

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Lillian Tsosie-Jensen
School Counseling, Equity, and Prevention Coordinator

DATE: May 12-13, 2016

ACTION: School Counselor Performance Standards

Background:

To ensure that high-quality leadership exists in each school, the Utah Effectiveness Project for High Quality Education recognized that the development of educational standards was the first step necessary in creating assurances for high quality instruction for all students. The Standards provide a resource for educators throughout the state of Utah to analyze and prioritize expectations for high quality instruction.

School counselors who commit to improving student results contribute to raising the achievement level for every student. Therefore, the purpose of counselor standards is to provide a resource for professional school counselors and educational leaders throughout the state of Utah to analyze and prioritize expectations of roles for effective school counselors. The effective school counselor focuses on students' long-term academic, college and career, citizenship, and personal/social development; an effective school counselor demonstrates the basic skills and dispositions to promote students' autonomy, literacy, responsibility to self and others, and lifelong learning. These school counselor performance standards align with the American School Counselor Association (ASCA) National Model and the Utah Comprehensive Counseling and Guidance Program Model and contain basic standards of practice expected from counselors.

Board Strategic Plan:

This item supports the Quality Learning and System Values imperatives in the Board's strategic plan by setting minimum instructional standards.

Anticipated Action:

The Board will consider adopting the school counselor performance standards as part of the educator effectiveness project.

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Counselor Educator Performance Standards



Prepared by the
Utah State Office of Education

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Utah
School Counseling
Programs

Creating Pathways to Student Success

Utah

Effective School Counselor Performance Standards

Introduction

“School counselors who commit to improving student results contribute to raising the achievement level for every student.”

—National Office of School Counselor Advocacy, College Board 2010

Effective school counselors are leaders in systemic education reform. The effective school counselor focuses on students’ long-term academic, college and career, citizenship, and personal/social development; an effective school counselor demonstrates the basic skills and dispositions to promote students’ autonomy, literacy, responsibility to self and others, and lifelong learning. With developmentally appropriate counseling and guidance, the ultimate goal is for students to become positive, courageous, confident, competent, and caring human beings who are well prepared for college and career opportunities. The educational system must develop citizens who can govern themselves and have a global perspective. These citizens must be flexible, resourceful and able to deal with open-endedness and complexity. Effective school counselors help every student develop the social capital necessary for success in college and life.

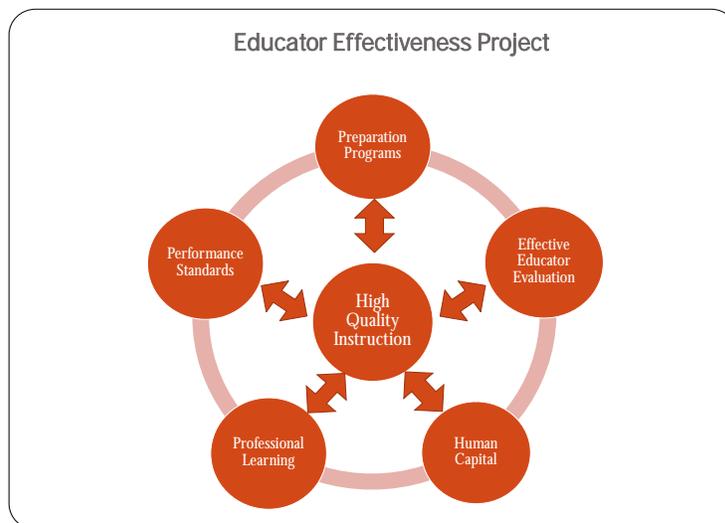
School counselor performance standards align with the American School Counselor Association (ASCA) National Model and the Utah Comprehensive Counseling and Guidance Program Model and contain basic standards of practice expected from counselors. The **seven standards** shift the focus from a traditional service-provider model to a data-driven and standards-based model. School counselors use their skills in the areas of leadership, advocacy and collaboration to support school districts in their mission to prepare each student to meet high academic standards and to complete school fully prepared to choose from an array of substantial post-secondary options. Effective school counselors help students develop 21st century skills such as critical thinking, creativity, self-direction and leadership. These school counselor standards accurately reflect the unique training of school counselors, preparing them to contribute to school leadership and to fulfill their focused responsibilities within the school system. The standards are an important tool in the school counselor’s own self-assessment and professional advocacy, and will help focus personal and professional growth plans. School counselors and administrators should work within their individual district systems to design appropriate evaluation tools that meet the requirements of policy. It is suggested that an evaluation tool for counselors include a section for individual comments, as well as a four-level rating system for how well the school counselor is meeting required performance standards.

Purpose for Effective School Counselor Performance Standards

The purpose of this document is to provide a resource for professional school counselors and educational leaders throughout the state of Utah to analyze and prioritize expectations of roles for effective school counselors. This document can be used by individuals to self-assess their performance and understand areas that need improvement. It should also assist educational leaders and policymakers to develop school counselor practices that improve school climate and ultimately improve teaching and learning.

Creating a Consistent System for Educator Effectiveness

To ensure that high-quality leadership exists in each school, the Utah Effectiveness Project for High Quality Education recognized that the development of educational standards was the first step necessary in creating assurances for high quality instruction for all students. The development and adoption of the standards was the initial action in fulfilling the Utah State Board of Education mission *Promises to Keep* (See Utah State Board of Education, *Promises to Keep*, Utah State Board of Education, August 2009). This document presents the Utah School Counselor Performance Standards and supporting documents that provide the framework for a consistent alignment to the educational system in the state of Utah (see the figure below).



Guiding Principles

The counselor performance standard workgroup discussed the foundation of Utah's Comprehensive Counseling and Program standards, performance expectations, and indicators. The following points reflect guiding principles that can be identified within all seven of the effective school counselor performance standards:

- the importance of student achievement
- the changing role of the school counselor
- the collaborative nature of school leadership aimed at building positive school climate
- the concepts of educational access, equitable distribution of resources, and opportunity for diverse stakeholder groups to be involved in the school learning community
- the recognition that professional growth and learning is an embedded requirement for effective school counseling

The Role of the Professional School Counselor

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, personal/social, multicultural global citizenship, and career development needs by implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and in counselor education positions.

Professional school counselors fill a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001).

Features of the Utah Effective School Counselor Standards

- Align with *Promises to Keep*
- Are based on the school counselor standards adopted by *American School Counselor Association*
- Align with similar documents being adopted in neighboring states
- Describe effective school counselor practice
- Are based on national research and the work of **National Office of School Counselor Advocacy**
- Align with strategies needed for successful implementation of the Utah Common Core
- Serve as a basis for an educator evaluation system (R277-531)

Utah Effective School Counselor Standards and Performance Expectations

Standard 1: Collaboration, Leadership and Advocacy

Standard 2: School Guidance Curriculum and Instructional Skills

Standard 3: Plan for College and Career Readiness Process

Standard 4: Responsive Services and Dropout Prevention

Standard 5: Data-Driven Accountability and Program Evaluation

Standard 6: Program Management and System Support

Standard 7: Professional and Ethical Behavior

Standard 1: Collaboration, Leadership and Advocacy

The professional school counselor is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Indicators of Performance Expectations:

The professional school counselor...

- 1.1 Collaborates to promote a positive school climate.
- 1.2 Collaborates to promote academic success for all students to become college and career ready.
- 1.3 Assumes leadership role(s) in advocating for equity and access for all students to curriculum, programs, services, and resources.

Standard 2: School Guidance Curriculum and Instructional Skills

The professional school counselor delivers a developmental and sequential guidance curriculum prioritized according to the results of the school needs assessment.

Indicators of Performance Expectations:

The professional school counselor...

- 2.1 Plans guidance curriculum based on the Comprehensive Guidance Needs Assessments results, Student Outcomes Standards, and school improvement plan.
- 2.2 Manages the classroom effectively when implementing guidance curriculum.

- 2.3 Uses appropriate selection of communication, and teaching techniques, including formative and summative assessment in order to engage all students.
- 2.4 Conducts informational seminars for parents, guardians, and students to address the needs of the school community.

Standard 3: The Plan for College and Career Readiness Process

The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

Indicators of Performance Expectations:

The professional school counselor...

- 3.1 Facilitates a process of career exploration that may include planning, monitoring, and managing individual education and career plans.
- 3.2 Assists in development of each student's academic achievement and career planning/exploration by providing Career and Technical Education (CTE) Pathways resources and training to assist students in post-secondary and workforce options.
- 3.3 Assists students and parents/guardians in understanding and utilizing assessment data and supports student to create a plan to meet goals, course planning, and student needs, as outlined in district or state guidelines.

Standard 4: Responsive Services and Dropout Prevention

The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills and implements programs for student support in dropout prevention.

Indicators of Performance Expectations:

The professional school counselor...

- 4.1 Effectively counsels individual students and small groups of students with identified needs and concerns.
- 4.2 Appropriately consults with parents/guardians, teachers, administrators, community resources, and other relevant stakeholders regarding student needs.
- 4.3 Collaborates a system of support for students, maintain a crisis prevention/youth protection response plan, and follows the response plan as needed.
- 4.4 Assists students in developing a plan for credit recovery or appropriate grade-level interventions for student supports.

Standard 5: Data-Driven Accountability and Program Evaluation

The professional school counselor collects and analyzes data to guide program direction and emphasis.

Indicators of Performance Expectations:

The professional school counselor...

- 5.1 Uses data to make decisions regarding Comprehensive Counseling and Guidance Program improvement and close student achievement gaps.
- 5.2 Uses data to show the impact of the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for all students.
- 5.3 Analyzes school and school counseling program data to provide equity in student supports throughout the school.

Standard 6: Program Management and System Support

The counselor is involved in management activities that establish, maintain and enhance the total school counseling program.

Indicators of Performance Expectations:

The professional school counselor...

- 6.1 Implements and evaluates a comprehensive school counseling program.
- 6.2 Promotes the guidance program's philosophy, priorities and practices to staff, parents, and community.
- 6.3 Serves on both building-level and district-level committees as appropriate.

Standard 7: Professional and Ethical Behavior

The counselor demonstrates the highest standard of legal, moral and ethical conduct, as delineated in Utah State Board Rule R277-515.

Indicators of Performance Expectations:

The professional school counselor...

- 7.1 Knows and adheres to federal and state law, district policies, and professional standards.

- 7.2 Maintains confidentiality as appropriate (including technology) in behalf of student needs and in accordance with FERPA and PRRA.
- 7.3 Promotes cultural diversity and inclusiveness in both school policy and interpersonal relationships.
- 7.4 Systematically manages times to be available to students and parents in a professional manner.
- 7.5 Participates in USOS supported school counseling educational professional development.

Consideration:

Professional school counselors, unlike other certified staff, are bound by the rules of confidentiality due to the nature of their work. School counselors practice under the American School Counseling Association's Ethical Standards for School Counselors. Therefore, some situations are considered inappropriate venues for observation, such as individual counseling sessions, small groups, phone calls, and meetings with parents or agencies where confidential student issues are being discussed.

Utah Effective School Counselor Performance Standards

The **Utah Effective School Counselor Performance Standards** align with (1) the American School Counselor Association school counselor standards, (2) the work of National Office of Counselor Advocacy, and (3) current research on effective counselor practice. The categories indicated on the rubric describe phases of the development of counselor skill from the most basic to the highest levels of effectiveness. The indicators of performance expectations vary in their levels of complexity. It is expected that the level of an individual counselor’s effective practice will increase across the continuum through experience and study.

This section is **not the rubric** for use as a summative tool, but a formative tool. The levels of effectiveness may be used for the formative purposes of mentoring, coaching, intervention, professional growth and development, and remediation. The **Utah Comprehensive Counseling and Guidance Program Model** is aligned with this document. The Professional School Counselor Evaluation tools and their corresponding rubric are intended for use during summative counselor evaluation, and can be found in the *Utah Effective School Counselor Performance Standards Rubric for Evaluating Professional School Counseling Performance*.

Standard 1: Collaboration, Leadership and Advocacy The professional school counselor is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.				
Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary
1.1 Collaborates to promote a positive school climate.	Assumes a leadership role in policy development, collaborates regularly with other professionals within the school and between schools, regularly connects to	Collaborates regularly with other professionals within the school and between schools, connects to students and parents, and helps establish rewards	Collaborates with other professionals within the school, occasionally connects to students and parents, and sometimes participates in	Seldom collaborates outside of the local counseling team; seldom connects to students or parents.

	students and parents, and establishes rewards programs that positively affect all students.	programs that positively affect most students.	student rewards programs.	
1.2 Collaborates to promote academic success for all students.	Seeks opportunities to be a student advocate in IEPs, 504s, ILDPs, and registration; involves parents in College and Career Readiness meetings, creates and implements interventions and other activities, reviews data and implements action plans for all students.	Collaborates with others through participation in IEPs, 504s, ILDPs, and registration; holds College and Career Readiness meetings, interventions and other activities, and reviews data for all students.	Attends IEP, 504, and ILDP meetings, helps students with registration, assists with interventions and other activities, and is aware of data.	Seldom attends student advocacy meetings, minimally helps students with registration, and does not participate in interventions or other activities.
1.3 Collaborates to help all students become college and career ready.	Seeks out additional opportunities to collaborate and facilitates College and Career Readiness meetings and activities, inviting and informing all students and their parents about course options and pathways.	Collaborates with all stakeholders in facilitating College and Career Readiness meetings and activities, inviting and informing all students and their parents about course options and pathways.	Meets with parents and students when requested or as needed to discuss classes, pathways, and College and Career Readiness.	Does little to invite, inspire or include students and parents in College and Career Readiness.
1.4 Assumes leadership role(s) in advocating for equity and access for all students to curriculum,	Shares expertise with other counselors in advocating for equitable practices for every student and equitable access to a rigorous academic curriculum and program that creates	Works in a leadership capacity to ensure all students access to academic curriculum and programs that promote success.	Provides students with information about academic curriculum and programs.	Knows school curriculum and programs.

programs, services, and resources.	opportunities and resources to be successful in school and life.			
1.5 Uses data to identify problems and barriers that impede student success and create achievement gaps.	Effectively analyzes and uses ongoing data to create programs and activities that meet the individual needs of all students, and establishes goals to close the achievement gap.	Analyzes and uses data to create programs and establish goals that will generate student success and close achievement gaps.	Identifies problems and barriers that affect student achievement.	Does not use data to implement programs.
1.6 Advocates for systemic change in policy and procedures that limit or inhibit academic achievement	Regularly analyzes data and various delivery systems, programs and interventions to drive student improvement and enhance academic achievement.	Advocates for the academic achievement of students and the overall effectiveness of current policies and procedures.	Advocates for affect academic achievement.	Recognizes school policy and procedure.

Standard 2: School Guidance Curriculum and Instructional Skills

The professional school counselor delivers a developmental and sequential guidance curriculum prioritized according to the results of the school needs assessment process.

Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary
2.1 Plans guidance curriculum based on the	Plans effective guidance curriculum based on needs assessment results, Student Outcomes	Plans effective guidance curriculum based on either the needs assessment results, Student	Plans effective guidance curriculum based on either the needs assessment results,	Uses little data to plan guidance curriculum.

Comprehensive Guidance Needs Assessment results, Student Outcomes Standards, and the school improvement plan.	Standards, and the school improvement plan.	Outcomes Standards or other competencies, or the school improvement plan.	Student Outcomes Standards or other competencies, or the school improvement plan.	
2.2 Utilizes a variety of guidance curriculum resources and works with classroom teachers when planning lessons.	Utilizes research-based guidance curriculum and collaborates with teachers to deliver classroom presentations.	Utilizes some researched-based guidance curriculum resources when planning for the classroom, and works with classroom teachers.	Utilizes guidance curriculum resources to deliver classroom presentations.	Not involved in the delivery of guidance curriculum classroom presentations.
2.3 Manages the classroom effectively when implementing guidance curriculum.	Establishes expectations, routines and procedures, and utilizes multiple positive behavioral support strategies to maximize learning when implementing guidance curriculum.	Uses multiple behavioral strategies to improve learning and keep students on task when implementing guidance curriculum.	Uses a few strategies, with teacher assistance, to improve learning for students when implementing guidance curriculum.	Is not aware of or does not use strategies to improve learning and keep students on task when implementing guidance curriculum.
2.4 Uses appropriate selection of teaching strategies, clear communication, effective questioning and discussion	Demonstrates use of multiple research-based strategies that have been proven effective at increasing student learning.	Demonstrates use of research-based strategies to involve students and increase learning.	Uses a lecture format to give students information, and conducts some discussion with the students.	Delivers some information on guidance curriculum with little discussion or student involvement.

techniques, and formative and summative assessment to engage all students.				
2.5 Conducts informational seminars for parents, guardians, and students to address the needs of the school community.	Regularly offers well publicized informational seminars to parents/guardians and students that are based on needs assessment data and evidence.	Offers and publicizes informational seminars to parents/guardians and students that are based on self-identified stakeholder needs.	Offers an informational seminar to stakeholders as needed and if requested.	Only offers informational seminars if required by supervisor.

Standard 3: *Plan for a College and Career Readiness Process*
The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary
3.1 Facilitates a process of career exploration that may include planning, monitoring, and managing individual education and career plans.	Facilitates career exploration and continually updates students' plans for college and career readiness, which reinforces the relationship between academic performance, post-secondary options, and the world of work.	Facilitates career exploration and updates students' plans for college and career readiness, which reinforces the relationship between academic performance, post-secondary options, and the world of work.	Facilitates career exploration and updates students' plans for college and career readiness.	Does little if any facilitation of students' career plans.

3.2 Assists in development of each student's academic achievement and career planning by providing Career and Technical Education (CTE) Pathways resources and training.	Provides all students, in collaboration with parents, information, training, and ongoing guidance activities, including CTE Pathways, that will prepare them for academic achievement, post-high school education and appropriate career planning.	Provides students with information, training, and ongoing guidance activities, including CTE Pathways, that will prepare them for academic achievement, post-high school education and appropriate career planning.	Provides students with information and guidance activities, including CTE Pathways, that will prepare him/her for academic achievement, post high school education and career planning.	Provides students with limited information and guidance activities, including CTE Pathways, that will prepare him/her for academic achievement, post-high school education and career planning.
3.3 Researches and provides current and accurate information regarding post-secondary and workforce options.	Researches and provides all students with current, accurate, and individualized information regarding post-secondary and workforce options using a variety of delivery methods.	Researches and provides students with current and accurate information regarding post-secondary and workforce options using appropriate delivery methods.	Provides students with current and accurate information regarding post-secondary options.	Provides students with outdated and/or inaccurate information regarding post-secondary options.
3.4 Assists students and parents/guardians in understanding and utilizing assessment data.	In grades 6-12, connections to individual education and occupation goals are clearly articulated and assessment data are used as an integral part of the Plan for College and Career Readiness process.	Makes assessment data available to parents/guardians, and students as an integral part of the Plan for College and Career Readiness process.	Makes assessment data available with minimal interpretation.	Makes assessment data available with little or no interpretation.
3.5	Provides leadership to inform students	Informs students and parents of	Informs students of graduation or exit-	Informs students of

Understands and utilizes graduation or exit-level requirements of the school, and provides information regarding credit recovery as needed.	and parents of graduation or exit-level requirements and credit recovery using multiple methods and strategies.	graduation or exit-level requirements and credit recovery options.	level requirements and credit recovery options if needed.	graduation or exit-level requirements as required.
3.6 Assists students in creating course plans to meet student goals and needs.	Meets with students several times a year in individual and group settings, to document student goals and needs and to present students with information that will help them make informed class choices.	Meets with students more than once a year in individual or group settings, to identify student goals, and to provide the students with information that will help them make informed class choices.	Meets with students once a year to discuss student goals and provide course planning information.	Meets with students to provide course planning information.

Standard 4: Responsive Services and Dropout Prevention

The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills, and implements programs for student support in dropout prevention.

Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary
4.1 Effectively counsels individual students and small groups of	Uses a programmatic system to collect data to identify student needs. Provides effective individual student	Uses school needs data to provide individual student and small group activities dealing	Relies primarily on a crisis response format to engage students in small group activities or	Uses few, if any, activities to address the immediate and ongoing needs of the students.

students with identified needs and concerns.	and small group activities to deal with ongoing student issues.	with ongoing student issues.	individual counseling.	
4.2 Appropriately consults with parents/ guardians, teachers, administrators, community resources, and other relevant stakeholders regarding student needs.	Collaborates with all appropriate stakeholders on the needs of the individual student.	Collaborates with some stakeholders on the needs of the individual student.	Communicates with parents and students on the needs of the individual student.	Has little communication with stakeholders.
4.3 Collaborates with others to develop, communicate, and maintain a crisis prevention/ youth protection response plan, and follows the response plan as needed.	Leads staff and stakeholder groups in developing, implementing and maintaining a crisis prevention/response plan, providing proper resources and training.	Exhibits an awareness and understanding of the district and school crisis prevention/ response plan and semantically follows the plan.	Is aware of some crisis prevention/ youth protection response protocols, and attempts to systematically respond to crises when needed.	Provides little leadership or understanding of crisis prevention and response.
4.4 Assists students in developing a plan for credit recovery or appropriate grade level interventions	Applies research-based best practice approaches, and collaborates with school support staff to assist students and their parents/ guardians in developing plans for	Works with school support staff to assist students with credit recovery plans and/or provide students with school-based interventions to	Develops plans for students to recover credit and/or provides opportunities for school-based interventions.	Completes credit recovery plans with little success and fails to provide students with appropriate grade-level interventions.

for student supports.	student credit recovery and/or providing school-based interventions.	support academic achievement.		
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Standard 5: Data-Driven Accountability and Program Evaluation

The professional school counselor collects and analyzes data to guide program direction and emphasis.

Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary
5.1 Uses data to make decisions regarding CCG program improvement and to close student achievement gaps.	Collects and analyzes multiple sources of data and consults with advisory committee, administrators, and counseling team on implementing necessary improvements to the program in coordination to the school improvement plan.	Collects and analyzes multiple sources of data and consults with the counseling team and administration on implementing improvements to the CCG program in coordination with the school improvement plan.	Collects and analyzes data and consults with the counseling team to determine program effectiveness.	Uses minimal data in making decisions regarding counseling program improvement.
5.2 Utilizes formal Needs Assessments for CCG program management.	Makes data-driven decisions based on the analysis of the CCGP Needs Assessment and shares the results with stakeholders to determine future program goals.	Makes data-driven decisions based on the analysis of the CCGP Needs Assessment.	Has limited use of Needs Assessment data for school CCG program management.	Does not utilize current Needs Assessment data for CCG program management.
5.3 Analyzes school and school	Utilizes multiple sources of data collection to link student outcomes to	Utilizes multiple sources of data collection to link student outcomes	Uses a single source of data to link student outcomes to	Uses data minimally to show a link between student

counseling program data to determine how students are different as a result of the school counseling program.	counseling program efforts and shares these data with administration, advisory committee, stakeholders, and the community.	to counseling program efforts.	counseling program efforts.	outcomes and the counseling program.
5.4 Uses data to show the impact of the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for all students.	Uses data to show the impact of the counseling program and the counselor's contribution on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for students in the school and in the district.	Uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for most student populations.	Uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for some student populations.	There is little or no evidence that the counselor uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and no analysis of school counseling program assessments to guide future action and improve future results for student populations.
<p>Standard 6: Program Management and System Support</p> <p>The professional school counselor is involved in management activities that establish, maintain and enhance the total school counseling program.</p>				
Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary

6.1 Implements and evaluates a comprehensive school counseling program.	Completes a yearly program audit, reviews the results of the audit with the advisory committee and other stakeholders, and elicits and implements recommendations for changes in the following year.	Completes a yearly program audit of the implemented comprehensive school counseling program and shares the results with stakeholders.	Provides evidence that the comprehensive school counseling program is improving and under development.	Has not implemented a comprehensive school counseling program, or has little evidence that such a program is successful.
6.2 Promotes the guidance program's philosophy, priorities, and practices to staff, parents, and community.	Promotes the guidance program to all stakeholders using a variety of methods and strategies.	Promotes the guidance program and all of its benefits and practices to all stakeholders.	Promotes the guidance program to some stakeholders as needed.	Does little to promote the guidance program to stakeholders.
6.3 Serves on both building-level and district-level committees, as appropriate.	Provides collaborative leadership in committees, is highly engaged in setting the direction of committee purposes and objectives, and consistently follows through on implementation of committee plans.	Consistently contributes and collaborates with building- and district-level committee members, and seeks out opportunities to be involved.	Regularly attends committees when opportunities are presented.	Rarely participates in committees.

Standard 7: Professional and Ethical Behavior

The professional school counselor demonstrates the highest standard of legal, moral and ethical conduct, as delineated in Utah State Board Rule R277-515.

Performance Expectations: The Professional School Counselor	Highly Effective	Effective	Emerging Effective	Rudimentary
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7.1 Knows and adheres to federal and state law, district policies, and professional standards.	Models consistent alignment of professional practices with federal and state law, district policy, and professional and ethical standards for school counselors and holds others to the same.	Models consistent alignment of professional practices with federal and state law, district policy, and professional and ethical standards for school counselors.	Follows federal and state law, district policy, and professional standards.	Inconsistently follows federal and state law, district policy and professional standards.
7.2 Maintains confidentiality as appropriate in behalf of student needs and in accordance with FERPA and PPRA.	Models consistent application of confidentiality standards and adherence to FERPA/PPRA, and leads others to do the same in this practice.	Applies knowledge of confidentiality standards and FERPA/PPRA.	Can explain confidentiality standards and FERPA/PPRA.	Does not demonstrate awareness of confidentiality standards and FERPA/PPRA.
7.3 Uses available technology in a manner that maintains confidentiality.	Understands the vulnerability of confidentiality in electronic communications and addresses critical and sensitive information personally.	Recognizes the vulnerability of confidentiality in electronic communications and maintains confidentiality.	Is becoming aware of the vulnerability of confidentiality in electronic communications.	Has no procedure in place to handle information sent electronically.
7.4 Promotes cultural diversity and inclusiveness in both school policy and interpersonal relationships.	Advocates for the success of all students by promoting cultural diversity, equity, and inclusiveness in school policy and shares data to challenge assumptions of academic stereotyping.	Promotes the success of all students by promoting cultural diversity, equity, and inclusiveness in all situations.	Believes in the need for cultural diversity and inclusiveness.	Does little to apply actions for the inclusion of underserved and diverse populations.
7.5 Systematically manages times	Provides multiple formal and informal options for counselor	Provides options for counselor contact regarding	Provides an option for counselor contact	Is not available in a timely manner most of the time.

to be available to students and parents in a professional manner.	contact regarding social, emotional, behavioral, and educational support, and communicates these options while responding in a timely manner to phone and e-mail contacts.	social, emotional, behavioral, and educational support, and is professionally responsive in a timely manner to phone and e-mail contacts.	regarding social, emotional, behavioral, and educational support.	
7.6 Effectively deals with conflict in a constructive manner.	Models and teaches principles of effective communication and conflict resolution.	Models principles of effective communication and conflict resolution.	Develops knowledge of principles of effective communication when dealing with conflict.	Exhibits poor communication and lacks effective conflict resolution skills.
7.7 Participates in USOE school counseling educational professional development.	Participates in a variety of CCGP-related professional development activities and adapts professional practice based on current evidence-based research findings.	Participates in a variety of CCGP-related professional development activities and applies knowledge and skills from the activities.	Participates in CCGP-related professional development activities.	Provides little or no evidence of CCGP-related professional development.

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Utah Effective School Counselor Rubric Development Group

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School Counselor
Alpine School District

Holly Todd
School Counselor
Wasatch School District
Utah School Counselor
Association

Cathy Hansen
School Counselor
Utah County Academy of
Science

CCGP Metro Leadership Team

School Counselors and SLOs

