

# Southfield School Counselor (v.2021)

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## Domain 1: Planning and Preparation 1b Demonstrating Knowledge of Students

### Ineffective

School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritages (1b.I.1)

### Critical Attributes (1b.I.2)

School Counselor does not understand child development characteristics and has unrealistic expectations for students. • School Counselor is unaware of the individualized needs of students and ignores students' cultures, language, interests, special needs, history and/or circumstances. • School Counselor is unaware of medical issues and learning disabilities of students (1b.I.3)

### Possible Examples (1b.I.4)

### Minimally Effective

School Counselor displays limited knowledge of child and adolescent development, and some knowledge of the varied students' skills, special needs, interests and cultural heritages (1b.ME.1)

### Critical Attributes (1b.ME.2)

School Counselor cites developmental theory, but does not seek to integrate theory into interactions with students. • School Counselor inconsistently attempts to gain knowledge of individual needs of students and sometimes seeks to understand students' cultures, language, interests, special needs, history and/or circumstances. • School Counselor is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of those issues and conditions (1b.ME.3)

### Possible Examples (1b.ME.4)

### Effective

School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages (1b.E.1)

### Critical Attributes (1b.E.2)

School Counselor integrates knowledge of developmental theory with knowledge of students on their counseling roster to inform their practice. • School Counselor actively seeks to gain knowledge of student background and experiences, culture, special needs, history and circumstances and uses this knowledge in practice and decisionmaking. • School Counselor is aware of medical issues and learning disabilities of all students on her caseload and works collaboratively with colleagues to understand the implications of those issues and conditions (1b.E.3)

### Possible Examples (1b.E.4)

### Highly Effective

In addition to the characteristics of "proficient," School Counselor displays knowledge of the extent to which individual students follow the general patterns of development. School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages (1b.HE.1)

### Critical Attributes (1b.HE.2)

School Counselor applies understanding of developmental attributes to differentiate practice and decision-making based on individual students' circumstances. • School Counselor demonstrates thorough knowledge of student background and experiences, culture, special needs, history and circumstances, as well as knowledge of individualized techniques to support student. School Counselor uses this knowledge to proactively communicate with or about the student. • School Counselor researches medical and learning issues of students on her caseload, and works with those students to ensure their own understanding and ability to advocate on their own behalf (1b.HE.3)

### Possible Examples (1b.HE.4)

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School Counselor uses materials and resources for a kindergarten student that have been designed for third grade students. • School Counselor does not know how to address the behavioral responses of a student with sensory issues. She issues a detention to the student for covering his ears in the cafeteria and shouting that everyone should “Shut up.” (1b.1.5)

School Counselor provides for the kosher dietary restrictions of Jewish students for an evening event, but does not make accommodations for vegetarians or those with gluten sensitivities. • School Counselor uses a check in and check out strategy with a student, but does not share the progress of the student with teacher and parent (1b.ME.5)

School Counselor uses conversational turn-taking in a class designed for students with Asperger syndrome to support the acquisition of social skills. • School Counselor ascertains each student’s background knowledge about the college application process before providing guidance (1b.E.5)

After reviewing anonymous school surveys related to smoking, the School Counselor works with the school assistance team and student representatives to develop a smoking cessation program. • The School Counselor holds a meeting with a student and his mother to discuss the recent incarceration of a sibling. Together they design a plan to inform the student’s teachers and to design strategies that will support the student (1b.HE.5)

## 1e Designing a Coherent Counseling Program

### Ineffective

School Counselor plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes. School Counselor plan is developed without input from stakeholders or inclusion of individual, school, and district needs (1e.1.1)

### Critical Attributes (1e.1.2)

School Counselor plan lacks structure and is not aligned to social decisionmaking, behavioral, mental health, and academic goals. • There is no effort to connect counseling activities to counseling outcomes. • School Counselor plan lacks a mission statement describing the school counseling program goals and vision of how students will benefit from the program. • School Counselor designs the plan without collaboration with stakeholders (1e.1.3)

### Possible Examples (1e.1.4)

### Minimally Effective

School Counselor plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals. There is little differentiation for students. School Counselor seeks minimal input from stakeholders (1e.ME.1)

### Critical Attributes (1e.ME.2)

School Counselor plan may be unrealistic about expectations for social decision-making, behavioral, mental health, and academic goals. • Counseling activities are loosely connected to counseling outcomes. • School Counselor plan includes an incomplete mission statement describing the school counseling program goals and partial vision of how the students will benefit from the program. • School Counselor designs the plan with minimal collaboration with stakeholders (1e.ME.3)

### Possible Examples (1e.ME.4)

### Effective

School Counselor plan includes important aspects of counseling in the school setting and includes school goals. Counseling programs follow an organized progression with differentiation for different groups of students. School Counselor routinely seeks input from stakeholders (1e.E.1)

### Critical Attributes (1e.E.2)

School Counselor plan is well structured and reasonable about expectations for social decision making, behavioral, mental health, and academic goals. • Counseling activities match counseling outcomes. • School Counselor plan includes an appropriate mission statement describing the school counseling program goals and clear vision of how the students will benefit from the program. • School Counselor consistently engages in collaborative planning with all in-district stakeholders (1e.E.3)

### Possible Examples (1e.E.4)

### Highly Effective

School Counselor plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. The plan provides opportunity for student choice. Input from stakeholders is incorporated throughout the plan (1e.HE.1)

### Critical Attributes (1e.HE.2)

School Counselor plan is holistic, systemic, balanced, proactive, integrated into the academic agenda, and reflective in addressing individual student’s social decision making, behavioral, mental health, and academic goals. • Counseling activities are aligned with counseling outcomes and ensure student choice. • School Counselor plan includes a mission statement and a comprehensive vision of how students’ individualized needs will be met through differentiated program goals. • School Counselor actively seeks input from multiple stakeholders within and beyond the district to maximize collaborative planning process (1e.HE.3)

### Possible Examples (1e.HE.4)

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School Counselor says, "The program does not need to address academic goals; that is the job of their teachers." • School Counselor does not design programs to support the post-secondary plans of students who do not want to attend a four-year college. • School Counselor states that he does not have time to learn more about the core curriculum (1e.I.5)

School Counselor says, "I know that we need to involve community leaders in order to develop student internships. I just don't know how I am going to structure that." • School Counselor reads information about cyberbullying, but offers only general statements about its impact, and does not explore preventative strategies (1e.ME.5)

School Counselor designs a meet-and-greet evening where students can learn how adults with disabilities navigated both school and workplace challenges. • School Counselor participates in a community forum to seek input from local mental healthcare providers on improving mutual collaboration. • School Counselor works with her department chair on a presentation to her colleagues and school administration that recommends an evidencebased program for reducing out-of-school suspensions (1e.E.5)

School Counselor implements a program where students can self-assess their own learning styles and suggest individualized accommodations and modifications that would successfully support their learning goals. • School Counselor holds a series of feedback sessions after the first year of implementing a new counseling plan, to identify both highly successful components of the plan as well as gaps in the program that need to be addressed (1e.HE.5)

## Standard 2: The Environment

### 2a Creating an Environment of Respect and Rapport

#### Ineffective

School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The counselor does not promote positive interactions among students, parents, or staff. The Counselor does not deal with disrespectful behavior. The counseling environment is not a place where students, teachers, and/or parents feel safe and respected (2a.I.1)

Critical Attributes (2a.I.2)

#### Minimally Effective

School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity. The counselor makes occasional attempts to promote positive interactions among students, parents, or staff. The counselor attempts to respond to disrespectful behavior with uneven results. Students, teachers and/or parents feel somewhat safe and respected in the counseling environment (2a.ME.1)

Critical Attributes (2a.ME.2)

#### Effective

School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students. The counselor actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected (2a.E.1)

Critical Attributes (2a.E.2)

#### Highly Effective

School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity. The counselor has successfully involved students in promoting positive student-to-student interactions (2a.HE.1)

Critical Attributes (2a.HE.2)

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School Counselor is insensitive to students' cultural backgrounds and developmental levels. • School Counselor displays no familiarity with or caring about students. • School Counselor speaks disrespectfully to students, parents, staff, or colleagues • School Counselor displays a lack of responsiveness to students, parents, staff and colleagues. • School Counselor fails to convey an atmosphere of respect and encouragement (2a.I.3)

School Counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels. • School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster. • Quality of interactions between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity. • School Counselor is responsive to a small number of students, parents, staff and colleagues. • School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate (2a.ME.3)

School Counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff. • School Counselor demonstrates detailed knowledge of each of the students on her roster. • Interactions between School Counselor and students, parents, and staff are consistently respectful. • School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload. • School Counselor consistently creates an atmosphere of support and rapport (2a.E.3)

School Counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations. • School Counselor consistently demonstrates knowledge of, compassion for, and responsiveness to all students. • School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations. • School Counselor is responsive to all school, district, and community stakeholders. • School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students (2a.HE.3)

## Possible Examples (2a.I.4)

During a school meeting, School Counselor openly makes disparaging remarks about groups of students and their cultural background. • School Counselor does not call students by name • School Counselor refuses to work with a Future Farmers student group, stating, "The students should aim higher than that." • School Counselor consistently interrupts and talks over students in a group session in order to get her point across (2a.I.5)

## Possible Examples (2a.ME.4)

School Counselor responds to disparaging remarks between students in an inconsistent manner. • School Counselor calls some students by name. • School Counselor agrees to be the faculty sponsor for a Model United Nations group, but does not attend their meetings. • School Counselor listens attentively to a student, but does not reflect back or ask questions to clarify (2a.ME.5)

## Possible Examples (2a.E.4)

School Counselor advocates for students whose developmental and social needs are typically under-served by forming a unified soccer team. • School Counselor reaches out to the family of a student with special needs to better understand how to support the student. • School Counselor works with the Academic Quiz Bowl group, attending practice sessions and meets. • School Counselor models a variety of active listening skills with students and builds positive relationships with them as a result. • School Counselor acts as a mentor to a student. • The School Counselor and students use social courtesies such as, "Please, may I offer an opinion?" (2a.E.5)

## Possible Examples (2a.HE.4)

School Counselor challenges a student who makes disparaging remarks about others' cultural background and provides education about diversity and tolerance. • School Counselor works with students in the Drama Club, running lines and helping build sets. Students express respect for the counselor. • School Counselor teaches active listening skills to students. • School Counselor works with a student after school because the student has limited access to the counselor during the school day. • Students, staff and parents report that the School Counselor is accessible to them and keeps appointments unless there is a crisis. • School Counselor attends the play of a student on his caseload when he learns the family is uninvolved. • During a group session, students clap for one another • Student says, "I feel safe here sharing ideas I thought were different." (2a.HE.5)

## 2c Managing Routines and Procedures

Ineffective

Minimally Effective

Effective

Highly Effective

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School Counselor's routines for the counseling center or classroom work are nonexistent or disorderly. There are no procedures established for scheduling time with the counselor. No schedule or use-of-time data is available. There is little evidence that students know or follow established routines (2c.I.1)

School Counselor's routines for the counseling center or classroom work are partially successful. Procedures for scheduling time with the counselor are established, but have been communicated to only some students. Schedule and/or use-of-time data exist, but are not used or maintained. Students are aware of some routines and procedures, but they are only partially effective or are inconsistently followed (2c.ME.1)

School Counselor's routines and procedures for the counseling center or classroom work are effective. Procedures for scheduling time with the counselor are established, communicated to students, and followed. Schedule and use-of-time data are available, used, and fully maintained. Students know and follow established routines with minimal guidance and prompting (2c.E.1)

School Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them. Procedures for scheduling time with the counselor are established with input from students and well communicated to all stakeholders. Schedule and use-of-time data are detailed and used in a highly effective manner. Routines and procedures are well understood and may be initiated or improved by students (2c.HE.1)

## Critical Attributes (2c.I.2)

School Counselor has not established procedures or routines. • School Counselor is unable to prioritize time-sensitive tasks. • Lack of procedures or routines during classroom work or a counseling session result in student time off task (2c.I.3)

## Critical Attributes (2c.ME.2)

School Counselor has inconsistently established procedures and routines. • School Counselor is inconsistent in prioritizing tasks. • Counseling office has some procedures and routines related to counseling activities and access to materials and resources (2c.ME.3)

## Critical Attributes (2c.E.2)

School Counselor has established consistent routines and procedures. • School Counselor consistently prioritizes tasks. • Counseling office has clear and consistent procedures and routines that are organized to facilitate various counseling sessions and access to materials and resources (2c.E.3)

## Critical Attributes (2c.HE.2)

School Counselor has seamlessly established routines and procedures. Students take initiative in the development and maintenance of counseling session routines and procedures. • School Counselor seeks feedback from students and faculty regarding task prioritization. • Counseling routines and procedures maximize student engagement, opportunities, and time on task (2c.HE.3)

## Possible Examples (2c.I.4)

School Counselor fails to develop and/or circulate clear operational schedules. • Students ask why they have been called to the counseling office and express concern that they are missing an important test (2c.I.5)

## Possible Examples (2c.ME.4)

School Counselor circulates operational schedules only during the first half of the school year. • School Counselor organizes some classroom guidance sessions, but changes the schedule or sometimes fails to show up. • Students ask what they are to do when materials are being distributed or collected (2c.ME.5)

## Possible Examples (2c.E.4)

In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • School Counselor maintains a calendar so students miss little class time. The schedule is flexible enough to allow for crisis counseling. • School Counselor organizes and communicates the schedule for classroom guidance to students as well as teachers (2c.E.5)

## Possible Examples (2c.HE.4)

School Counselor communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media. • A student reminds a classmate that it is his turn to research then present information about one of the local community college's programs. • Students independently check themselves into the counseling center (2c.HE.5)

## Domain 3: Delivery of Services 3a Communicating with Students

Ineffective

Minimally Effective

Effective

Highly Effective

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School Counselor rarely communicates with students. Communications contain major errors and/or are unclear. The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Communication is strictly one-way from School Counselor to students (3a.I.1)

School Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students. School Counselor does not take opportunities to explain academic or counseling vocabulary. School Counselor makes minimal efforts at two-way communication with students (3a.ME.1)

School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding. School Counselor makes regular efforts at two-way communication with students (3a.E.1)

School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills. School Counselor takes the opportunity to extend students' knowledge of concepts and vocabulary. Students use correct vocabulary. School Counselor frequently uses multiple means of soliciting input from, and communicating with, students (3a.HE.1)

## Critical Attributes (3a.I.2)

School Counselor does not share information, or makes serious errors that will affect student understanding. • Students indicate, through body language or questions, that they do not understand the purpose or content of the session provided by the School Counselor • School Counselor does not seek input from students (3a.I.3)

## Critical Attributes (3a.ME.2)

School Counselor shares limited information or provides only partially accurate information to students. • School Counselor provides little explanation about the purpose of the session. • School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input (3a.ME.3)

## Critical Attributes (3a.E.2)

School Counselor consistently shares accurate information with students. • School Counselor clearly states the purpose of the session, as well as session goals. • School Counselor regularly seeks input from students, and effectively acts on such input (3a.E.3)

## Critical Attributes (3a.HE.2)

School Counselor has consistent and accurate collaborative communication with students. • Students contribute to defining the purpose of the session; if asked, students are able to explain the purpose of the session. • School Counselor's extensive gathering of input from students is skillfully applied to make program improvements (3a.HE.3)

## Possible Examples (3a.I.4)

The student says, "My counselor has not gotten back to me about the college application process." • The student says that the School Counselor gave him the wrong date for the SAT test (3a.I.5)

## Possible Examples (3a.ME.4)

The student says, "My counselor did not keep two appointments with me, and didn't let me know ahead of time." • School Counselor says, "I offered to help a student with smoking cessation, but they were uncooperative." (3a.ME.5)

## Possible Examples (3a.E.4)

Before engaging in a guided group discussion on human sexuality, the School Counselor describes what topics will be covered. • School Counselor discusses with a student the conditions under which sensitive information would need to be shared with crisis intervention services (3a.E.5)

## Possible Examples (3a.HE.4)

School Counselor sets up a meeting with a student with special needs saying, "Let's talk about your upcoming IEP meeting and see if we can look at your progress and set some new goals." • School Counselor asks students, "List the top two things you would like to learn from our intergenerational service project." (3a.HE.5)

## 3b Using Appropriate Counseling Techniques

### Ineffective

School Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning (3b.I.1)

### Minimally Effective

School Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning (3b.ME.1)

### Effective

School Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning (3b.E.1)

### Highly Effective

School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning (3b.HE.1)

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## Critical Attributes (3b.1.2)

School Counselor does not attempt to assist students in decisionmaking, goal setting, or problem solving. • School Counselor makes poor use of questioning techniques, using low level or inappropriate questions. • School Counselor's questions do not invite student response (3b.1.3)

## Possible Examples (3b.1.4)

Student says, "I don't want to talk to the School Counselor. She never helps me." • School Counselor mainly asks yes-no questions of students. • School Counselor generally spends five hours of his day working on paperwork in an office (3b.1.5)

## Critical Attributes (3b.ME.2)

School Counselor attempts to assist students in decision making, goal setting, or problem solving. • School Counselor's use of questioning and discussion techniques is adequate. • School Counselor's questions invite students to respond, but most do not (3b.ME.3)

## Possible Examples (3b.ME.4)

School Counselor conducts group sessions on coping with stress and anger, but only invites students with significant behavioral issues to the group, limiting the possibility for models of appropriate behavior and problem solving. • School Counselor allows discussions about topics unrelated to those previously identified to dominate their small group time together (3b.ME.5)

## Critical Attributes (3b.E.2)

School Counselor assists students in decision-making, goal setting, or problem solving. • Questioning and discussion techniques are employed effectively, encouraging students to comfortably disclose information after having established confidentiality guidelines for discussions. • School Counselor uses open-ended questions, inviting students to think and/or offer multiple possible answers (3b.E.3)

## Possible Examples (3b.E.4)

School Counselor has students work in pairs to generate strategies that people their age use for dealing with anger, then debrief with the group about which strategies are healthy/helpful vs. unhealthy/harmful. • School Counselor holds small group and individual sessions to assist students with personal goal setting (3b.E.5)

## Critical Attributes (3b.HE.2)

School Counselor mentors students as they use available data to make decisions, set goals, or solve problems. • Questioning and discussion techniques provide opportunities for students to use higher order thinking skills. • School Counselor builds on and uses student responses to deepen student understanding and skill building. Students initiate, maintain, and extend discussions during the session (3b.HE.3)

## Possible Examples (3b.HE.4)

School Counselor holds an individual goal setting session with a student, as a precursor to the student's participation in her own IEP. • A student independently decides to keep an "anger journal" to track triggers, levels, and responses after attending a seminar with the School Counselor (3b.HE.5)

## 3c Engaging Students in the Formulation of Current and Future Plans

### Ineffective

School Counselor does not assist students in formulating personalized plans (3c.1.1)

## Critical Attributes (3c.1.2)

School Counselor does not assist students in developing appropriate skills needed for formulating personalized plans (3c.1.3)

## Possible Examples (3c.1.4)

### Minimally Effective

School Counselor attempts to assist some students in formulating personalized plans, but efforts are inconsistent (3c.ME.1)

## Critical Attributes (3c.ME.2)

School Counselor attempts to help students develop the skills needed for formulating personalized plans (3c.ME.3)

## Possible Examples (3c.ME.4)

### Effective

School Counselor assists the students in formulating clear, purposeful, and personalized plans (3c.E.1)

## Critical Attributes (3c.E.2)

School Counselor provides clear strategies that assist students in developing successful skills for formulating personalized plans, goal setting, and decision making (3c.E.3)

## Possible Examples (3c.E.4)

### Highly Effective

School Counselor supports students as they formulate personal academic, social/emotional, and career plans. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning (3c.HE.1)

## Critical Attributes (3c.HE.2)

School Counselor enables student exploration of multiple strategies that will assist them in developing solid, lifetime skills for formulating personalized plans (3c.HE.3)

## Possible Examples (3c.HE.4)

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The student says, "I really have no idea what my course of study is supposed to be next year. My counselor can't find time to meet with me." • Students do not have individual plans that address their future interests (3c.I.5)

The student says, "My counselor just gives me a list of courses to sign up for. We don't discuss any of it." • School Counselor meets with a few students to help them create individual plans that address their future interests (3c.ME.5)

The student says, "Since I want to be a sign language interpreter, my counselor is helping me explore whether a sign language class at the community college might be available to me next fall." • School Counselor holds a series of small group seminars to help students create individual plans that address their future interests (3c.E.5)

The student says, "My counselor showed me how I can use the new computer system to search for colleges in this state that offer pre med programs." • The student says, "I went to the school's website and found which courses are required for graduation." • School Counselor meets with individual students and coaches them in strategies for designing individual plans that best address their future interests (3c.HE.5)

## 3d Assessing Student Needs

### Ineffective

School Counselor neither assesses the progress students are making in programs nor consults with team members to address students' needs. Feedback is absent or of poor quality. Students do not engage in self-assessment. School Counselor does not use assessment to determine services that will address students' needs (3d.I.1)

### Critical Attributes (3d.I.2)

School Counselor makes no effort to determine students' understanding of assessment results. • School Counselor has no plan to engage students in self-assessment. • School Counselor uses inappropriate assessment techniques for the student or setting. • School Counselor provides feedback that is inaccurate, non-specific and/or lacks timeliness. • School Counselor ignores or does not know how to interpret student assessment data (3d.I.3)

### Possible Examples (3d.I.4)

### Minimally Effective

School Counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students' needs. Feedback to students is general, and few students assess their own work. School Counselor sometimes uses assessments to determine services that will address students' needs (3d.ME.1)

### Critical Attributes (3d.ME.2)

School Counselor attempts to determine student understanding of assessment results. • School Counselor makes only minimal attempts to engage students in self-assessment. • School Counselor attempts to use appropriate assessment techniques for the general student population. • School Counselor provides feedback that is timely, but is not specific or consistent. • School Counselor displays limited ability to interpret student assessment data (3d.ME.3)

### Possible Examples (3d.ME.4)

### Effective

School Counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs. Feedback to students is accurate and specific; students frequently engage in self-assessment. School Counselor uses assessment to determine appropriate school-wide services to address the needs of the student population (3d.E.1)

### Critical Attributes (3d.E.2)

School Counselor elicits clear evidence of student understanding of assessment results. • School Counselor frequently invites students to engage in self-assessment, and provides appropriate strategies for doing so. • School Counselor uses assessment techniques that are differentiated for specific student population groups. • School Counselor provides feedback that is specific, timely, and consistent. • School Counselor accurately interprets student assessment data and makes program decisions or recommends courses of action based on the data (3d.E.3)

### Possible Examples (3d.E.4)

### Highly Effective

School Counselor consistently assesses students' progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students' needs. A variety of forms and methods are used to provide accurate and specific feedback. Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies. School Counselor successfully assesses individual students' needs and differentiates services to address them (3d.HE.1)

### Critical Attributes (3d.HE.2)

Students assess their own needs/progress using assessment criteria they have helped establish. • School Counselor skillfully determines and uses assessment techniques that are differentiated for individual students. • School Counselor and students discuss high quality feedback that is proactive, pertinent and focused on improvement. • School Counselor partners with individual students to interpret assessment data, and discusses program direction and individual action plans with them based on the data (3d.HE.3)

### Possible Examples (3d.HE.4)



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School Counselor takes assessment results and files them without reviewing them or sharing them with students • A student says, “How do I know if I am doing well?” (3d.I.5)

School Counselor gives the student the raw score of a workplace readiness assessment, but does not interpret results or make plans for improvement with the student. • School Counselor tells a student that she should try harder, but does not analyze areas in need of additional support and study (3d.ME.5)

School Counselor meets with a group of students who are struggling with English II and analyzes test errors with them • School Counselor shows benchmarking data to a student with special needs. Based on the data, the counselor sets up after-school assistance in the target subject (3d.E.5)

School Counselor assists students in establishing a homework self-study group that meets weekly in the conference room • School Counselor analyzes available course of study data compared to college admissions rates to recommend successful strategies to students who want to enter pre-med programs. • Students access their own progress reports, then sign up for online help with their teachers (3d.HE.5)

## Domain 4: Professional Responsibilities

### 4c Communicating with Families, Staff, and Community

#### Ineffective

School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or about individual students. School Counselor does not publicize vision and mission statement of the program. School Counselor does not attempt to engage families in the programs offered by the counseling department. Communications with staff and families violate confidentiality guidelines. Some communications contain socially or culturally inappropriate or offensive references (4c.I.1)

Critical Attributes (4c.I.2)

#### Minimally Effective

School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students. School Counselor shares vision and mission statement of the program if asked. School Counselor attempts to engage families in the programs offered by the counseling department. School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be socially or culturally sensitive (4c.ME.1)

Critical Attributes (4c.ME.2)

#### Effective

School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students. School Counselor successfully communicates the vision and mission statement of the program. School Counselor frequently engages families in the programs offered by the counseling department. School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a culturally sensitive manner (4c.E.1)

Critical Attributes (4c.E.2)

#### Highly Effective

School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor makes certain that community, staff, parents, and students are aware of and contribute to the vision and missions statement of the program. School Counselor engages families in using and contributing to the resources of the counseling department. School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community. School Counselor responds to concerns with social and cultural sensitivity (4c.HE.1)

Critical Attributes (4c.HE.2)

# Southfield School Counselor (v.2021)

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School Counselor provides limited or inaccurate information regarding the counseling program to stakeholders. • School Counselor does not seek input from stakeholders regarding the most effective means of communicating. • School Counselor does not comply with school/district procedures for communicating with families. • School Counselor doesn't know who should have access to information or what can be disseminated. • School Counselor does not know about the ASCA National Model, that includes the program's mission and vision (4c.I.3)

School Counselor infrequently provides information about the counseling program to stakeholders; parents are randomly informed. • School Counselor seeks input only from district stakeholders regarding the most effective means of communicating. • School Counselor complies with school/district procedures for communicating with families but efforts are inconsistent. • School Counselor has limited knowledge of who should have access to information, or does not communicate helpful confidential information to those with whom it would be appropriate. • School Counselor knows how to access the ASCA Model website, but does not communicate the program's mission and vision with stakeholders (4c.ME.3)

School Counselor regularly makes information about the program available and uses more than one means to disseminate information. • School Counselor seeks input from all stakeholders, including community organizations, regarding the most effective means of communication. • School Counselor complies with all school/district procedures for communicating with families and successfully engages them at the appropriate times. • School Counselor is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate. • School Counselor directs stakeholders to the ASCA National Model and communicates its mission and vision (4c.E.3)

School Counselor is innovative in finding multiple means to provide information to stakeholders. • School Counselor is a leader in facilitating a communication network of district and diverse community organizations and seeks input from stakeholders regarding the most effective means of communicating. • School Counselor complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders. School Counselor provides appropriate information at appropriate times. • School Counselor serves as the district consultant for the appropriate dissemination of records and educates all stakeholders about confidentiality policies. • School Counselor engages stakeholders, particularly the Advisory Council, in conversations about the mission and vision of the ASCA National Model, focusing on plans for the future of the program (4c.HE.3)

## Possible Examples (4c.I.4)

School Counselor does not respond to requests to provide information to the school/district newsletters. • Registration booklets are not up to date for parents and the School Counselor refuses to post information online. • The School Counselor does not know that financial information is confidential and posts a list of student financial waivers. • The School Counselor says, "Why would the counseling program need a vision and mission statement?" • School Counselor says she only sends information to parents via email and if families don't have email at home they can go to the library. • A parent says, "I had no idea students were doing course selection this week." (4c.I.5)

## Possible Examples (4c.ME.4)

School Counselor periodically shares a schedule of office hours in a newsletter. Changes to hours or procedures are not updated. • Parent says, "I wish I could find out more about the counseling program and registration online, but there is little information posted." • School Counselor says, "I am not always sure what information can be shared and don't have time to research it." • School Counselor says, "I am not aware of a National Model; we have local vision and mission statements." (4c.ME.5)

## Possible Examples (4c.E.4)

School Counselor regularly submits articles to the school/district website and community newspapers about the local counseling program. • Student says, "I was struggling with some friends and found information about how to contact our school counselor on the district website." • School Counselor says, "This information is confidential and only available to the custodial parents." • School Counselor coordinates with colleagues to communicate to stakeholders the changes to the counseling program's mission and vision statements after aligning them with ASCA National Model. • School Counselor ensures that a sign language interpreter is present at meetings with parents who are deaf or hard of hearing (4c.E.5)

## Possible Examples (4c.HE.4)

School Counselor works with the district to survey parents and students to determine their available and preferred modes of communication and provides communication formats based on the survey data. • Parent says, "I do not have access to the internet, but my child brings home hard copies of newsletters so I know what is going on with the counseling services at her school." • School Counselor meets with translators to inform them of confidentiality guidelines. • School Counselor schedules a time at the staff meeting and provides detailed information about the rules of confidentiality. School Counselor assists other schools/districts to understand the local and ASCA mission and vision statements and how to communicate their meaning to stakeholders (4c.HE.5)

## 4f Showing Professionalism

Ineffective

Minimally Effective

Effective

Highly Effective

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School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School Counselor does not advocate for families or for the students' social, behavioral or academic needs. School Counselor does not comply with school, district, and professional regulations even when directed (4f.I.1)

School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs. School Counselor requires prompting to comply with school, district, and professional regulations (4f.ME.1)

School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor consistently advocates for families' or students' social, behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations (4f.E.1)

School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members. School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs. School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations (4f.HE.1)

## Critical Attributes (4f.I.2)

School Counselor demonstrates lack of honesty and integrity according to the ASCA Ethical Standards. • School Counselor does not exhibit willingness or ability to work collaboratively with other professionals • School Counselor does not notice or advocate for the needs of students and families. School Counselor does not provide opportunities for student success as described in the Annual Agreement. • School Counselor willfully rejects district regulations (4f.I.3)

## Critical Attributes (4f.ME.2)

School Counselor demonstrates honesty and general compliance with the ASCA Ethical Standards. • School Counselor is willing to collaborate occasionally with other professionals. • School Counselor notices needs of students and families but is inconsistent in advocating for their needs. • School Counselor is inconsistent in providing opportunities for student success as described in the Annual Agreement. • School Counselor complies with district regulations only when prompted (4f.ME.3)

## Critical Attributes (4f.E.2)

School Counselor is honest and is known for having high standards of integrity according to the ASCA Ethical Standards. • School Counselor seeks opportunities to participate in ongoing collaboration with other professionals. • School Counselor actively and consistently advocates for student and family needs. • School Counselor consistently provides opportunities for student success as described in the Annual Agreement. • School Counselor continually assesses planned actions to insure compliance with district regulations (4f.E.3)

## Critical Attributes (4f.HE.2)

School Counselor provides opportunities for other counselors and staff to engage in professional conversations to ensure shared understanding of honesty and integrity according to the ASCA Ethical Standards. • School Counselor exhibits skill and leadership in professional collaboration. • School Counselor takes a leadership role in the school, district and community, proactively advocating for the needs of students and families. • School Counselor makes differentiated efforts to ensure opportunities are available for individual students to be successful as described in the Annual Agreement. • School Counselor takes a leadership role in complying with and training colleagues on district regulations (4f.HE.3)

## Possible Examples (4f.I.4)

## Possible Examples (4f.ME.4)

## Possible Examples (4f.E.4)

## Possible Examples (4f.HE.4)

# Southfield School Counselor (v.2021)

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School Counselor manipulated a student transcript to show an inflated grade. • School Counselor knowingly shares confidential information. • School Counselor says, "I only do group counseling because that's all I have time for. Individual students and families' needs have to wait." • School Counselor does not respond to the classroom teacher who wants help advocating for a student who needs special assistance. • School Counselor says, "I am too busy to attend case conferences. These regulations weren't meant for me." (4f.I.5)

School Counselor was asked by a student to check her transcript for errors, but the School Counselor only makes the check after two reminders from the student. • School Counselor says, "I only have time to work with groups this week; next week I'll try to work with some individuals and their families." • School Counselor sends a pamphlet to a classroom teacher outlining the steps to use to advocate for her student. • School Counselor attended two out of eleven required meetings (4f.ME.5)

The principal states, "The School Counselor is a trusted individual. She always does what she says she is going to do." • School Counselor says, "That information is confidential and I am not able to share it." • School Counselor knows the students' individual needs and works collaboratively with administration and staff to find time to work with more individuals and their families. • School Counselor initiates a conversation with the classroom teacher and offers help in advocating for a student with special needs. • School Counselor attends all meetings that involve students in need unless crisis counseling takes precedence (4f.E.5)

Parents, staff and students seek out School Counselor because s/he is known to be trustworthy. • School Counselor explains to staff, students and parents what information is confidential and what types of information has to be shared with authorities. • School Counselor brings stakeholders together to address students' needs. • School Counselor guides the classroom teacher, student, and parents through the necessary process to determine if a student needs special assistance (4f.HE.5)