- Documentation
- Cultural Appropriateness

4d. Growing and Developing Professionally

- Participation in Professional Growth Opportunities
- Participation in School and District Events and Projects
- Productive Relationships with Colleagues

4e. Demonstrating Professionalism

- Professional and Ethical Conduct

Domain 4: Professional Responsibilities

4a: Reflecting on Practice to Adjust Counseling Program

- Advocacy
- Compliance with School, District, and Federal Regulations
- Attendance

4a: Reflecting on Practice to Adjust Counseling Program

COMPONENT OVERVIEW

The practice of self-reflection, gives direction to the way school counselors respond to any one student, at any one moment as he or she attempts to facilitate movement from the “what is” to the “what is desired.” Reflection on counseling practices has been identified as an essential component to effective practice (Nelson & Neufeldt, 1998). To be successful, a school counselor has to have the ability to scrutinize the nature and impact of his or her interventions—both at the macro level (e.g. in developing a treatment plan) and at the micro level (e.g., with each interactive exchange in a counseling session). When applied appropriately, the self-reflective practices support the school counselor in using his or her assessment of strengths and weaknesses to not only improve the counseling program, but to also determine changes, if any, that need to be made to the counseling goals. Additionally, the use of data and the analysis of student outcomes inform the school counselor about what other areas of student needs must be met and/or if the need to modify or create new goals exists.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Reflection of Effectiveness	<p>The school counselor reflects on practice and the School Counseling Program by analyzing:</p> <ul style="list-style-type: none"> • Areas of personal celebration and/or concentration • The school counseling program’s strengths and areas of improvement • Progress in meeting program goals created at the beginning of the school year 	<p>A first year school counselor meets with her counseling mentor to reflect on the school year. The counselor and mentor discuss the counseling goals that were set and how they were achieved. In her reflection, the school counselor is able to discuss her practices in building rapport with students, her relationship with administrators and stakeholders and areas of needed growth. Based on data results, the school counselor determines the goals identified were too broad and decides to focus on one grade level specifically the following school year.</p>	<p>At the end of the school year, the school counselor evaluates comprehensiveness of the school counseling program and readiness for RAMP recognition using the ASCA National Model Program Audit.</p>
Use of Multiple Data Points in	<p>The analysis of results is the heart of having a data-driven</p>	<p>Reviewing the My Voice, My School student surveys at the start of the</p>	<p>A school counselor reflects on counseling program data results and</p>

Domain 4: Professional Responsibilities

4a: Reflecting on Practice to Adjust Counseling Program

Element	Definition	Example	Example
Future School Counseling Program Planning	school counseling program. Analyzing data over time informs the school counselor about student needs and school/community trends while annual review of the school data profile and use of time informs how to improve the school counseling program and set goals for the following school year. School counselors need to understand how the data was collected and how to interpret the data, the implications of the data, and their role in the plan to address the data.	school year, the counseling team identifies students who feel bullying is a problem at the school. The team implements an anti-bullying program throughout the year and regularly surveys students and staff to track the impact of the program. At the end of school year, during the annual review the team evaluates the implementation of the program and student response. This data informs appropriate goals to set for the following year to further violence prevention. ²⁵	feedback received from teachers and staff about effectiveness of interventions. As a result the counselor determines that 8th graders require further support in developing high school readiness and career planning skills and decides to conduct a panel of alumni high school students as well as a series of class guidance lessons with pre/post-tests that focus on developing readiness skills the next year.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice and adjusting the counseling program based on evaluation of student data <ul style="list-style-type: none"> · <i>Reflection of Effectiveness</i> · <i>Use of Multiple Data Points in Future School Counseling Program</i> 	School Counselor does not reflect on practice, adjust or evaluate, or the reflections and evaluations are inaccurate or self-serving.	School Counselor's reflection, adjustment and evaluation on practice are moderately accurate and objective. School Counselor does not cite specific examples, and with only global suggestions as to how it might be improved. School Counselor uses some student data	School Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of practice, and process of evaluation. School Counselor cites specific positive and negative characteristics. School Counselor makes some specific suggestions as to how the counseling	School Counselor's reflection, adjustment and evaluation are highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. School Counselor draws on an extensive repertoire to suggest alternative strategies. School Counselor uses student data to drive changes or revisions to the counseling program,

²⁵ <http://ccsr.uchicago.edu/page/2013-survey-information>

Domain 4: Professional Responsibilities

4a: Reflecting on Practice to Adjust Counseling Program

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Planning</i>		to evaluate the program.	program might be improved that are based on multiple data points, including student data.	both mid-year and in long-term planning.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4a	Guiding Questions
Reflection of Effectiveness	<ul style="list-style-type: none"> How do I evaluate the effectiveness of a guided lesson? What worked and what didn't work this school year? What needs to be changed or improved? After reflecting, what do I use to assess if changes in the counseling program must occur?
Use of Multiple Data Points in Future School Counseling Program Planning	<ul style="list-style-type: none"> What different types of student outcome data do I analyze? In what ways do I use data to examine student success? How does the data get collected and shared with stakeholders? If an intervention or SMART (specific, measurable, attainable, realistic, and timely) goal has not been met, what appropriate measures need to be taken to meet the goal?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Evidence of this component can be found during the post-observation conference, as school counselors reflect on a specific counseling activity or the school counseling program as a whole and how data was used to determine whether goals were met. The school counselor should share how data was used throughout the school year and how it drives the future direction of the program through development of new goals. During the post-observation conference, the school counselor and administrator are able to reflect on strengths and weaknesses and collaborate on improving practice.

Domain 4: Professional Responsibilities

4a: Reflecting on Practice to Adjust Counseling Program

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Student perception and outcome data
- [School Counseling Program Results Template](#)
- [Flashlight PPT Presentation](#)
- Reflection log
- Review of student achievement
- Behavior/Misconduct reports
- [School Counseling Program Audit](#)

Domain 4: Professional Responsibilities

4b: Maintaining Student Data in Timely Manner

4b: Maintaining Student Data in Timely Manner

COMPONENT OVERVIEW

As outlined in the American School Counselor Association's (ASCA, 2010) Ethical Standards for School Counselors, counselors are required to maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.²⁶ They should also understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.²⁷ Within daily duties, school counselors may pull data reports, correct inaccurate data fields, and coordinate records management of both student and non-student records, including hard copy and electronic records of active and inactive students.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Accurate Maintenance of Student Data	School counselor follows appropriate protocols and timelines while acting in accord with legal parameters, if applicable, for establishing systems for the documentation of school counseling interventions/activities and the maintenance and storage of records and reports containing student information, non-student or business records, and school counseling personal records that are accurate.	In preparing for school year closing activities, the school counselor reviews notes from the 'Best Practices of Records Management' Workshop regarding retention and sending records of graduating students and drafts a memo to teachers about how to appropriately prepare student cumulative folders for transition to high school. ²⁸	At the conclusion of a small counseling group, the counselor ensures that all case notes and student documentation is stored appropriately per district and legal policies. ²⁹
Timely Utilization of Student Data	School counselor has established effective systems for the timely and appropriate	A school counselor reviews the transcripts for all 8th graders and is able to identify students who	The school counselor analyzes time-sensitive Freshman On-track data to identify students

²⁶

<http://schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

²⁷ <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

²⁸ <https://www.chooseyourfuture.org/support-staff/records-management-and-best-practices-workshop>

²⁹ <http://schoolcounselor.org/school-counselors-members/legal-ethical>

Domain 4: Professional Responsibilities

4b: Maintaining Student Data in Timely Manner

Element	Definition	Example	Example
	use of reports, records, and data to identify and deliver needed counseling services. ³⁰	may qualify to apply for specific high school programs.	who may require additional supports such as credit recovery or tutoring. ³¹

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining and utilizing student data and records in a timely fashion <ul style="list-style-type: none"> · <i>Accurate Maintenance of Student Data</i> · <i>Timely Utilization of Student Data</i> 	School Counselor's maintenance and utilization of reports, records, documentation, and student data are missing, late, or inaccurate, resulting in confusion.	School Counselor's maintenance and utilization of reports, records, and student data and documentation are generally accurate, but are occasionally late.	School Counselor's maintenance and utilization of reports, records and documentation, and student data are accurate, and are submitted in a timely manner.	School Counselor's approach to record-keeping and use of data is highly systematic and efficient, and serves as a model for colleagues.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4b	Guiding Questions
Accurate Maintenance of Student Data	<ul style="list-style-type: none"> • How do I ensure accuracy in my reported data? • What is my timeline for storage, retention, and purging of records or case notes? • What documents do not need to be included in the student cumulative folder?
Timely Utilization of Student Data	<ul style="list-style-type: none"> • How does the review of student records drive the services implemented? • How do I use systems such as Dashboard to review data and plan student services and/or programs?

³⁰ <http://schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>

³¹ <https://dashboard.cps.edu/>

Domain 4: Professional Responsibilities

4b: Maintaining Student Data in Timely Manner

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Components 4b-4e are rated only once during the REACH annual or biennial evaluation cycle. To do this, counselors can describe their practice for each component in narrative form and enter this information under the “Professional Responsibilities” tab in the Reflect and Learn System. The description should include enough detail so the evaluator can assess the counselor’s level of performance for each component. Counselors should write thorough but succinct descriptions of practice. Counselors may upload documentation that showcases their best practices and illustrates their level of performance, but a thoughtful description may take the place of uploading documents.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Completed maintenance logs for receipt and release of student records
- Evidence of using transcript evaluations
- Evidence of an organized system for storing, sending, receiving, and purging student records
- Evidence of an organized system for inventorying, storing, and administering assessments
- [Record inventory forms](#)
- Progress monitoring for students receiving Multiple Tiered System of Supports (MTSS) interventions and services
- Skills and competencies self-assessment inventory regarding recordkeeping and utilization
- Absence/tardy record for students participating in school counseling services

Domain 4: Professional Responsibilities

4c: Communicating with Families and Stakeholders

4c: Communicating with Families and Stakeholders

COMPONENT OVERVIEW

School counselors play a significant role in establishing communication and strengthening relationships between stakeholders and schools. This role includes the collaborative, consultative, instructional, and counseling services that are essential to a comprehensive school counseling program. Counselors help schools assess parents' needs, set goals for increasing family and community engagement, and design strategies to develop beneficial partnerships including fundraising and school development projects, educational programs for parents, and recruiting volunteers to assist with the instructional or school counseling program. A school counselor's effort to communicate with families and stakeholders conveys an essential caring and valuing of the partnership.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Communication About the Counseling Program and Individual Students	Accurate and rich information is provided to families, students, school staff, administrators, and the community partners about the school counseling program and individual students as appropriate in a variety of ways, including electronic, verbal, and written.	A school counselor shares a flashlight presentation with the school staff and stakeholders and shares outcome data regarding a previously implemented guided lesson. The counselor specifically addresses the impact the program had on student attendance. ³²	During the first school open house, the school counselor prepares a number of displays for parents and students in order to make them aware of office hours, the counselor's website, and monthly newsletter. Additionally, the counselors direct visitors to the counseling resource library where they can access information such as community resources and tutoring services.
Documentation	In accord with the school's and district's guidelines, school counselors develop a variety of school counseling specific forms to document their school counseling program. This could include anecdotal records that include the time and date of contact with the student, factual statements of what the student said and	In the beginning of the school year, the school counselor reviews district guidelines for maintaining counseling records with students and determines that she will need to create appropriate forms that will allow the proper documentation of contacts with students. The school counselor also notifies the principal that she will need a secure cabinet where to maintain	After receiving a subpoena regarding a student, the school counselor locates his records in which he documented past encounters with the student. The school counselor contacts the CPS Law Department to determine next steps in response to the subpoena.

³² <https://sites.google.com/a/cps.edu/kc/systems-for-professional-learning/cps-framework-for-teaching-professional-development/reach-additional-materials-for-counselors>

Domain 4: Professional Responsibilities

4c: Communicating with Families and Stakeholders

Element	Definition	Example	Example
	interventions used that are separate from a student's permanent record, parent contact logs, or small group counseling attendance logs.	such records.	
Cultural Appropriateness	School counselors are culturally sensitive to the beliefs and norms for diverse students and take care to address students and families in an appropriate manner.	The school counselor arranges for a translator prior to meeting with the non-English speaking parents of a refugee student.	Upon speaking with a Hispanic family regarding a student's poor attendance, the counselor acknowledges allegiance and respect to the family being of primary importance and seeks possible solutions that incorporate the perspectives of the nuclear and extended family but meets the expectations of the school.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with families, communities, school staff, administrators, and other stakeholders <ul style="list-style-type: none"> · <i>Communication About the Counseling Program and Individual Students</i> · <i>Documentation</i> · <i>Cultural Appropriateness</i> 	<p>School Counselor does not communicate or provides inaccurate or inappropriate communication with families, school staff, administrators and other stakeholders, either about the counseling program as a whole or about individual students.</p> <p>School Counselor does not document communication.</p> <p>School Counselor's communication with families and stakeholders is not conveyed in a culturally appropriate</p>	<p>School Counselor provides limited communication to families, school staff, administrators, and other stakeholders about the counseling program as a whole and about individual students. School Counselor makes an effort to document communication with all parties, but records are incomplete. School Counselor's communication</p>	<p>School Counselor provides thorough and accurate communication to families, school staff, administrators, and other stakeholders about the counseling program as a whole and about individual students. School Counselor documents communication with all parties. School Counselor's communication with families and stakeholders is appropriate to the cultural norms and needs of the students'</p>	<p>School Counselor is proactive in communicating with families, school staff, administrators, and other stakeholders about the counseling program and about individual students through a variety of means. School Counselor documents communication and accesses the documentation with ease. School Counselor's communications with families and stakeholders is sensitive to cultural norms and needs, with</p>

Domain 4: Professional Responsibilities

4c: Communicating with Families and Stakeholders

Component	Unsatisfactory	Basic	Proficient	Distinguished
	manner.	with families and stakeholders is not always appropriate to the cultural norms of students' families.	families.	students contributing to the communication as appropriate.

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4c	Guiding Questions
Communication About the Counseling Program and Individual Students	<ul style="list-style-type: none"> • What do I do to obtain insights from stakeholders such as teachers, parents and college and career coaches? • How do I ensure parents and students are receiving information and/or services I may be able to provide? • In what ways do I communicate with the school staff and/or the postsecondary leadership team about the counseling program and goals? • Do I ensure that communication to students and families is comprehensible? • Does the staff know how to access additional help and resources when needed?
Documentation	<ul style="list-style-type: none"> • Am I aware of the proper policy regarding anecdotal notes taken during counseling sessions with students? • How do you remain current of FERPA regulations? • What forms and logs have I created/utilized to document my counseling activities with all stakeholders?
Cultural Appropriateness	<ul style="list-style-type: none"> • Based on the cultural background of students, how do I incorporate culturally appropriate techniques when communicating with families? • How do I address and incorporate culturally appropriate items (food, celebrations, customs, etc.) when planning family events?

Domain 4: Professional Responsibilities

4c: Communicating with Families and Stakeholders

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Components 4b-4e are rated only once during the REACH annual or biennial evaluation cycle. To do this, counselors can describe their practice for each component in narrative form and enter this information under the “Professional Responsibilities” tab in the Reflect and Learn System. The description should include enough detail so the evaluator can assess the counselor’s level of performance for each component. Counselors should write thorough but succinct descriptions of practice. Counselors may upload documentation that showcases their best practices and illustrates their level of performance, but a thoughtful description may take the place of uploading documents.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- School counselor newsletter and/or website and/or contribution to school issued newsletter or website
- Letters to parents (in languages beneficial to local population)
- Meeting schedules/agendas
- Formal letters written to stakeholders
- Evidence of counseling resources
- Parent conference record
- Family/Parent/Guardian contact log
- Parent letter and survey
- Educational parent/guardian training/workshop agenda for skills like behavior management, communication, etc.
- Parent permission form for small group
- Family/student/staff satisfaction survey for counseling services and programs
- Brochure/handouts on counselor role and responsibilities
- New program descriptions/handouts
- Parent guidelines and checklists issued such as test-taking skills, understanding student assessment scores, school safety, Free Application for Federal Student Aid (FAFSA) completion, etc.
- Informal case notes on family structure for individual students
- Voicethread presentation created in multiple languages for parents
- Presentation of school counseling program results to staff and administration to facilitate collaboration on school counseling work streams
- Counselor webpage that students, parents and staff can access
- Use of positive communication tools such as “Caught Being Good” slips and other communication methods to families

Domain 4: Professional Responsibilities

4d: Growing and Developing Professionally

4d: Growing and Developing Professionally

COMPONENT OVERVIEW

An essential goal of the school counselor is to support the mission of schools. Through ongoing professional learning, school counselors continue to acquire and apply skills and knowledge in leadership, advocacy, teaming and collaboration, and use of data to create systemic change. Hence, school counselors develop the skills necessary to support and eliminate the barriers to access and equity for all students (The National Center for Transforming School Counseling, 2007).³³ School counselors are encouraged to actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

In addition, school counselors may also provide support, consultation and mentoring to novice professionals or aligning the data-driven comprehensive school counseling program with the American School Counselor Association (ASCA) to attain RAMP (Recognized ASCA Model Program) recognition for the school.

Leadership is a foundational skill for school counselors who support academic achievement and student development, advance effective delivery of the school counseling program, promote professional identity, and overcome any challenges that they might face in their roles and responsibilities.

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Participation in Professional Growth Opportunities	Based on thorough self-assessment and reflection of areas of improvement, school counselors stay current on research and develop professional competence in many important areas: advocacy, collaboration, culturally competent counseling, technology, leadership, and equity assessment. When possible, school counselors attend training, conferences, or continuing	After noting students could benefit from crisis counseling and personally self- assessing limitations in this area of expertise, the school counselor attends a series of workshops on crisis counseling. As a result, the counselor is more adept in assisting students through a family crisis and providing appropriate follow-up. ³⁴	Using the American School Counselor Association (ASCA) School Counselor Competencies Assessment, the counselor self-evaluates his/her weaker counseling skills and then reads a series of relevant articles to increase knowledge and talks with colleagues to learn new strategies. ³⁵

³³ <http://www.edtrust.org/dc/tsc>

³⁴ <https://ef0a8147-a-15390b26-s-sites.googlegroups.com/a/cps.edu/kc/home/office-of-college-and-career-success/school-counseling-and-post-secondary-advising/5-downloadable-documents-and-resources/Crisis%20Unit%20Manual.pdf?attachauth=ANoY7cq878hcVz3pX0-AXrFa3kKlyp7Lg1sSODY9J9ESZ4o8W1anNSmyLjFAHLOiqTikU0-YUqcirazKMeZIXH6e7zcm6UYMh->

Domain 4: Professional Responsibilities

4d: Growing and Developing Professionally

Element	Definition	Example	Example
	education courses, read professional literature, and maintain membership in professional learning communities or professional organizations.		
Participation in School and District Events and Projects	School counselors contribute to the school and district by participating in teams, committees, events, and special projects that advance the school climate, improve student achievement, and/or provide an opportunity for collaboration with other school counselors.	After attending a network meeting, the school counselor establishes a professional learning community to create mentorship for new counselors. ³⁶	A school counselor volunteers to participate in a task force/focus group for a new centrally-supported initiative.
Productive Relationships with Colleagues	Through strong collaboration skills, school counselors promote professional identity, overcome challenges in their role, empower others, and advance common goals.	School counselors are effective managers of resources and programs. For example, a counselor leading a task force committee to improve school climate at the school encourages those who are especially enthusiastic and productive to also lead by forming sub-committees and appointing leads for each. ³⁷	When a student comes to the school counselor to ask for help in improving grades, the school counselor organizes meetings between each teacher, the student and her/himself to identify next steps for improving learning in each subject area.

In the CPS Framework for School Counselors, the continuum of practice is as follows:

[wEgBUIOHeVVVsTahmouDri2tJlfghv7hlwXvm4qnM3tpotwXr5O3qcKNwR4otfla1yeLLqnW0cXjD62Te2_aFwjvV4osOwJry3np uXEdePdDo0AhqdxPbRdr4dkm1njQesMdpOy-gvUnuTSGxS5U6xDnlqCN_fP-NrYGzcVT7aRly_2lzK5Dskgq5V5fbB4qjLMtT5mZxIVRfyUZyJmbux2wvtWfNj4QTnaGwEkSHK1XiovJtW5dKUj6fpeG7jbUVVVZr Vb43hm6eiehN-ht0HULpDZ2pzjzyvfiT_L-2&attredirects=0](http://www.schoolcounselor.org/files/SCCompetencies.pdf)

³⁵ <http://www.schoolcounselor.org/files/SCCompetencies.pdf>

³⁶ <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>

³⁷ <http://advocacy.collegeboard.org/publications>

Domain 4: Professional Responsibilities

4d: Growing and Developing Professionally

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and developing professionally <ul style="list-style-type: none"> Participation in Professional Growth Opportunities Participation in School and District Events and Projects Productive Relationships with Colleagues 	<p>School Counselor does not participate in professional growth activities even when such activities are clearly needed for the development of counseling skills. School Counselor's relationships with colleagues are negative or self-serving, and School Counselor avoids being involved in school and district events and projects.</p>	<p>School Counselor's participation in professional growth activities is limited to those that are convenient or are required. School Counselor's relationships with colleagues are cordial, and School Counselor participates in school and district events and projects when specifically requested.</p>	<p>School Counselor seeks out opportunities for professional growth based on an individual assessment of need. School Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>School Counselor actively pursues professional growth opportunities and makes a substantial contribution to the profession using a variety of forums. School Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.</p>

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4d	Guiding Questions
Participation in Professional Growth Opportunities	<ul style="list-style-type: none"> What professional learning opportunities match my needs and exist for me right now? How am I taking advantage of professional memberships such as the American School Counselor Association (ASCA)? How do I know if the professional development sessions I attend qualify for the Illinois State Board of Education (ISBE) requirements for my Professional Educator License (PEL) endorsement in school counseling?
Participation in School and District Events and Projects	<ul style="list-style-type: none"> How do I use the resources and/or information shared during district events to support student achievement? In what ways have I contributed to my school or my students through my committee participation?
Productive Relationships with Colleagues	<ul style="list-style-type: none"> How do I share best practices with colleagues? In what ways am I active in counseling associations and ensure the integrity of the school counseling profession? In what ways do I collaborate with colleagues and support professional growth?

Domain 4: Professional Responsibilities

4d: Growing and Developing Professionally

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Components 4b-4e are rated only once during the REACH annual or biennial evaluation cycle. To do this, counselors can describe their practice for each component in narrative form and enter this information under the “Professional Responsibilities” tab in the Reflect and Learn System. The description should include enough detail so the evaluator can assess the counselor’s level of performance for each component. Counselors should write thorough but succinct descriptions of practice. Counselors may upload documentation that showcases their best practices and illustrates their level of performance, but a thoughtful description may take the place of uploading documents.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Professional Development plan for the school year based on the annual Office of School Counseling and Postsecondary Advising Professional Development Map/Calendar
- Professional membership card of counselor for Illinois School Counselor Association (ISCA), Illinois Counseling Association (ICA), American School Counselor Association (ASCA), Illinois Association for College Admission Counseling (IACAC), National Office for School Counselor Advocacy, (NOSCA), the Illinois Student Assistance Commission (ISAC), Chicago Counseling Association (CCA), etc.
- Membership/leadership in school level leadership teams/committees
- Membership as Office of School Counseling and Postsecondary Advising Master Counselor
- Membership in professional learning committee
- CPS University completed learning report/Continuing Professional Development Unit (CPDU) certificates
- Agenda, personal notes, and PowerPoints from professional conferences or seminars attended
- Utilization of professional literature, magazines, articles, research, reports, etc.
- Completion of ASCA School Counselor Competencies Assessment to determine areas for growth
- Completion of American School Counselor Association (ASCA) Use of Time Assessment to determine areas for growth
- American School Counselor Association’s Recognized ASCA Model Program (RAMP) application
- Establishment of Advisory Council for school counseling program with meeting minutes, agendas, etc.
- University agreement for supervision of a school counseling practicum/internship student upon placement of student
- Application for School Counselor Practicum/Internship Program Site Supervision
- Pursuit of additional professional certification or licensure
- Evidence of attendance at staff in-service

Domain 4: Professional Responsibilities

4e: Demonstrating Professionalism

4e: Demonstrating Professionalism

COMPONENT OVERVIEW

School counselors demonstrate professionalism through the adoption and implementation of ethical guidelines and acting with integrity and honesty as identified by such standards. However, given ethical guidelines regarding confidentiality, it is important that limitations to confidentiality are clearly and continuously shared with students, parents, staff and external providers. When necessary, school counselors should have clear knowledge of procedures to obtaining consent from a student and/or parent and follow appropriate steps in communicating and possibly sharing student information with stakeholders in regards student achievement. Acknowledging their role in supporting student achievement, school counselors seek opportunities where environmental challenges and barriers to students are removed and the use of data drives conversations with administration and/or stakeholders.

As leaders, school counselors understand the importance of having a strong voice for equity and excellence for all students in the leadership of schools. Counselors use appropriate strategies in order to benefit students who are not well served by the system - including high as well as low-achieving students. Collaborating with teams and/or committees, school counselors promote educational equity for all students and as an outcome, develop plans to implement educational programs and/or plans. As advocates, school counselors identify the opportunities and overcome the obstacles in working as an advocate and develop a data-driven advocacy plan that will change the system to be responsive to the academic and social needs of all students, especially students of color and students from low income families. Hence, a data driven school counseling program and effective interventions seek to improve student achievement and development while demonstrating the relationship between behavior interventions and supports and student outcomes (Education Trust. Inc., 2007).³⁸

The following table gives more details about the elements of this component.

Element	Definition	Example	Example
Professional and Ethical Conduct	School counselors act with integrity and honesty according to the Ethical Standards for School Counselors and other official policy statements such as the American School Counselor Association's (ASCA) role statements. ³⁹ This includes	Counselors are bound to keep information private between him or herself and the students unless the student may do harm to him or herself or someone else, a school counselor shares the confidentiality parameter to a student who has shared suicidal	The parent of a student seeks a referral from the counselor to address the student's symptoms of post-traumatic stress disorder. After completing an assessment with the parent, the counselor determines that the student's mental health needs are beyond his/her scope of education and

³⁸ <http://www.edtrust.org/issues/pre-k-12/closing-the-gaps>

³⁹ <http://schoolcounselor.org/school-counselors-members/legal-ethical>

Domain 4: Professional Responsibilities

4e: Demonstrating Professionalism

Element	Definition	Example	Example
	abiding by the strict privacy guidelines regarding the limits of confidentiality with students, staff, and parents; assessing the chronological age of the student in determining action; sharing student information; and ensuring informed signed consent for services, when applicable, are followed.	ideation. As a result, the school counselor and student agree to contact the parent and the crisis department and seek an outside referral for the student. ⁴⁰	makes a referral to an outside agency. ⁴¹
Advocacy	School counselors are committed to student achievement and equity in access to services. As change agents, school counselors advocate respect for student rights and utilize data to prevent and remove environmental and institutional barriers that deny students high-level academic, career and college access and personal/social opportunities.	During a leadership team meeting, the school counselor advocates for several students to be considered for honors classes, noting only a certain subset of the student body is considered for the courses.	The counseling program goals identified by the school counselor focus on closing the achievement gap between two student populations. By including these goals, the school counselor helps to increase the probability that all students will be able to apply to post-secondary institutions. ⁴²
Compliance with School, District, and Federal Regulations	School counselors are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their	A school counselor notifies graduating students of the district policy regarding transcripts requests and provides them with the appropriate information required should they need to	After coordinating counseling services for a student with a community-based organization, the school counselor meets with the parents to complete necessary confidentiality release of information forms and discuss, if any,

⁴⁰ <http://schoolcounselor.org/school-counselors-members/legal-ethical>

⁴¹ <https://illinoisoutcomes.dcf.illinois.gov>

⁴² <http://www.uen-ia.org/strategies.pdf>

Domain 4: Professional Responsibilities

4e: Demonstrating Professionalism

Element	Definition	Example	Example
	rights.	request copies of transcripts in the future. ⁴³	the limitations of information that can be shared between the school and agency. ⁴⁴
Attendance	The school counselor has regular and timely attendance at school, follows school procedures for reporting absences, and uses sick and personal business days in accordance with CPS policies.	The school counselors' KRONOS record shows punctual attendance at school. The school counselor was sick two days throughout the school year and took the three allotted personal days with sufficient notice to the school administrator. ⁴⁵	A school counselor who has been absent for more than 5 consecutive work days provides a medical excuse note from the doctor to the principal. ⁴⁶

In the CPS Framework for School Counselors, the continuum of practice is as follows:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Demonstrating professionalism, including student advocacy and awareness of state and federal regulations <ul style="list-style-type: none"> · Professional and Ethical Conduct · Advocacy · Compliance with School, 	School Counselor is unprofessional in interactions with colleagues, students, and the public, and violates principles of confidentiality. School Counselor does not comply with school, district, state and federal regulations.	School Counselor is occasionally unprofessional in interactions with colleagues, students, and the public, and does not violate confidentiality. School Counselor complies minimally with school, district, state and federal regulations, doing just enough to get by.	School Counselor displays professionally high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. School Counselor complies fully with school, district, state and federal regulations.	School Counselor can be counted on to hold the highest standards of professionalism, honesty, integrity, confidentiality and advocacy for students. School Counselor complies fully with school, district, state and federal regulations, taking a leadership role with colleagues.

⁴³ <http://policy.cps.k12.il.us/download.aspx?ID=84>

⁴⁴ <http://schoolcounselor.org/school-counselors-members/legal-ethical>

⁴⁵ <https://timekeeper.cps.k12.il.us/wfc/logon>

⁴⁶ <http://policy.cps.k12.il.us/download.aspx?ID=133>

Domain 4: Professional Responsibilities

4e: Demonstrating Professionalism

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>District, and Federal Regulations</i> <i>· Attendance</i>				

Reflection on Practice

The following reflection questions, organized by element, are designed to help school counselors reflect on their current practices as well as engage in professional conversations with colleagues.

Elements of 4e	Guiding Questions
Professional and Ethical Conduct	<ul style="list-style-type: none"> What ethical decision making model do I use when determining what is ethical behavior? When faced with practices or policies that do not reflect the ethics of the profession, what are the correct channels to try and remedy the situation? What are the appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology?
Advocacy	<ul style="list-style-type: none"> In addition to being an advocate for students, how do I teach students to advocate for themselves? How do I contribute to creating systemic change and necessary educational reform that promotes equitable access to rigorous educational opportunities, family engagement, and school and community relationships? In what way(s) have I demonstrated that I am an advocate for students?
Compliance with School, District, State, and Federal Regulations	<ul style="list-style-type: none"> Am I aware of the proper policy regarding notes taken during counseling sessions with students? In what case(s) must notify the building administration regarding a student's mental health needs? Do I understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student? Do I know where district, state and federal regulations may be located?
Attendance	<ul style="list-style-type: none"> Have I provided my school with sufficient notice of my absences when possible?

Demonstration in Practice

School counselors have multiple opportunities to demonstrate proficiency in this component during the observation series. The following provides examples, rather than an exhaustive listing, of how school counselors showcase their school counseling practice.

Professional Conversations: Components 4b-4e are rated only once during the REACH annual or biennial evaluation cycle. To do this, counselors can describe their practice for each component in narrative form and enter this information under

Domain 4: Professional Responsibilities

4e: Demonstrating Professionalism

the “Professional Responsibilities” tab in the Reflect and Learn System. The description should include enough detail so the evaluator can assess the counselor’s level of performance for each component. Counselors should write thorough but succinct descriptions of practice. Counselors may upload documentation that showcases their best practices and illustrates their level of performance, but a thoughtful description may take the place of uploading documents.

Artifacts: Artifacts may differ depending on the school counselor’s role at the school. Evidence of this component can be found in a number of artifacts and tools, which may include:

- Note from student, parent/guardian, or a colleague about professional behavior and integrity of counselor
- Letter of recommendation or of advocacy written on behalf of a student
- Staff in-service training conducted by counselor regarding confidentiality, record-keeping procedures, social security number disclosure policy, etc.
- Community based resources/organizations handout for students and families
- Logs from record-keeping or data disclosure systems that adhere to ethical protocols

2013 CPS Framework for School Counselors

Adapted from the Danielson Framework for School Counselors, with permission from Charlotte Danielson

Domain 1: Planning and Preparation

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1a: Demonstrating knowledge of counseling theory and techniques appropriate to the setting	School Counselor demonstrates little understanding of counseling theory and techniques.	School Counselor demonstrates basic understanding of counseling theory and techniques.	School Counselor demonstrates understanding of counseling theory and techniques.	School Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	School Counselor displays little or no knowledge of child and adolescent development	School Counselor displays partial knowledge of child and adolescent development	School Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, School Counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals and roles for the school counseling program aligned to state and national standards that address the needs of students	School Counselor has no clear goals for the counseling program, or they not aligned to either state or national standards or the needs of the students served. The counseling department's organization chart does not reflect each School Counselor's scope of work or corresponding duties.	School Counselor's goals for the counseling program are rudimentary, and are partially aligned to the state and national standards and the needs of the students served. The department's organization chart reflects each School Counselor's scope of work and corresponding duties.	School Counselor's goals for the counseling program are clearly aligned to state and national standards and the students served. The department's organization chart is thorough and clearly reflects each School Counselor's scope of work and corresponding duties.	School Counselor's goals for the counseling program are highly aligned to the state and national standards and the students served. The goals have been developed following consultations with students, parents, and colleagues to effect wider change throughout the school. The department's organization chart is thorough and clearly reflects each School Counselor's scope of work and corresponding duties. Overall, the department's organization closely aligns with the ASCA model.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school, community, and district	School Counselor demonstrates little or no knowledge of state and federal regulations and of resources for students available through the school, community, or district.	School Counselor displays awareness of state and federal regulations and of resources for students available through the school or district, but no knowledge of resources available in the community.	School Counselor displays awareness of state and federal regulations and of resources for students available through the school and district, and some familiarity with community resources.	School Counselor's knowledge of state and federal regulations and of resources for students is extensive, including those available through the school, district, and in the community.

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1e: Planning a developmental counseling program, aligned with ASCA standards (academic, social emotional and career), and integrated with the school program	Counseling program consists of a random collection of unrelated activities, lacking coherence, alignment, or an overall structure. School Counselor does not plan to meet with students individually or in groups.	School Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't align with ASCA standards and don't fit with the broader goals of the school. School Counselor plans occasional meetings with individual students or groups to advance the program goals.	School Counselor has developed a plan that aligns ASCA standards and includes the important aspects of the school program. School Counselor plans regular meetings with individual students or groups to help students make good academic and social choices.	School Counselor's plan is highly coherent, aligned to ASCA standards, includes aspects of the school program and serves to support not only the students individually and in groups, but the district's broader educational program. School Counselor consistently plans opportunities for students to increasingly make independent sound, informed academic and personal social choices.
1f: Developing a plan to evaluate the school counseling program	School Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	School Counselor has a rudimentary plan to evaluate the counseling program.	School Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

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Domain 2: The Environment

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2a: Creating an environment of safety, respect, and rapport	School Counselor's interactions with students are negative or inappropriate, and the School Counselor does not promote positive interactions among students, where students feel safe and respected.	School Counselor's interactions are inconsistent; the School Counselor's efforts at encouraging interactions where students feel safe and respected are partially successful.	School Counselor's interactions with students are positive, trusting, and respectful, and the School Counselor actively promotes positive student-student interactions. School Counselor has established a safe, supportive counseling environment.	Students seek out the School Counselor, reflecting a high degree of comfort and trust in the relationship; School Counselor teaches students how to engage in positive interactions. The School Counselor is approachable and has established a safe and inviting environment conducive to promoting a caring, trusting relationship.
2b: Contributing to a culture for positive, effective communication	School Counselor makes no attempt to contribute to a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	School Counselor's attempts to contribute a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	School Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the School Counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	School Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	School Counselor has rudimentary and partially successful routines for the counseling center or classroom work.	School Counselor's routines for the counseling center or classroom work are effective.	School Counselor's routines for the counseling center or classroom work are seamless, and reflect students' ownership of some responsibilities.
2d: Modeling and reinforcing standards of conduct and contributing to the culture for student behavior throughout the school	School Counselor does not model and reinforce standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	School Counselor's efforts to model and reinforce standards of conduct for counseling sessions are partially successful. School Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	School Counselor clearly monitors and reinforces standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.	School Counselor clearly monitors and reinforces standards of conduct for counseling session, and students contribute to maintaining them. School Counselor takes a leadership role in maintaining the environment of civility in the school.

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2e: Organizing the school counseling program	The department does not have a master calendar or it shows little or no details of a comprehensive counseling program. The calendar is not widely shared with school stakeholders.	The department's master calendar is detailed and shows a depth and breadth of a comprehensive school counseling program. The calendar is posted in the school, although school stakeholders may not regularly consult it.	The department's master calendar is detailed and shows a depth and breadth of a comprehensive school counseling program; it reflects counseling program goals and activities. School stakeholders easily access the calendar, and utilize the offerings.	The department's master calendar is highly detailed and shows a depth and breadth of an exemplary comprehensive school counseling program. It clearly reflects the school's student needs, and the program goals and activities. Evidence of collaboration with other stakeholders, especially students, is clearly evident.

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Domain 3: Delivery of Service

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3a: Assessing student needs using various data tools and techniques to provide suitable programs to students	School Counselor does not assess student needs, or the assessments result in inaccurate conclusions. School Counselor does not invite students to participate in programs.	School Counselor's assessments of student needs are perfunctory. School Counselor provides opportunities for selective and/or subgroups of students.	School Counselor assesses student needs, and knows the range of student needs in the school. School Counselor provides opportunities for all students to be involved in the counseling program either through individual, group, and/or classroom counseling.	School Counselor conducts detailed and individualized assessment of student needs to contribute to program planning. School Counselor provides all students with opportunities for individual, group, and/or classroom counseling. These opportunities are based on individual assessments of student needs and targeted to meet those identified needs.
3b: Leading students, parents, and teachers in the formulation of academic, social emotional, and career plans, based on evidence of student needs	School Counselor's program is independent of identified student needs. School Counselor does not comply with plan requirements or consider data; they are incomplete or unusable to inform student needs.	School Counselor's attempts to assist students, parents, and teachers to formulate academic, social emotional and career plans result in limited data to demonstrate student needs are met. Some students have a completed and up-to-date plan that is reviewed at least yearly.	School Counselor assists students, parents, and teachers to formulate academic, social emotional and career plans for groups of students result in some data to demonstrate student needs are met. Most students have a completed and up-to-date plan that is reviewed each semester.	School Counselor assists individual students, parents, and teachers to formulate academic, personal/social, and career plans result in data to demonstrate student needs are met. Every student has a completed and up-to-date plan that is reviewed each semester; students take the lead in development, tracking and revisions.
3c: Using varied counseling techniques and individual planning to address the academic, social emotional and career readiness needs for post-secondary success	School Counselor has few counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Settings do not vary.	School Counselor displays a narrow range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are offered inconsistently or settings are inappropriate to the content.	School Counselor uses a range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are regularly consistent in at least two settings.	School Counselor uses an extensive range of counseling techniques to help students acquire skills and knowledge to be prepared for success in college and career. Programs are always appropriate in all settings.
3d: Leveraging school, staff, and community resources to meet student needs	School Counselor does not or very rarely leverages school, staff, and community resources to meet student needs.	School Counselor sometimes leverages school, staff, and community resources to meet student needs; efforts seem to be partially successful.	School Counselor regularly leverages school, staff, and community resources to meet student needs.	School Counselor always or almost always leverages school, staff, and community resources to meet student needs. The resources are successful in addressing student needs.

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3e: Demonstrating flexibility and responsiveness to student needs	School Counselor adheres to his or her plan, in spite of evidence of its inadequacy.	School Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	School Counselor makes revisions in the counseling program when it is needed.	School Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4: Professional Responsibilities

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4a: Reflecting on practice and adjusting the counseling program based on evaluation of student data	School Counselor does not reflect on practice, adjust or evaluate, or the reflections and evaluations are inaccurate or self-serving.	School Counselor's reflection, adjustment and evaluation on practice are moderately accurate and objective. School Counselor does not cite specific examples, and with only global suggestions as to how it might be improved. School Counselor uses some student data to evaluate the program.	School Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of practice, and process of evaluation. School Counselor cites specific positive and negative characteristics. School Counselor makes some specific suggestions as to how the counseling program might be improved that are based on multiple data points, including student data.	School Counselor's reflection, adjustment and evaluation are highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. School Counselor draws on an extensive repertoire to suggest alternative strategies. School Counselor uses student data to drive changes or revisions to the counseling program, both mid-year and in long-term planning.
4b: Maintaining and utilizing student data and records in a timely fashion	School Counselor's maintenance and utilization of reports, records, documentation, and student data are missing, late, or inaccurate, resulting in confusion.	School Counselor's maintenance and utilization of reports, records, and student data and documentation are generally accurate, but are occasionally late.	School Counselor's maintenance and utilization of reports, records and documentation, and student data are accurate, and are submitted in a timely manner.	School Counselor's approach to record-keeping and use of data is highly systematic and efficient, and serves as a model for colleagues.
4c: Communicating with families, communities, school staff, administrators, and other stakeholders	School Counselor does not communicate or provides inaccurate or inappropriate communication with families, school staff, administrators and other stakeholders, either about the counseling program as a whole or about individual students. School Counselor does not document communication. School Counselor's communication with families and stakeholders is not conveyed in a culturally appropriate manner.	School Counselor provides limited communication to families, school staff, administrators, and other stakeholders about the counseling program as a whole and about individual students. School Counselor makes an effort to document communication with all parties, but records are incomplete. School Counselor's communication with families and stakeholders is not always appropriate to the cultural norms of students' families.	School Counselor provides thorough and accurate communication to families, school staff, administrators, and other stakeholders about the counseling program as a whole and about individual students. School Counselor documents communication with all parties. School Counselor's communication with families and stakeholders is appropriate to the cultural norms and needs of the students' families.	School Counselor is proactive in communicating with families, school staff, administrators, and other stakeholders about the counseling program and about individual students through a variety of means. School Counselor documents communication and accesses the documentation with ease. School Counselor's communications with families and stakeholders is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.

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Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4d: Growing and developing professionally	School Counselor does not participate in professional growth activities even when such activities are clearly needed for the development of counseling skills. School Counselor's relationships with colleagues are negative or self-serving, and School Counselor avoids being involved in school and district events and projects.	School Counselor's participation in professional growth activities is limited to those that are convenient or are required. School Counselor's relationships with colleagues are cordial, and School Counselor participates in school and district events and projects when specifically requested.	School Counselor seeks out opportunities for professional growth based on an individual assessment of need. School Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	School Counselor actively pursues professional growth opportunities and makes a substantial contribution to the profession using a variety of forums. School Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
4e: Demonstrating professionalism, including student advocacy and awareness of state and federal regulations	School Counselor is unprofessional in interactions with colleagues, students, and the public, and violates principles of confidentiality. School Counselor does not comply with school, district, state and federal regulations. School Counselor does not have a responsible or professional attendance record.	School Counselor is occasionally unprofessional in interactions with colleagues, students, and the public, and does not violate confidentiality. School Counselor complies minimally with school, district, state and federal regulations, doing just enough to get by. School Counselor has a minimally responsible or professional attendance record.	School Counselor displays professionally high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. School Counselor complies fully with school, district, state and federal regulations. School Counselor has a responsible and professional attendance record.	School Counselor can be counted on to hold the highest standards of professionalism, honesty, integrity, confidentiality and advocacy for students. School Counselor complies fully with school, district, state and federal regulations, taking a leadership role with colleagues. School Counselor has a responsible and professional attendance record.

Appendix B

Job Descriptions for Elementary and Secondary School Counselors

Chicago Public School Elementary School Counselor Job Responsibilities

Qualifications: Masters Degree in Counseling: School Concentration
Current ISBE Professional Educator License (f/k/a Type 73 certificate)

Reports to: Principal

Evaluation: Principal

Primary Functions: The professional school counselor provides a comprehensive school counseling program for all students in the academic, career and postsecondary, and social and emotional arenas. The goal is that all students will graduate high school “college and career ready” and with the necessary social and emotional skills to be productive global citizens. The school counselor coordinates activities to address the needs of the students, consults and collaborates with teachers, staff and families to support student success, and supports other school educational programs consistent with the mission and vision of the school.

Major Job Responsibilities

The Chicago Public Schools employs school counselors in the elementary education setting to create and organize counseling programs that ensure all students develop educational, social, career, and personal strengths that lead to successful, productive lives in a culturally diverse society. Under the direction of the school principal the elementary school counselor provides support in the school environment with duties and responsibilities that include but are not limited to the following:

- Formulating and instituting a comprehensive developmental school counseling program to assist students in developing realistic goals, positive self-images and an awareness of future academic, vocational and career opportunities.
- Implementing articulation and orientation activities to provide for the smooth transition of students from grade to grade and from school to school.
- Coordinating and organizing student assessment procedures, including but not limited to the citywide testing program, to provide information that can be used to improve the quality of the instructional program and provide insight and direction for the individual student in terms of educational and vocational decisions.
- Providing students with a career awareness and education program to help students realize vocational life is determined by a succession of choices beginning with school.

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- Providing individual and group counseling sessions to reveal student attitudes, feelings, interests, problems, available options and possible consequences to specific decisions to help students be successful in self-directed decision-making.
- Effecting appropriate student placement to ensure maximum educational and social success through appropriate assessment, counseling and assignment procedures.
- Developing appropriate referral and resource services to assist students in utilizing both school and community resources to develop interests, skills, and opportunities.
- Ensuring a system for the accurate management, inspection, and transfer of records.
- Determining the effectiveness of the guidance and counseling program through evaluation that involves administrators, teachers, parents, students, and community persons.

Illustrative Key Services to Students:

- Coordinates orientation and articulation activities across grades through assemblies, tours, field trips and individual class activities.
- Coordinates Career Fairs and High School Fairs to help students explore, plan, and make decisions appropriate for their individual needs.
- Conducts sequential group guidance sessions with students related to careers, character education, etc.
- Interprets standardized test data for students, parents, and school staff.
- Counsels' individual and small groups of students with academic challenges, attendance problems, peer problems, family issues, emotional and behavior troubles, etc.
- Works closely with middle grade students (sixth, seventh, and eighth graders) parents, and staff in relationship to high school requirements, programs, applications, deadlines, etc.
- Refers students and their families to special programs and outside agencies as appropriate.
- Initiates and engages in parent and/or teacher conferences to address the individual needs of students.
- Follows-up on self-referrals by students.
- Provides students with information on scholarship and specialty programs

Illustrative Key Services to School Personnel:

- Consults with members of the administrative and teaching staff to identify pupils with special challenges and needs.
- Assists in planning and monitoring interventions for students with special challenges and needs.
- Provides staff development on organized test-taking skills, conflict resolution, bullying and violence prevention, etc.
- Coordinates and implements a standardized testing program to support staff and students
- Consults with support services staff to address the special needs of students (e.g., crisis, gifted, general and/or special education).

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- Provides crisis intervention to students and facilitates the creation of the local school crisis plan.
- May agree to serve as the special education case manager.
- May serve as the identified records manager.
- May serve as the identified homeless liaison.
- May serve as school based problem solving team leader.
- Attends departmental meetings, observe students in the classroom setting, and provides input to assist staff in the educational planning process.
- Works with feeder schools to establish and organize activities to support elementary school students transitioning to high school.

Illustrative Key Services to Parents/Families:

- Conducts and/or provides opportunities for parent education programs.
- Initiates parent conferences to address the individual needs of students.
- Assists families with school related challenges that the impact educational achievement of students.
- Explains test results and makes recommendations to help parents support students in school and at home.
- Follow-ups on referrals made by parents/families.

Illustrative Key Community Related Out Reach Services:

- Establishes a community based relationship with social service agencies in the school community.
- Invites community based services to participate in school related activities that support students and their families.
- Follows-up on referrals made by community members/agencies.

Participate in professional development:

So as to stay current with evidenced-based practices in the field, school counselors will actively participate in local, state and national professional associations that foster the development and improvement of school counseling; read professional journals; attend workshops and conferences; engage in continuing education coursework.

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Job Descriptions for Elementary and Secondary School Counselors

Chicago Public School High School Counselor Job Responsibilities

Qualifications: Masters Degree in Counseling: School Concentration
Current ISBE Professional Educator License (f/k/a Type 73 certificate)

Reports to: Principal

Evaluation: Principal

Primary Functions: The professional school counselor provides a comprehensive school counseling program for all students in the academic, career and postsecondary, and social and emotional arenas. The goal is that all students will graduate high school, college and career ready, and with the necessary social and emotional skills to be productive global citizens. The school counselor coordinates activities to address the needs of the students, consults and collaborates with teachers, staff and families to support student success, and supports other high school educational programs consistent with the school counselor management agreement. CPS has implemented the ASCA model for school counseling programs. Each counselor is assigned a caseload of students, and works with a team of counselors, administrators and staff.

Major Job Responsibilities

Implement the High School Guidance Curriculum:

In order to reach all students, the school counselor will conduct guidance learning activities in classroom, large group or school wide settings, based on the academic, career, postsecondary and social/emotional needs of the students so as to facilitate the infusion of guidance as an integral component of the total education curricula.

Provide Individual Student Planning Activities:

For students in each counselor's caseload, the counselor will create, in conjunction with students, staff and families, an academic program, which will result in students graduating from high school, college and career ready, and pursuing postsecondary options of choice.

Activities to support this objective may include:

- Orientation activities for incoming 8th graders and students new to the school
- Orientation programs for families and students
- Transition activities from elementary school to high school and from high school to viable college and career options
- Events to inform families of test results and their implication for educational planning, and to gain commitment to a recommended course of study
- Advisement to ensure students are on track to graduation, accumulating credits each year, and to suggest interventions or enrichment as appropriate.
- Activities to provide resources and information to assist students in developing and updating their College and Career Portfolio, and to provide coaching so students will implement their post-secondary

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Job Descriptions for Elementary and Secondary School Counselors

educational or career plans. If a dedicated post-secondary coach is part of the school team, then to work with that individual to maximize opportunities for all students.

- Responsibility for registration and schedule changes/conflicts for all students
- Coordination and access to local, state and national scholarship opportunities

Provide Responsive Services:

For students in each counselor's caseload, the counselor will provide, in conjunction with students, staff and families, responsive services, which will result in addressing students' social and emotional barriers to academic achievement, thus increasing the probability of student success. Activities to support this objective may include:

- Facilitation of small groups and counseling of individual students with specific needs: Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, child abuse, substance abuse, and depression/suicide.
- Consultation and collaboration with teachers, staff and families regarding the developmental needs of students:
 - Participate in building level student assistance teams
 - Facilitate conferences with teachers, students, and families
 - Assist other school staff in the placement of students and assist families in addressing school related issues.
- Development and review of 504 plans and participation in IEPs
- Referral of students, as needed, to district and community resources in consultation with their families: Consult and coordinate the referral process with district personnel including school psychologists, social workers, nurses, administrators, and other community resources.

Provide Systems Support:

As professionals, leaders and advocates in the school building, school counselors will coordinate, conduct and participate in activities that contribute to the effective operation of the school consistent with the approved school counseling program. Activities to support this objective may include:

- Creation and delivery of needs assessments to determine the primary needs of students according to a variety of audiences
- Collection and aggregation of multiple data sources in order to support the implementation and measurement of counseling interventions
- Protection of planning time for the creation and modification of counseling interventions
- Creation or maintenance of an annual counseling Implementation Plan to support overall school goals and program objectives
- Completion of a Program Audit and a review of results with staff and administration. Modification of the school counseling program based on the results of the audit to improve student success.
- Interpretation of student group test results to faculty and staff
- Establishment of effective liaisons with all grade levels
- Advocacy for students as appropriate in collaboration with other staff
- Coordination of professional development /in-service programs for faculty

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- Provision of opportunities for family education programs
- Participation with the administration and faculty as a team member in building and district committees.

Participate in professional development:

So as to stay current with evidenced-based practices in the field, school counselors will actively participate in local, state and national professional associations that foster the development and improvement of school counseling; read professional journals; attend workshops and conferences; engage in continuing education coursework.



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