

**The Connecticut Common Core of Teaching (CCT)  
Rubric for Effective Service Delivery 2014**

**Evidence Guide  
Illustrative Examples of School Counselor**

*Sample evidence of teacher practice developed by Connecticut educators*



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

**Connecticut State Department of Education**

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# Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014  
and the CCT Rubric for Effective Service Delivery 2014*

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**T**he *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*<sup>1</sup> are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

### Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

### How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

**Please note, Connecticut Evidence Guides:**

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at [claudine.primack@ct.gov](mailto:claudine.primack@ct.gov). For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at [kim.wachtelhausen@ct.gov](mailto:kim.wachtelhausen@ct.gov).

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

**Indicator 1a: Promoting a positive learning environment that is respectful and equitable**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Rapport and positive social interactions</b>	Interactions between service provider and students are negative or disrespectful and/ or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: American School Counselor Association (ASCA) Ethical Standards-A-1a</b>			
	<p><b>School counselor does not treat students with dignity or respect as unique individuals.</b></p> <p>A student presents a concern to the school counselor and the counselor rolls his eyes and dismisses the student.</p>	<p><b>School counselor does not consistently treat students with dignity and respect as unique individuals.</b></p> <p>The school counselor only responds to some students while others are overlooked in a group session and ignores the contributions of others.</p>	<p><b>School counselor consistently treats students with dignity and respect as unique individuals.</b></p> <p>The school counselor says, "I hear you saying that you are upset with your teacher. This seems really important to you. Let me see if I understand what you mean."</p>	<p><b>Students consistently treat each other with dignity and respect as unique individuals without school counselor prompting.</b></p> <p>A student validates another student's idea, feeling or statement. A student says, "That is a great idea Jasmine. How did you think of that?"</p>
	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2 SS #5</b>			
<p><b>Does not promote positive and supportive relationships among students.</b></p> <p>During a classroom lesson, the school counselor hears a student making inappropriate comments to a peer and does not intervene.</p>	<p><b>Does not consistently promote positive and supportive relationships among students.</b></p> <p>The school counselor is presented with similar problems from two separate groups of students. She works only with the first group because they are "good kids."</p>	<p><b>Consistently promotes positive and supportive relationships among students.</b></p> <p>During a developmental guidance lesson, the counselor observes one student teasing another. The counselor facilitates a discussion on how to treat others with respect.</p>	<p><b>Students promote positive and supportive relationships with other students.</b></p> <p>During a lesson, a student hears a peer make an inappropriate comment about another student and challenges the peer's comment.</p>	

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/ or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	Students begin disrespecting each other during peer mediation. The school counselor allows the behavior to continue and the mediation is ended because the students cannot communicate without tempers flaring.	Students begin disrespecting each other during peer mediation. The school counselor says, "Maribel, those words are hurtful to Susan. Can you tell Susan how you feel using 'I' statements? You know she doesn't mean it, it's just Susan being Susan."	During peer mediation, students begin disrespecting each other and the counselor says, "Girls, those words are hurtful. Let's both try to use 'I' statements to let each other know how you are feeling. Maribel, why don't you try first, and then Susan can give it a shot."	Students use "I" statements without prompting to express their feelings to a peer.

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Respect for student diversity</b>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Ethical Standards A.1c</b>			
	<p><b>School counselor does not respect students' values, beliefs and cultural background and imposes the school counselor's personal values on students or families.</b></p> <p>During a planning meeting with a family who has recently emigrated from another country, the daughter discloses that she would like to go to college. The father says he will not allow her to do that because she is needed at home. The counselor says, "This is America, girls do go to college here."</p>	<p><b>School counselor inconsistently respects students' values, beliefs and cultural background and imposes the school counselor's personal values on students or families.</b></p> <p>The school counselor uses insensitive language regarding a student's disability but does use person first language. The counselor says in a PPT, "Lee is a student who is a cripple, and is fully participating in his adaptive wellness class."</p>	<p><b>School counselor respects students' values, beliefs and cultural background and does not impose the school counselor's personal values on students or families.</b></p> <p>During a lesson on healthy relationships, the counselor uses inclusive examples that reflect partnerships with all gender identities.</p>	<p><b>Students respect peers' values, beliefs and cultural background and do not impose their personal values on other students or families.</b></p> <p>During a small group in elementary school, a student discloses that she has two mommies. Another student says, "Cool!"</p>
	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2 SS #9</b>			
<p><b>School counselor does not promote student to student empathy.</b></p> <p>A student teases another student and the counselor chuckles and says, "That's a good one!"</p>	<p><b>School counselor inconsistently promotes student to student empathy.</b></p> <p>At the beginning of a lesson, the school counselor addresses teasing between students. As the lesson progresses, it continues to happen and the school counselor ignores it.</p>	<p><b>School counselor promotes student to student empathy.</b></p> <p>At the point where the teasing continues, the counselor begins a class discussion on empathy and respect. The counselor follows up with both students after class.</p>	<p><b>Students are empathic toward one another.</b></p> <p>A student uses an "I" statement and says, "I thought you were my friend, I am disappointed you said that about me." The peer apologizes.</p>	

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Environment supportive of intellectual risk-taking</b>	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the service provider or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Ethical Standards A.1.b</b>			
	<p><b>School counselor is not concerned with the educational, academic, career, personal and social needs and fails to encourage the maximum development of every student.</b></p> <p>A Grade 12 student tells the counselor he wants to drop French IV because he doesn't need it to graduate and he wants to leave early. The counselor drops the class.</p>	<p><b>School counselor is somewhat concerned with the educational, academic, career, personal and social needs and sometimes encourages the maximum development of every student.</b></p> <p>A Grade 12 student tells the counselor he wants to drop French IV because he doesn't need it to graduate and he wants to leave early. The counselor says, "What will your colleges think? Get a note from home and I will drop the class."</p>	<p><b>School counselor is concerned with the educational, academic, career, personal and social needs and does encourages the maximum development of every student.</b></p> <p>A Grade 12 student tells the counselor he wants to drop French IV because he doesn't need it for graduation and he wants to leave early. The counselor schedules a meeting with the student and parent. She asks the student to look up the admission requirements for the colleges where he wishes to apply. The counselor asks the student to consider how he could use the free time to enhance other learning and to bring that information to the meeting. The counselor tells the student she will not consider dropping the class until after the meeting when an informed decision can be made.</p>	<p><b>Students can express their educational, academic, career, personal and social needs to maximize their development.</b></p> <p>The student independently researches and presents information to the counselor on how dropping a class will affect his college admissions and how he can use the additional time to enhance his education.</p>

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	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 1 Mindset Standards #1</b>			
	<p><i>School counselor does not encourage the development of students' self confidence in their ability to succeed.</i></p> <p>While meeting with a student for individual planning, a student says she is struggling with math and that she is never going to pass the class. The counselor dismisses the comment and tells her to just try harder.</p>	<p><i>School counselor does not consistently encourage the development of students' self confidence in their ability to succeed.</i></p> <p>A counselor develops an intervention with a student to help her develop better study skills. The counselor fails to follow up with the student to monitor progress.</p>	<p><i>School counselor encourages the development of students' self confidence in their ability to succeed.</i></p> <p>A school counselor implements an intervention to help a student develop better study skills based on past success. The counselor says, "Last year you had good grades in math. What were you doing to study when things were going well?" The counselor and the student schedule a meeting in one week to check on progress.</p>	<p><i>Students encourage each other to support the development of self confidence in their ability to succeed.</i></p> <p>A student offers to be a study buddy for a peer who is struggling in math.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Ethical Standards A. 1.e</b>			
	<p><b>School counselor does not promote the welfare of individual students and does not collaborate with them to develop an action plan for success.</b></p> <p>During a middle school advisory activity on career exploration, a student shares that she would like to learn more about being a veterinarian. The school counselor says, "It's nice that you have an interest" and moves on with the activity.</p>	<p><b>School counselor inconsistently promotes the welfare of individual students and sometimes collaborates with them to develop an action plan for success.</b></p> <p>A school counselor tells students there are resources to help them look up more information on careers such as veterinary medicine. He mentions Naviance, the Occupational Outlook Handbook, and the career center at school. He tells them to make an appointment if they would like to look at the resources together.</p>	<p><b>School counselor does not promote the welfare of individual students and does not collaborate with them to develop an action plan for success.</b></p> <p>A school counselor shows the advisory group how to access Naviance as a way to explore careers and uses the example of veterinary medicine. He asks the students to come up and help navigate the website to demonstrate the type of information students can find. They spend time discussing the types of courses and experiences a student would need to become a veterinarian based on the information they looked up.</p>	<p><b>Students promote the welfare of other students and collaborate with others to develop an action plan for success.</b></p> <p>Students are able to help one another access the career exploration resources.</p>

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<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
	<b>Reference: ASCA school counselor Competencies 1.C.1</b>			
	<p><b><i>The school counselor does not establish expectations for every student's learning and success.</i></b></p> <p>The school counselor does not teach developmental guidance lessons.</p> <p>The school counselor does not help students set goals for postsecondary options.</p>	<p><b><i>The school counselor establishes expectations for some student's learning and success.</i></b></p> <p>The school counselor teaches a developmental guidance lesson on individual learning styles and strategies to help improve grades. The counselor says, "Since the majority of people are visual learners, we will talk about those strategies."</p> <p>The school counselor only assists AP students with setting goals for postsecondary options focusing on college.</p>	<p><b><i>The school counselor established expectations for every student's learning and success.</i></b></p> <p>The school counselor teaches a developmental guidance lesson on individual learning styles and strategies to help improve grades. The counselor includes information about all four learning styles and the lesson is differentiated to accommodate each style.</p> <p>The school counselor works with every student on her caseload to help each explore a variety of postsecondary options and set goals based on individual interests.</p>	<p><b><i>Students establish expectations for their own learning and success.</i></b></p> <p>Students know their learning style and can use specific strategies to improve achievement.</p> <p>Students know how to navigate the postsecondary process and set personal goals accordingly. A student says, "I need to make sure I have art in my schedule. I would like to be an architect and according to the college website, I will need a portfolio for admission to the program."</p>

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<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2, LS #7</b>				
	<p><b><i>The school counselor does not encourage every student to actively engage in challenging coursework.</i></b></p> <p>The school counselor is presenting to a class about registering for upcoming course selection. The counselor does not address the importance of rigor and tells students that if they don't like the teacher recommendation, they can just bring in a note from home so they can take what they want.</p>	<p><b><i>The school counselor encourages some students to actively engage in challenging coursework.</i></b></p> <p>The school counselor tells the AP English class that it's important to continue to take advanced course work to prepare them for college. He tells the students in a general class to take what they are comfortable with so that they can meet graduation requirements.</p>	<p><b><i>The school counselor does not encourage every student to actively engage in challenging coursework.</i></b></p> <p>The school counselor tailors his discussion to the needs of the students in the class. He addresses the importance of rigor and explains how pushing themselves to take challenging course work is not only important for students who are planning to go to college, but also for students preparing for other postsecondary options and gives examples.</p>	<p><b><i>Students actively engage in challenging coursework.</i></b></p> <p>Students enroll in challenging course work and can make the connection between the level of rigor and the demands of their individual post-secondary plans.</p>
	<p><b><i>School counselor offers little or no opportunities for students to reflect on their own growth or performance.</i></b></p> <p>A school counselor schedules an individual planning and says, "You are passing all of your classes but you have a C in language arts. You are at proficient in all areas of the Smarter Balanced Assessment."</p>	<p><b><i>School counselor offers inconsistent opportunities for students to reflect on their own growth or performance.</i></b></p> <p>At an individual planning, the counselor says, "You are proficient in all areas of the Smarter Balanced Assessment. You are passing all of your classes, but you have a C in language arts. That concerns me. Can you tell me about that?"</p>	<p><b><i>School counselor promotes a growth-focused environment.</i></b></p> <p>At an individual planning, the counselor says, "Here are your test scores and your report card, let's take a look at them together. Can you tell me how you are doing? What are you most proud of and what areas do you see as concerns?"</p>	<p><b><i>Students establish and monitor their own growth-focused goals.</i></b></p> <p>At an individual planning the student says, "I am not happy with my grade in language arts. I always seem to get a low score on reading comprehension. I would like to improve by one letter grade by next marking period."</p>

# 1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

*Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::*

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Communicating, reinforcing and maintaining appropriate standards of behavior</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time.</p>
<b>SAMPLE EVIDENCE</b>				
<b>Reference: ASCA school counselor Competencies I-A-9</b>				
	<p><b>School counselor does not provide the continuum of behavioral health services, including prevention and intervention strategies to enhance student success.</b></p> <p>A school counselor says, "Jovan, you have been late five days this week, I don't think you care about school or you would be here on time."</p>	<p><b>School counselor inconsistently provides the continuum of behavioral health services, including prevention and intervention strategies to enhance student success.</b></p> <p>A school counselor says, "Jovan, you have been late five days this week. I am going to refer you to the PBIS team for intervention."</p>	<p><b>School counselor provides the continuum of behavioral health services, including prevention and intervention strategies to enhance student success.</b></p> <p>A school counselor says, "Jovan, you have been late five days this week. Can you tell me what it is like for you at home in the morning? We can work on a plan together and share it with your parents to make sure you get here on time. We will try the plan for two weeks. If there is no improvement we can get help from the PBIS team"</p>	<p><b>Students access and utilize prevention and intervention services and strategies to enhance their success.</b></p> <p>Jovan is able to get to school on time using the intervention plan strategies.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time.
	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2SMS #7</b>			
	<p><b><i>School counselor does not encourage students to use self-discipline and to use self-control.</i></b></p> <p>A school counselor presents a case study during clinical supervision about work he is doing with a student who keeps leaving class without permission. The counselor says, "I keep telling him to talk to the teacher and the problem will go away."</p>	<p><b><i>School counselor inconsistently encourages students to use self-discipline and to use self-control.</i></b></p> <p>During the case study, the school counselor says, "I told the student he keeps getting into trouble because of his behavior and that he should just ask the teacher for permission to leave, at least when he needs to go to the office."</p>	<p><b><i>School counselor encourages students to use self-discipline and to use self-control.</i></b></p> <p>During the case study, the school counselor says, "We have been talking about why the student feels it's okay for him to get up and leave during class. He has identified that he gets anxious when he doesn't understand the concept being presented and is embarrassed to ask a question. He is afraid his peers will think he is dumb. We are working on developing a plan with the teacher to help make sure he has a way to let the teacher know when he is struggling and how to get help."</p>	<p><b><i>Students use self-discipline and exhibit self-control.</i></b></p> <p>The school counselor says, "The student is leaving because he was feeling anxious in class. He told me that he worked out a plan with his teacher to let her know when he is struggling."</p> <p>The student says, "I just have to raise my hand and give the teacher a nod. She lets me go into the hall for a minute to calm down and then we plan to meet during my study hall so I can get extra help."</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time.
	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2 SMS #2</b>			
	<p><b><i>The school counselor does not assist students in managing transitions and in adapting to changing situations and responsibilities</i></b></p> <p>A school counselor is asked to talk with first-grade classes about personal safety and etiquette while walking in the hallways. He says, "You are just supposed to be quiet and walk in a line." No explanation is given.</p>	<p><b><i>The school counselor assists some students to manage transitions and adapt to changing situations and responsibilities</i></b></p> <p>A school counselor meets with some of the first-grade classes. He delivers a lesson on how to be safe in the hallways and where to get help if they are lost or need assistance.</p>	<p><b><i>The school counselor assists students to manage transitions and adapt to changing situations and responsibilities</i></b></p> <p>A school counselor meets with all the first-grade classes to deliver a lesson on how to be safe in the hallways. They practice lining up and walking in the halls. The counselor takes them to various places where they can get assistance such as the school counseling office and the nurse's office.</p>	<p><b><i>Students manage transitions and adapt to changing situations and responsibilities</i></b></p> <p>As a result of the lesson on safety, first-grade students can navigate the school safely, without fear and without disrupting the educational process. They know where to go for assistance.</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time.
	<b>Reference: ASCA school counselor Competencies I-B-5a</b>			
	<p><i>School counselor does not develop a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process.</i></p> <p>The school counselor becomes flustered when confronted with change and/or does not know how to help students work through change.</p>	<p><i>School counselor develops an ineffective plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process.</i></p> <p>The school counselor works with a student who is grieving the loss of her mother. She tells the student to write a letter to her deceased mother. She says, "Once you get it on paper you will feel much better. Let me know how it goes."</p>	<p><i>School counselor develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process.</i></p> <p>The school counselor works with the grieving student to put supports in place to help her work through her grief. With the permission of the family, she notifies the student's teachers of the situation. The counselor and the student develop a plan to help her make it through the school day. With the permission of her father, the counselor makes a referral to an outside agency for grief counseling. The counselor follows up with the student as needed.</p>	<p><i>Students independently seek out assistance to develop a plan to deal with their own personal (emotional and cognitive) and institutional resistance impeding the change process.</i></p> <p>The student seeks out the counselor for a referral to an outside agency for long-term grief counseling. She has a plan to help herself stay focused in school and asks for help with the implementation.</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time.
	The school counselor is unaware of changes going on in the school, such as a new bell schedule, or a new policy/procedure.	The school counselor is aware there will be a new bell schedule but does little to learn about the details or prepare to help students understand the change.	The school counselor learns about the change to the bell schedule and creates a sample student schedule to help students understand the rationale. He makes arrangements to meet with classes to notify students and explain the change. He learns the reasoning behind the change and prepares a meeting for parents and students. He invites the principal and superintendent to come to the meeting to talk to parents. He makes himself available on the first day of the new schedule to deal with any challenges/concerns arising from the change in bell schedule.	Students and families are made aware of the bell schedule change and the various avenues where they can seek out information. Students are familiar with the new bell schedule when the change occurs and see the school counselor for assistance if needed.

# 1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Promoting social competence and responsible behavior</b>  <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Ethical Standards D.1.a</b>			
	<b><i>The school counselor does not support or protect students' best interest against any infringement of their educational program.</i></b>  In individual planning, a student indicates that the teacher dislikes her and she is not going to do the work to spite him. The counselor says, "Mr. Jones doesn't hate you." The counselor does not address the work completion.	<b><i>The school counselor inconsistently supports and protects students' best interest against any infringement of their educational program.</i></b>  The school counselor says, "Mr. Jones doesn't dislike you, he just has high expectations. Just turn in the work."	<b><i>The school counselor supports and protects students' best interest against any infringement of their educational program.</i></b>  The school counselor says, "Can you tell me why you think Mr. Jones dislikes you? Why don't we meet with Mr. Jones together to work this out? I am concerned that you are willing to sacrifice your own success because of your perception."	<b><i>Students support and protect their best interest against any infringement of their educational program.</i></b>  After meeting with Mr. Jones, the student says, "I understand now that Mr. Jones has high expectations for me because he knows I can do better. Can you help me make a schedule to get my missing work finished? I want to pass this class."

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Promoting social competence and responsible behavior</b>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2 SS #1</b>			
	<p><i>The school counselor does not assist students in developing ethical decision making and social responsibility skills.</i></p> <p>At the first group meeting, no norms or group rules are established or enforced.</p> <p>The school counselor lectures in developmental guidance or facilitates all activities during groups.</p>	<p><i>The school counselor ineffectively assists students in developing ethical decision making and social responsibility skills.</i></p> <p>At the first group meeting, the school counselor posts a list of group rules that he has created.</p> <p>The school counselor allows some students to lead the discussion or facilitate an activity during a developmental guidance lesson or group.</p>	<p><i>The school counselor assists students in developing ethical decision making and social responsibility skills.</i></p> <p>At the first group meeting, the school counselor guides the students in developing a list of group norms they can agree on. He posts the rules and refers to them regularly throughout the group.</p> <p>The school counselor asks students to each be prepared to facilitate an activity or lead a topic of discussion during group. She provides topics and examples from which the students can choose.</p>	<p><i>Students practice ethical decision making and social responsibility skills.</i></p> <p>Students refer to the group norms during the group sessions and politely remind each other of them as needed.</p> <p>Students facilitate a group activity or lead a discussion.</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Promoting social competence and responsible behavior</b>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
	<b>Reference: ASCA school counselor Competencies III-B-3</b>			
	<p><i>The school counselor does not assess or collect relevant data, including process, perception and outcome data to improve student behavior and achievement.</i></p> <p>A school counselor thinks that there is a problem with students leaving early from school. He creates a program to address the concern schoolwide. He fails to collect benchmark data or outcome data. He says, "The program went really well because the kids really paid attention while I was talking to them."</p>	<p><i>The school counselor inconsistently assesses or collects relevant data, including process, perception and outcome data to improve student behavior and achievement.</i></p> <p>A school counselor collects outcome data for the remainder of the week following the program. He says, "This program was a success; it seems like fewer kids are leaving early."</p>	<p><i>The school counselor assesses or collects relevant data, including process, perception and outcome data to improve student behavior and achievement.</i></p> <p>A school counselor looks at the schedules of the students leaving early and the discipline log to see if they were cutting or going to other programs. He identifies a group of 15 students who are leaving early regularly without cause.</p>	<p><i>Interventions are put into place for students based on data to improve behavior and achievement.</i></p> <p>A school counselor implements targeted intervention with the identified students leaving early and follows up weekly for one month. His outcome data shows a decrease in the behavior. He says, "This program is having a positive impact in that 10 out of 15 students have ceased leaving school grounds without cause."</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to prior needs of students</b>	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA school counselor Competencies III-B-5</b>			
	<p><b>School counselor does not develop calendars/plans to ensure effective implementation of the school counseling program.</b></p> <p>A school counselor teaches a lesson but has not planned in advance to assure time, space and student availability. As a result, there is a room conflict.</p>	<p><b>School counselor sometimes develops calendars/plans to ensure the effective implementation of the school counseling program.</b></p> <p>A school counselor plans to teach a lesson on a college search that requires the use of computers. The counselor arranges for a room and schedules the students in advance, but fails to make arrangements for computer carts. As a result, the students are sitting in the room but the lesson cannot be delivered because the computers are all signed out.</p>	<p><b>School counselor develops calendars/plans to ensure the effective implementation of the school counseling program.</b></p> <p>A school counselor plans to teach a lesson. Students, teachers and administrators are notified. The lessons are on the calendar and all arrangements for rooms, technology, and student availability are made in advance. As a result, the lesson is delivered as planned with no loss of instructional time.</p>	<p><b>Students are able to access the school counseling program services easily and readily.</b></p> <p>Developmental guidance lessons are on the student's schedule and they know when and where to go for the lesson. They arrive on time ready to work.</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to prior needs of students</b>	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
	<b><i>The school counselor does not demonstrate time management skills including scheduling, publicizing and prioritizing time and task.</i></b>	<b><i>The school counselor inconsistently demonstrates time management skills including scheduling, publicizing and prioritizing time and task.</i></b>	<b><i>The school counselor demonstrates time management skills including scheduling, publicizing and prioritizing time and task.</i></b>	<b><i>Students demonstrate time management skills including scheduling, publicizing and prioritizing time and task.</i></b>
	A school counselor plans a parent workshop on Internet safety but fails to publicize the event in advance. As a result, attendance is minimal and parents complain to the principal about the lack of notice	The counseling curriculum requires that pre- and post-tests are administered at the start and completion of a series of lessons on career exploration. The counselor administers the pre-test as part of the first lesson, but loses track of time during the last lesson and fails to administer the post-test to some of her sections.	A counselor is scheduled to deliver a developmental guidance lesson but is running late due to participation in a long PPT. The counselor excuses herself from the PPT when appropriate, makes arrangements for temporary coverage and is able to prioritize the material in the lesson so that all the salient points are addressed. The students do not miss out on content due to the late start.	Students can easily and readily access counseling services as scheduled and as needed.

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to prior needs of students</b>	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
	<b>Reference: ASCA school counselor Competencies III-B-5b</b>			
	<p><b><i>The school counselor does not assist students in using time management, organizational and study skills.</i></b></p> <p>A school counselor is told that a group of students on his caseload is struggling with turning in assignments. The counselor decides that it's the teacher's problem and does nothing to follow up with the students.</p>	<p><b><i>The school counselor assists some students in using time management, organizational and study skills.</i></b></p> <p>A school counselor is told that a group of students on his caseload is struggling with turning in their assignments. He calls some of the students to his office and tells them to better manage their time and turn in their assignments.</p>	<p><b><i>The school counselor assists students in using time management, organizational and study skills.</i></b></p> <p>A school counselor is told that a group of students on his caseload is struggling with time management. The counselor plans a small group for the identified students that address time management skills. He collects data on the homework completion and assignments turned in to determine student progress and group effectiveness.</p>	<p><b><i>Students assist other students in using time management, organizational and study skills.</i></b></p> <p>Students are independently able to use a day runner or other method to schedule their time and assure all work gets completed as a result of participation in the group.</p>

**1: LEARNING ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by::

**Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to prior needs of students</b>	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
<b>Reference: ASCA Standards Category 2 LS #3</b>				
	<p><b><i>School counselors are unable to manage changes in the schedule and have insufficient communication with students.</i></b></p> <p>A crisis arises and the school counselor will be unable to meet with a family for a scheduled individual planning. The school counselor does not make arrangements to contact the student and her parents or inform other school personnel that she will be out of her office and unavailable.</p>	<p><b><i>School counselors are able to manage changes in the schedule and communicate minimally about the changes with students.</i></b></p> <p>A crisis arises and the school counselor notifies school personnel that she will be unavailable for a scheduled individual planning. The counselor leaves a note for the student on her office door.</p>	<p><b><i>School counselors are able to manage changes in the schedule and communicate effectively about the changes with students.</i></b></p> <p>A crisis occurs and the school counselor makes arrangements for other school personnel to contact the student and family right away. The counselor wants to let the student and family know that she will be unavailable and will call to reschedule their appointment.</p>	<p><b><i>School counselors are able to manage changes in the schedule independently.</i></b></p> <p>A crisis occurs and the school counselor makes arrangements for an intern or other counselor to cover the planning. The counselor asks other school personnel to contact the student and family right away to let them know she will be unavailable at the time of their appointment. The counselor offers the opportunity to meet at the scheduled time with an intern, with later follow up from the counselor. The counselor calls the family when the crisis is over to touch base.</p>

**2: PLANNING FOR ACTIVE LEARNING**

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of prevention/intervention that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention plan is aligned with standards</b>	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, anchor standards and/or discipline specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, anchor standards and/or discipline specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: American School Counselor Association (ASCA) Ethical Standards:A.3.a</b>			
	<p><b>School counselor plans prevention/intervention supports that are not aligned to the comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop social/emotional, academic and career goals.</b></p> <p>The school counselor designs a lesson plan on goal setting but does not identify or address the state or national standards when presenting the lesson to students.</p>	<p><b>School counselor plans prevention/intervention supports that are partially aligned to the comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop social/emotional, academic and career goals.</b></p> <p>The school counselor designs a lesson plan that is partially aligned to the state or national school counseling standards.</p>	<p><b>School counselor plans prevention/intervention supports that are aligned to comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop social/emotional, academic and career goals.</b></p> <p>The school counselor designs a lesson plan on goal setting, which is aligned to the state or national standards. The standards are quoted and the lesson plan follows the ASCA National Model.</p>	<p><b>School counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning and system support and is aligned to the state and national model.</b></p> <p>The school counselor continually uses data to evaluate programming and align the program with best practices, as outlined by the ASCA.</p> <p><b>Artifacts:</b> guidance lessons aligned with CT and ASCA standards; master calendar; annual school counseling program goals; closing-the-gap action plans; guidance curriculum action plans</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention plan is aligned with standards</b>	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, anchor standards and/or discipline specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, anchor standards and/or discipline specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
	<b>Reference: School Counselor Competencies: I-A-9</b>			
	<p><i>School counselor plans a continuum of mental health services that does not address the needs of students including prevention and intervention strategies that do not enhance student success based on School Counseling national standards.</i></p> <p>The school counselor enjoys running groups for children from divorced parents but does not collect needs assessment data to plan interventions.</p>	<p><i>School counselor plans a limited continuum of mental health services, including prevention and intervention strategies to enhance student success based on School Counseling national standards.</i></p> <p>The school counselor randomly collects data to assess the needs of students. The counselor does not have the skill set to develop and plan for interventions based on assessments.</p>	<p><i>School counselor plans a continuum of mental health services, including prevention and intervention strategies to enhance student success based on School Counseling national standards.</i></p> <p>The school counselor collects, analyzes and uses data to inform decision-making and planning on what types of intervention strategies or modifications to the intervention are needed to address equity and access concerns.</p>	<p><i>School counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning and system support and is aligned to the state and national model that addresses social emotional learning.</i></p> <p>The school counselor seeks, shares and uses data to inform planning and delivery of services. The school counselor uses the data to inform decision-making and progress.</p> <p>The counselor strategically selects from a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.</p> <p><b>Artifacts:</b> curriculum action plans; closing-the-gap action plans; school and student data</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Prevention/Intervention rests on research based practice, student need and appropriate level of challenge</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not plan prevention/ intervention using evidence-based practice, student need or appropriate level of challenge.</p>	<p>Partially plans prevention/ intervention using evidence-based practice, student need and appropriate level of challenge.</p>	<p>Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.</p>	<p>Plans to challenge students to extend their learning to make connections to the school setting and larger world.</p>
<b>SAMPLE EVIDENCE</b>				
<b>Reference: ASCA School Counselor Competencies:V-B-1</b>				
	<p><b><i>School counselor does not analyze data from school data profile and results reports to evaluate student outcomes and program effectiveness or determine program needs and plan prevention/intervention using research-based practices.</i></b></p> <p>The school counselor has no approach to individual or group lesson planning, or has one that only reaches some of the students. The counselor does not use data and assessments when planning to meet the needs of the student population.</p>	<p><b><i>School counselor inconsistently analyzes data from school data profile and results reports to evaluate student outcomes and does not measure program effectiveness to plan program needs for prevention/intervention using research-based practices.</i></b></p> <p>The school counselor creates plans with students but may not consistently leverage school- and student-level data accurately to tailor plans to student needs.</p>	<p><b><i>School counselor analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs to plan prevention/intervention using research-based practices.</i></b></p> <p>The school counselor uses school- and student-level data to identify needs and helps students plan for their future in academics, career and personal/social development.</p>	<p><b><i>School counselor plans prevention/intervention using research-based practices and connecting to real world.</i></b></p> <p>The school counselor uses school- and student-level data accurately to identify needs and creates differentiated plans with students that maximize opportunities available.</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Use of data to determine students' prior knowledge and to differentiate based on students' learning needs</b></p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.</p>	<p>Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/ intervention that advances the learning of students.</p>	<p>Plans for students to identify learning needs based on their own individual data to advance learning, growth and development.</p>
<b>SAMPLE EVIDENCE</b>				
<b>Reference: ASCA Ethical Standards: A.9.G</b>				
	<p><b><i>School counselor does not plan to assist students with developing academic, career and social/emotional skills to help them utilize reasoning, understand connections or make complex choices.</i></b></p> <p>The school counselor does not plan to take into account different abilities, cultural backgrounds, learning styles contexts, and language that have an impact on learning.</p>	<p><b><i>School counselor attempts to plan to assist students with developing academic, career and social/emotional skills by helping them utilize reasoning, understanding connections or make complex choices.</i></b></p> <p>The school counselor somewhat plans to take into account different abilities, cultural backgrounds, learning styles, contexts and language that have an impact on learning. May address all domains.</p>	<p><b><i>School counselor plans to assist all students with developing academic, career and social/emotional skills by helping them to utilize reasoning, understand connections or make complex choices.</i></b></p> <p>The school counselor consistently plans to take into account different abilities, cultural backgrounds, learning styles, contexts and language that have an impact on learning and designs program and services to address all three domains.</p>	<p><b><i>School counselor plans to assist all students with developing academic, career and social/emotional skills by helping them to utilize reasoning, understand connections or make complex choices. The school counselor plans to collaborate with other professionals to create quality partnerships that benefit student growth.</i></b></p> <p>The school counselor consistently takes into account different abilities, cultural backgrounds, learning styles contexts, and language that have an impact on learning and designs programs and services to address all three domains. Interventions are consistently monitored and adjusted when needed to help students thrive.</p> <p><b>Artifacts:</b> action and lesson planning; closing the gap; data are collected; analyzed and disseminated; program calendar</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Use of data to determine students' prior knowledge and to differentiate based on students' learning needs</b>	Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/ intervention that advances the learning of students.	Plans for students to identify learning needs based on their own individual data to advance learning, growth and development.
	<b>Reference: School Counselor Competencies:V-B-1</b>			
	<p><i>School counselor does not use academic, behavior and attendance data to plan appropriate programs for students.</i></p> <p>The school counselor does not analyze student performance and plan appropriate interventions to support each student's attainment of academic, social, emotional and behavioral goals.</p>	<p><i>School counselor attempts to use academic, behavior and attendance data to plan appropriate programs for students.</i></p> <p>The school counselor may analyze student performance and plan appropriate interventions to support each student's attainment of academic, social, emotional and behavioral goals.</p>	<p><i>School counselor uses academic, behavior and attendance data to plan appropriate programs for students.</i></p> <p>The school counselor analyzes student performance and plans appropriate interventions to support each student's attainment of academic, social, emotional and behavioral goals.</p>	<p><i>School counselor seeks out and collects academic, behavior and attendance data to plan and implement appropriate programs for students. School counselor shares this data with key stakeholders to facilitate a holistic program for students.</i></p> <p>The school counselor consistently creates a multitiered continuum of programs and services to support and measure students' academic, social, emotional, behavior and attendance goals.</p> <p><b>Artifacts:</b> Action and lesson planning; closing the gap; data are collected, analyzed and disseminated; program calendar</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Connection to school setting and larger world.</b>	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school settings and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school settings and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School counselor Competencies IV-B-2f</b>			
	<p><b>School counselor does not plan prevention/intervention that includes multiple opportunities for students to understand the relationship between academic performance, the world of work, family life and community service.</b></p> <p>The school counselor does not develop strategies and actions that contribute to the learning and productive behavior of all students at the school and within the larger world.</p>	<p><b>School counselor plans some prevention/intervention that includes multiple opportunities for students to understand the relationship between academic performance, the world of work, family life and community service.</b></p> <p>The school counselor may develop strategies and actions that contribute to the learning and productive behavior of all students at the school and within the larger world.</p>	<p><b>School counselor plans prevention/intervention that includes multiple opportunities for students to understand the relationship between academic performance, the world of work, family life and community service.</b></p> <p>The school counselor develops strategies and actions that contribute to the learning and productive behavior of all students at the school and within the larger world.</p>	<p><b>School counselor designs opportunities to allow students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.</b></p> <p>The school counselor, develops strategies and actions that contribute to the learning and productive behavior of all students at the school and within the larger world.</p> <p>The school counselor uses evidence-based, tiered interventions to plan, develop and facilitate the creation of new programs and services.</p> <p><b>Artifacts:</b> Action plan; career guidance lessons; SSP; individual plans as needed</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2b: Planning prevention/intervention to actively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Strategies, tasks and questions actively engage students</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Plans prevention/ intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
<b>SAMPLE EVIDENCE</b>				
<b>Reference: ASCA School Counselor Competencies IV-B-2b</b>				
	<b>School counselor helps students learn problem-solving techniques that incorporate critical thinking and other 21st century skills.</b>	<b>School counselor assists students in using problem solving, critical thinking and other 21st century skills to make healthy and responsible choices.</b>	<b>School counselor addresses issues that interfere with the students' ability to problem solve, think critically, and use other 21st century skills.</b>	<b>School counselor shares outcome and results data indicating students' acquisition of critical thinking, problem-solving, and other 21st century skills.</b>
	The school counselor plans a developmental guidance lesson that reviews what skills are 21st century skills and why they are important but does not plan for students to practice them.	The school counselor plans a lesson that focuses on identifying and practicing 21st century skills and plans to include a student-led discussion on how to apply these skills to be effective in the workplace.	The school counselor plans a lesson that uses scenarios that intentionally do not model the use of 21st century skills. Students will be asked to identify what 21st century skills would improve the interaction and why.	<b>Artifacts:</b> Guidance lesson; capstone; SSP; gap analysis; student reflections

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2b: Planning prevention/intervention to actively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions actively engage students</b>	Plans prevention/ intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
<b>Reference: ASCA Student Competencies Category 2 B Strategies #1</b>				
	<p><i>School counselor does not plan ongoing systemic activities to help students establish personal goals and develop a transition plan such as a Student Success Plan.</i></p> <p>The school counselor does not plan individual, small group and/or classroom lessons.</p>	<p><i>School counselor does plan some ongoing systemic activities to help students establish personal goals and develop a transition plan such as a Student Success Plan.</i></p> <p>The school counselor designs some classroom lessons, individual and group sessions for each grade or designs lessons for only some grades.</p>	<p><i>School counselor does plan ongoing systemic activities (including a tiered system) to help students establish personal goals and develop a transition plan such as a Student Success Plan.</i></p> <p>The school counselor regularly plans individual, small group and/or classroom lessons for students in all grades.</p>	<p><i>School counselor plans for students to independently apply and extend their learning.</i></p> <p>The school counselor plans a lesson on goal planning and how to independently use their electronic portfolio to track goal completion.</p> <p><b>Artifacts:</b> Guidance lesson; capstone; SSP; individual portfolios; gap analysis; student reflections</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2b: Planning prevention/intervention to actively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Resources and flexible groupings support active engagement and new learning</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not actively engage students or support their curiosity about the world at large.</p>	<p>Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.</p>	<p>Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources that actively engage students to extend new learning.</p>
<b>SAMPLE EVIDENCE</b>				
<b>Reference: ASCA School Counselor Competencies III-B-3e</b>				
	<p><b><i>School counselor does not collect and use data to identify gaps between and among individual students and groups providing resources for academic, career and social, emotional support and a connection to real world.</i></b></p> <p>The school counselor does not plan nor is there evidence for using multiple sources of data or disaggregating data regarding college-going rates and disproportionality by a student's family income level, racial/ethnic group and students with disabilities.</p>	<p><b><i>School counselor collects and uses some data to identify gaps between and among individual students and groups providing resources for academic, career and social emotional support and a connection to real world.</i></b></p> <p>The school counselor may design a partial plan or use one source of data regarding college-going rates and disproportionality by a student's family income level, racial/ethnic group and students with disabilities.</p>	<p><b><i>School counselor collects and uses data to identify gaps between and among individual students and groups and providing resources for academic, career and social emotional support and a connection to real world.</i></b></p> <p>After identifying, disaggregating and using multiple sources of data, the school counselor plans to promote a college-going culture for all students by implementing programs based on the student data and the needs of the school population.</p>	<p><b><i>School counselor ensures that students are able to locate and use resources for academic, career and social emotional support and a connection to real world.</i></b></p> <p>In ratios similar to the school demographics, students are inquiring and applying to colleges and universities.</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2b: Planning prevention/intervention to actively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Resources and flexible groupings support active engagement and new learning</b>	Selects or designs resources and/or groupings that do not actively engage students or support their curiosity about the world at large.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.
	<b>Reference: ASCA School Counselor Competencies III-B-3f</b>			
	<b><i>School counselor selects resources that do not engage students or support new learning.</i></b>  The school counselor makes little use of resources from sites such as the College Board that allow students to see how their learning is reflected in higher education and how their learning is applied in the SAT or ACT.	<b><i>School counselor selects (grade/skill level) appropriate resources to support some new learning.</i></b>  The school counselor inconsistently uses resources from sites such as the College Board that allow students to see how their learning is reflected in higher education and how their learning is applied in the SAT or ACT.	<b><i>School counselor selects high quality, (grade/skill level) appropriate resources that enable students to make connections to other content areas or the real world.</i></b>  The school counselor consistently uses resources from multiple sites such as the College Board that allow students to see how their learning is reflected in higher education and how their learning is applied in the SAT or ACT.	<b><i>School counselor and students select high quality (grade/skill level) appropriate resources that enable students to make connections to other content areas or the real world.</i></b>  The school counselor makes students aware of postsecondary search tools, careers and occupations and demonstrates how the elements of their K-12 curriculum fit into future planning.

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Criteria for student success</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.</p>	<p>Plans general criteria for student success; and/or plans some opportunities for students to self-assess.</p>	<p>Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.</p>	<p>Plans to include students in developing criteria for monitoring their own success.</p>
<b>SAMPLE EVIDENCE</b>				
<b>References: ASCA School Counselor Competencies IV-B-2g, Mindset and Behaviors for Student Success Category 2-BLS #8</b>				
	<p><b><i>School counselor does not plan methods for helping students monitor and direct their own learning and personal/social and career development.</i></b></p> <p>The school counselor does not develop and maintain Student Success Plans and does not conduct classroom guidance and/or small group counseling sessions to help students better understand how to use the information contained in the plans to further their future planning.</p> <p>The school counselor does not assist students with postsecondary plans based on their personal preferences and career goals.</p>	<p><b><i>School counselor inconsistently plans methods for helping students monitor and direct their own learning and personal/social and career development.</i></b></p> <p>The school counselor inconsistently develops and maintains Student Success Plans and inconsistently conducts classroom guidance and/or small group counseling sessions to help students better understand how to use the information contained in the plans to further their future planning.</p> <p>The school counselor inconsistently assists students with postsecondary plans based on their personal preferences and career goals.</p>	<p><b><i>School counselor plans methods for helping students monitor and direct their own learning and personal/social and career development including research and gathering evidence.</i></b></p> <p>The school counselor develops and maintains Student Success Plans and conducts classroom guidance and/or small group counseling sessions to help students better understand how to use the information contained in the plans to further their future planning.</p> <p>The school counselor assists students with postsecondary plans based on their personal preferences and career goals.</p>	<p><b><i>Students are self-directed to monitor and direct their own learning for academic, career and social/emotional including research, inquiry and gathering evidence.</i></b></p> <p>The school counselor ensures that students follow through on their career and postsecondary plans by monitoring their progress toward college applications.</p> <p><b>Artifacts:</b> Student Success Plans; gap analysis; action plan; developmental guidance lesson plans</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Ongoing assessment of student learning</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.</p>	<p>Plans assessment strategies that are partially aligned to intended prevention/ intervention outcomes OR strategies that elicit only minimal evidence of student learning.</p>	<p>Plans assessment strategies to elicit specific evidence of intended prevention/ intervention outcomes at critical points throughout the prevention/intervention plan.</p>	<p>Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.</p>
<b>SAMPLE EVIDENCE</b>				
<p><b>Reference: ASCA School Counselor Competencies: III-B-3, III-B-3a, III-B-3b, III-B-3c, ASCA Mindset and Behaviors for Student Success Category 2: BSM</b></p>				
	<p><b>School counselor does not collect and review disaggregated equity-based data including process, perception and outcome data to develop a plan of interventions to monitor and improve student behavior and achievement.</b></p> <p>The school counselor does not collect pre- and post-data prior to implementing classroom guidance lessons, group counseling lessons, or whole-school interventions. Equity-based data is not disaggregated to show gaps in students' behavior and achievement.</p>	<p><b>School counselor inconsistently collects and reviews disaggregated equity-based data including process, perception and outcome data to develop a plan of interventions to monitor and improve student behavior and achievement.</b></p> <p>The school counselor does not consistently collect pre- and post-data prior to implementing classroom guidance lessons, group counseling lessons, or whole-school interventions. Equity-based data is not consistently disaggregated to show gaps in students' behavior and achievement.</p>	<p><b>School counselor collects and reviews disaggregated equity-based data including process, perception and outcome data to develop a plan of interventions to monitor and improve student behavior and achievement.</b></p> <p>The school counselor consistently collects pre- and post-data prior to implementing classroom guidance lessons, group counseling lessons, or whole-school interventions. Equity-based data is disaggregated to show gaps in students' behavior and achievement.</p>	<p><b>School counselor plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.</b></p> <p>The school counselor ensures that students use their own assessment data to reflect on their own progress and make plans for the future.</p> <p><b>Artifacts:</b> gap analysis; individual planning; guidance and group lessons</p>

**3: SERVICE DELIVERY**

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core Standards, and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: American School Counselor Association (ASCA) Ethical Standards A.2.a.</b>			
	<p><b>School counselor does not inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling.</b></p> <p>The school counselor does not explain the purpose or goals of the Junior Meeting to the student and parent.</p> <p>School counselor does not share the goals of the lunch bunch with the students.</p>	<p><b>School counselor informs individual students of some of the purposes, goals, techniques, and rules of procedure, but it is not fully explained.</b></p> <p>The school counselor tells the students and parent that March through May is when the Junior Meetings are held for all 11th-grade students.</p> <p>School counselor tells students that lunch bunches are a chance for students to get together each Tuesday for lunch.</p>	<p><b>School counselor informs individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling.</b></p> <p>The school counselor explains the district goals for post-secondary planning at the start of a Junior Meeting with students and parents.</p> <p>School counselor tells students about the goals of the lunch bunch</p>	<p><b>Students identify the purposes, goals of the prevention/intervention.</b></p> <p>The students are able to explain why the Junior Meeting is important and what they want to get out of it.</p> <p>Students in lunch bunch can explain ways in which the lunch bunch helps them</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core Standards, and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
	<b>Reference: ASCA Ethical, Standards A.6.c.</b>			
	<p><i>School counselor does not establish clear expectations in the group setting or clearly state that confidentiality cannot be guaranteed.</i></p> <p>The school counselor does not refer to the group guidelines and they are not posted in the space. The counselor mentions confidentiality but does not mention limits.</p>	<p><i>School counselor establishes some expectations and confidentiality is discussed, but not fully explained.</i></p> <p>The school counselor reviews the group guidelines for all group activities and discusses confidentiality but does not facilitate a discussion on it.</p>	<p><i>School counselor establishes clear expectations in the group setting and clearly states that confidentiality cannot be guaranteed.</i></p> <p>The school counselor reviews group guidelines at the start of the group and reminds everyone about the definition and limits of confidentiality.</p>	<p><i>Students are actively engaged in establishing group expectations and understand confidentiality policy.</i></p> <p>Students create group guidelines and can understand and explain the limits of confidentiality.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core Standards, and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
<b>Reference: ASCA School Counselor Competencies IV-B, IV-B-1a</b>				
	<p><i>School counselor does not crosswalk ASCA Student Standards with appropriate curriculum standards.</i></p> <p>The school counselor does not cite state/national standards on their group or developmental guidance lesson plan.</p> <p>The school counselor does not post objectives.</p>	<p><i>School counselor crosswalks ASCA Student Standards with appropriate curriculum standards however it is not fully or clearly explained.</i></p> <p>The school counselor cites state/national standards on their group or developmental guidance lesson plan, but is not able to explain how or why it is related to what they are doing.</p> <p>The school counselor posts objectives that are not related to state/national standards.</p>	<p><i>School counselor crosswalks state and national Student Standards with appropriate curriculum standards.</i></p> <p>School counselor cites state/national standards on their group or developmental guidance lesson plan.</p> <p>The school counselor posts objectives directly related to state/national standards.</p>	<p><i>Students are able to understand and explain the relevance of state and national Student Standards.</i></p> <p>Students can synthesize what was learned and formulate answers to essential questions.</p> <p>Students can articulate how objectives are related to college and career readiness.</p>

**3: SERVICE DELIVERY**

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention plan precision</b>	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/ intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Counselor Competencies V-B-1d</b>			
	<p><b>School counselor does not use student data to support decision making in delivering effective school counseling interventions.</b></p> <p>The school counselor does not look at school data to monitor equity issues.</p>	<p><b>School counselor attempts to use student data, but it is unclear how the data informs the school counseling interventions.</b></p> <p>The school counselor notices that more of the white students on his caseload are in the higher math classes. He begins advising African-American and students on free and reduced lunch to take the higher-level math classes.</p>	<p><b>School counselor uses student data to support decision making in delivering effective school counseling interventions.</b></p> <p>The school counselor disaggregates data of students in the upper level math classes and notices that African-American students and students on free and reduced lunch are under-represented. The school counselor collaborates with the math department to design interventions.</p>	<p><b>Students know their progress on objectives of school counseling intervention.</b></p> <p>The school counselor says, "The purpose of today's group was to learn and practice at least two strategies that you can use to relieve stress during test-taking. What are two strategies that you learned?" Students can name two strategies.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention plan precision</b>	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/ intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
<b>Reference: ASCA Ethical Standards A. 6. a</b>				
	<p><i>School counselor does not maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus.</i></p> <p>The school counselor starts the meeting late even though the parent is on a lunch break from work and has to leave in 30 minutes.</p>	<p><i>School counselor demonstrates an awareness of some participants' needs and personal goals and is unsure of how they relate to the group's intention and focus.</i></p> <p>The school counselor knows that the teacher who was invited to the 504-team meeting wants to get back to class, so he requests that the teacher speak first before doing introductions for the parents at the meeting.</p>	<p><i>School counselor demonstrates an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus.</i></p> <p>The school counselor is facilitating a 504 meeting and the student is not happy about having to attend. The counselor says, "Brian I know you have lunch in a few minutes so we are going to hear teacher feedback first and then have you share your ideas."</p>	<p><i>Students demonstrate awareness of their own needs and personal goals and can relate that to the group's intention and focus.</i></p> <p>The student speaks up in a 504 meeting to let the group know that he or she would like to contribute to the discussion. The student shares that he or she has a test that starts in 20 minutes requests to talk first.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/Intervention progression and level of challenge</b>	Delivers prevention/intervention that lacks a logical progression; is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention is a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Counselor Competencies IV-B-2b</b>			
	<p><b>School counselor does not use strategies to implement individual student planning.</b></p> <p>The school counselor does not plan and schedule individual planning appointments with students during their free time, but rather calls them down when he has time. The counselor has no plan to assure all students receive their annual planning appointment and does not include parents. He has no agenda for the meetings.</p>	<p><b>School counselor attempts to implement student planning however, the rationale and how the individual student is taken into account is unclear.</b></p> <p>The school counselor schedules all of his sophomores for individual planning but does not consider when students have a free period. He has a script that he plans to use for each student so that everyone gets the same information.</p>	<p><b>School counselor uses strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision making, social skills, transition or post-secondary planning.</b></p> <p>The school counselor looks at the schedules of the students on his caseload and plans the individual planning meetings according to when the students are free. He sends a "save the date" notice to parents/guardians inviting them to participate. He has an agenda of topics he would like to cover such as postsecondary plans, but will tailor the discussion to the student's needs and interests.</p>	<p><b>Students drive individual student planning.</b></p> <p>The school counselor plans the meeting as described previously. He asks the student to lead the meeting.</p>

**3: SERVICE DELIVERY**

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Connection to school setting and larger world</b>	Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention that consistently integrates into the school setting and larger world.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Student Standards Category 1 Mindset 2, ASCA School Counselor Competencies IV-B-2f</b>			
	<p><b>School counselor does not consider the involvement of support networks valued by individual students.</b></p> <p>While the school counselor knows that the student has a mentor and the school has a release from the parent to talk with that mentor, the school counselor does not contact the mentor to update him or her on attendance and instead relies on the attendance clerk to contact mom.</p>	<p><b>School counselor partially considers involvement of support networks valued by individual students.</b></p> <p>The school counselor lets the student know that they can invite anyone they want to the 504 meeting but does not add the requested team members to the invite or send them an official invitation.</p>	<p><b>School counselor considers the involvement of support networks valued by individual students.</b></p> <p>The school counselor asks the student if there is a teacher that they would like to invite to the 504 meeting.</p>	<p><b>Students independently consider the involvement of their valued support networks.</b></p> <p>The student asks if he can bring his mentor to the open house and sets up a meeting with the school counselor for that night.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3a: Implementing service delivery for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Connection to school setting and larger world</b>	Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention that consistently integrates into the school setting and larger world.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.
	<b>Reference: ASCA School Counselor Competencies IV-B-2e</b>			
	<p><i>School counselor does not demonstrate understanding of the relationship between academic performance and the world of work, family life, and community service.</i></p> <p>The school counselor fails to make the connection that participating in community service in a hospital setting is a way to gain experience working in a health care environment and may assist in career choices.</p>	<p><i>School counselor partially demonstrates understanding of the relationship between academic performance and the world of work, family life, or community service.</i></p> <p>The school counselor makes the connection between community service and students being able to get a feel for working in a particular environment. He does not make the connection for students that the work they do at the hospital may support their academic work.</p>	<p><i>School counselor demonstrates understanding of the relationship between academic performance and the world of work, family life, and community service.</i></p> <p>The school counselor knows of a community service opportunity for students who are interested in the medical field. He meets with the students who he knows have an interest in medical careers based on an interest inventory given in developmental guidance. He explains the holistic benefits to them and encourages them to apply.</p>	<p><i>Students demonstrate understanding of the relationship between academic performance and the world of work, family life, and/or community service.</i></p> <p>A student chooses to apply for the community service position and includes it in her Student Success Plan.</p>

### 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively when appropriate and to generate their own questions and problem-solving strategies, synthesize and communicate information.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Counselor Competencies IV-B-3b, IV-A-3, IV-A-4</b>			
	<p><b>School counselor utilizes a limited repertoire of appropriate counseling theories and techniques that work in school settings such as individual planning, group counseling and classroom lessons.</b></p> <p>Elementary students in a group spend the entire session playing a board game and the school counselor does not provide any explanation about what the purpose of the group session is. Questions are limited to rules of play.</p>	<p><b>School counselor utilizes some appropriate counseling theories and techniques that work in school settings such as individual planning, group counseling and classroom lessons.</b></p> <p>Students spend a group session playing a board game and the school counselor guides a discussion on good sportsmanship during the game, making only occasional references to individual student or group goals.</p>	<p><b>School counselor utilizes a range of appropriate counseling theories and techniques that work in a school setting such as individual planning, group counseling and classroom lessons.</b></p> <p>The school counselor states, "The last time we met we discussed the importance of taking turns. Today we will be playing a game in which we can practice this skill and then we will talk about what happens when we all take turns."</p>	<p><b>Students generate ideas and choose from a range of counseling strategies and techniques to meet their individual needs.</b></p> <p>The school counselor says to students in a group session, "Today we are going to practice more with taking turns and working in teams. Which game do you think will help us to practice these skills and how should we decide?"</p>

### 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively when appropriate and to generate their own questions and problem-solving strategies, synthesize and communicate information.
	A student says I am not going to do my homework because I am always bad at writing. The school counselor says, "That's not a good idea. You are not going to improve if you don't do your homework."	A student says I am not going to do my homework because I am always bad at writing. The school counselor says, "Has there ever been a time when writing went well?" The student says no. The counselor says, "Don't you think you can improve?" The student says no. Silence ensues. End of discussion.	A student says, "I am not going to do my homework because I am always bad at writing." The school counselor says, "There must have been a time when a writing assignment went well. Can you give me an example of the last time you got a good grade on a writing assignment?" The student says, "Last year I got a B on my civics essay." The counselor responds, "What did you do when you got the B?" Discussion occurs on strategies the student used in the past to be successful.	A student comes to the counselor for support on a writing assignment. The student notes that she got a B on a civics essay last year. She asks the counselor to help her figure out how to organize her report based on what she did that was successful in civics.

### 3: SERVICE DELIVERY

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively when appropriate and to generate their own questions and problem-solving strategies, synthesize and communicate information.
	<b>Reference: ASCA School Counselor Competencies IV-B-2b</b>			
	<p><i>School counselor does not demonstrate ability to develop strategies to implement student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition, or post-secondary planning.</i></p> <p>The school counselor talks with a student in an individual meeting mostly about the student's personal interests but fails to address other issues relevant to the student's personal life, family, or school experience that would provide information needed for student planning to begin.</p>	<p><i>School counselor demonstrates some ability to develop strategies to implement student planning, including some but not all of the following: strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition, or post-secondary planning.</i></p> <p>The school counselor discusses academic planning with a high school student but is unclear at times in defining the purpose of the planning and is unable to engage the student fully in the discussion or the process.</p>	<p><i>School counselor develops effective strategies to implement student planning including strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition, or post-secondary planning.</i></p> <p>The school counselor meets with a high school student, clearly outlining the process and purpose of creating a plan and setting goals. The student and school counselor work together to tailor an academic plan for the school year.</p>	<p><i>Students can use strategies for implementing their own student planning.</i></p> <p>The school counselor meets with a high school student and after clearly explaining the process and purpose of creating an academic plan, coaches the student as the student designs a plan for himself that addresses specific personal needs. The student is engaged and invested in his plan. Plans for self-monitoring are reviewed and a follow up visit is scheduled.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively when appropriate and to generate their own questions and problem-solving strategies, synthesize and communicate information.
<b>Reference: ASCA School Counselor Competencies IV-B-3c</b>				
	<p><i>School counselor does not demonstrate ability to provide effective counseling for students during times of transition, separation, heightened stress, and critical change.</i></p> <p>During a student group on divorce a student becomes upset and begins to cry. The school counselor becomes flustered and struggles to think of an appropriate response. The group members display discomfort.</p>	<p><i>School counselor demonstrates some ability to provide effective counseling for students during times of transition, separation, heightened stress, and critical change.</i></p> <p>The school counselor meets with a student whose parents are going through a divorce. The counselor shows empathy, asking some questions that are open-ended and supportive such as, "How can I best help you?" However, the counselor becomes uncomfortable and interrupts the student when the student begins to express her feelings of confusion and anger.</p>	<p><i>School counselor demonstrates ability to provide effective counseling for students during times of transition, separation, heightened stress, and critical change.</i></p> <p>The school counselor meets with a student whose parents are going through a divorce. The counselor uses empathic, open-ended questions such as, "What is the hardest part for you? What questions do you have about what might happen next? How can the adults around you support you best? What do you need at this time? How can I help?"</p>	<p><i>Students can effectively self-advocate and engage in self-care behaviors during times of transition, separation, heightened stress, and critical change.</i></p> <p>The school counselor meets with a student at the student's request. The student is visibly upset (crying) and states that his parents are going through a divorce and he wants to hurt himself. The school counselor remains calm and arranges for an immediate meeting. The counselor tells the student, "I'm glad you came to see me today. We will all work together to support you." The counselor follows the risk assessment protocol, contacts guardians, administrators and appropriate service providers to coordinate a collaborative plan of care, and then arranges for frequent follow-up in school.</p>

### 3: SERVICE DELIVERY

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Resources and flexible groupings</b>	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Counselor Competencies IV-A-7</b>			
	<p><b>School counselor demonstrates lack of understanding of principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income.</b></p> <p>In a group for new students, the school counselor remarks in front of the group that one student isn't contributing to the group discussion and, without having any additional information about the student, asks the student to take a more active role in the group.</p>	<p><b>School counselor demonstrates some understanding of principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income.</b></p> <p>The school counselor encourages students with special needs to create challenging but realistic goals for themselves, but tends to lower his expectations when goal-setting with students from lower socioeconomic backgrounds or EL challenges.</p>	<p><b>School counselor effectively works with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income.</b></p> <p>Based on needs-assessment data that shows low involvement of students from specific ethnic groups, the school counselor organizes a series of parent meetings to discuss ways in which the school can create a more inclusive school culture for families.</p>	<p><b>Diverse groups of students collaborate productively and respectfully to create new learning.</b></p> <p>The school counselor supervises a peer helper program in which students are trained to help peers resolve problems and conflicts.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Resources and flexible groupings</b>	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	<b>Reference: ASCA School Counselor Competencies IV-B-1d</b>			
	<i>School counselor develops materials and utilizes instructional strategies that do not meet student needs or school goals.</i>	<i>School counselor develops materials and utilizes instructional strategies that are somewhat aligned with student needs and school goals.</i>	<i>School counselor develops materials and utilizes instructional strategies that meet student needs and school goals.</i>	<i>Students are involved in choosing materials and instructional strategies to meet their personal learning needs and goals.</i>
	During a large group presentation on financial aid, outdated materials are provided and no opportunities are provided for Q&A. PowerPoint information provided regarding the FAFSA form is confusing.	Information about scholarship availability and access is provided in a large group presentation to parents of high school seniors but is omitted from an individual session between the school counselor and a high school senior.	Information regarding scholarships, financial aid, and the college application process is shared with all parents and high school seniors through a variety of means, including parent presentations, college rep visits, individual sessions between the school counselor and students, newsletters, websites, social media, daily notices, and other available means of communication.	Students and parents have full access to a wide variety of written and electronic materials on all aspects of the college application process throughout the school day and from home. The counselor is engaged in numerous, well-organized and well-publicized outreach activities for students and families throughout the school year.

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Student responsibility and independence</b>	Implements prevention/ intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/ intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/ intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/ intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Counselor Competencies IV-B-2c</b>			
	<p><b>School counselor fails to engage students in establishing goals or in using planning skills.</b></p> <p>The school counselor spends an individual student counseling session creating academic goals for a student based solely on school counselor's interpretation of teachers' input. Student is not involved or engaged.</p>	<p><b>School counselor helps some students to establish goals for themselves and develops and uses some planning skills.</b></p> <p>The school counselor spends more time working on student-directed, goal-setting activities with more academically motivated students and allows less time for student input and planning when working with those who are less academically motivated.</p>	<p><b>School counselor helps all students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel.</b></p> <p>The school counselor encourages and allows sufficient time for all students to become involved with their own individual academic planning, and considers input from families and school personnel to support students in generating academic and personal goals for themselves.</p>	<p><b>Students independently develop and monitor goals in collaboration with parents or guardians and school personnel.</b></p> <p>The school counselor's informational goal-setting group sessions are exceptionally informative and motivating and result in students taking an active role in creating and monitoring, their own academic and personal goals, which are then reviewed during individual student meetings.</p>

**3: SERVICE DELIVERY**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Student responsibility and independence</b>	Implements prevention/ intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/ intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/ intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/ intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.
	<b>Reference: ASCA School Counselor Competencies IV-B-2g</b>			
	<p><b><i>School counselor does not demonstrate understanding of the methods for helping students monitor and direct their own learning and social/emotional and career development.</i></b></p> <p>The school counselor lectures a student during an individual session about the need to take more challenging coursework with little to no opportunity for student response.</p>	<p><b><i>School counselor demonstrates some understanding of the methods for helping students monitor and direct their own learning and social/emotional and career development.</i></b></p> <p>The school counselor spends time during an individual session with a student who rarely completes his homework, asking questions about a student's interests, goals, and dreams, and then attempts to make a connection between dreams and hard work, without first trying to understand all possible reasons for the student's failure to complete homework.</p>	<p><b><i>School counselor effectively utilizes methods for helping students monitor and direct social/emotional and career development.</i></b></p> <p>The school counselor asks a student who is not completing homework about his interests, goals, and dreams, then inquires about his home life to determine what factors might be interfering with the completion of homework. The counselor discovers that the student has a heavy load of work and family responsibilities and determines that an in-school study period might provide the extra time for homework needed. The school counselor also arranges for some extra, individual counseling sessions to provide emotional support if needed.</p>	<p><b><i>Students take an active role in directing their own learning and social/emotional and career development.</i></b></p> <p>A student with whom the counselor has an established relationship tells her that he is overwhelmed by family responsibilities, is not completing homework, and has some poor grades as a result. The school counselor consults with the parent and works with the school social worker to arrange for local support services to provide assistance in getting the needs of the family met. The school counselor follows up with the student at a later time to ensure that the family situation has improved and that homework is being done.</p>

**3: SERVICE DELIVERY**

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Mindset and Behaviors for Student Success Category 2 LS #4</b>			
	<p><b>School counselor does not encourage students to apply self-directed learning skills.</b></p> <p>The school counselor meets with a student who does not complete homework consistently, and learns that the student has a busy, complicated schedule during the week. The school counselor does not use the opportunity to offer time management strategies.</p>	<p><b>School counselor partially encourages students to apply self-directed learning skills.</b></p> <p>The school counselor selects a group of students who do not complete homework assignments consistently and teaches them various time management strategies but provides no follow-up to see if they have been successfully implemented.</p>	<p><b>School counselor encourages students to apply self-directed learning skills.</b></p> <p>The school counselor works with a group of students who do not consistently complete homework, teaching time management strategies, providing opportunities for practice, and monitoring progress of homework completion over several weeks.</p>	<p><b>Students independently apply self-directed learning skills.</b></p> <p>Data from group work with students in a time-management strategies group show significant improvement in homework completion over several weeks.</p>
	<b>Reference: ASCA School Counselor Competencies IV-B-2g</b>			
<p><b>School counselor does not use methods for helping students monitor and direct their own learning and personal/social and career development.</b></p> <p>The school counselor tells a student that they need to create a resume.</p>	<p><b>School counselor partially uses methods for helping students monitor and direct their own learning and personal/social and career development.</b></p> <p>The school counselor hands out a rubric she developed for students creating a resume and encourages students to use it.</p>	<p><b>School counselor uses methods for helping students monitor and direct their own learning and personal/social and career development.</b></p> <p>The school counselor hands out a rubric she created for students creating a resume, reviews it with them, and encourages students to use it to make sure they include all necessary components in their resume.</p>	<p><b>Students independently use methods for monitoring and directing their own learning and personal/social and career development.</b></p> <p>Students use a template they found online to create a resume and go to the writing center to get feedback.</p>	

### 3: SERVICE DELIVERY

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
	<p><b><i>Student assessment of work does not occur.</i></b></p> <p>The school counselor teaches a unit on career awareness and does no assessment of what was learned. The counselor states that the students “love these lessons” but can provide no data to support whether students enjoyed or learned anything from the unit.</p>	<p><b><i>Students assess their own work on a limited basis.</i></b></p> <p>The school counselor provides an opportunity for student journal writing as a formative assessment following developmental guidance lessons, but does not consistently read and respond to student writing.</p>	<p><b><i>Students assess their own work multiple times.</i></b></p> <p>The school counselor uses a variety of formative assessments during developmental guidance lessons, and addresses all incorrect, incomplete, or inaccurate responses in class.</p>	<p><b><i>Students initiate self-assessment of their own work.</i></b></p> <p>The school counselor uses a variety of formative assessments during developmental guidance lessons, and then encourages students to respond to all incorrect, incomplete, or inaccurate responses made by either themselves or their peers.</p>

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Ongoing assessment of student learning</b>	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/ intervention plan.	Assesses student learning with some focus on progress towards achievement of intended prevention/ intervention outcomes.	Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Counselor Standards III-B-3</b>			
	<p><b>School counselor does not access or collect relevant data, including process, perception, and outcome data to monitor and improve behavior and achievement.</b></p> <p>The school counselor enjoys teaching lessons on anger management. She continues to teach them annually but has no evidence that the lessons are needed or are effective.</p>	<p><b>School counselor inconsistently accesses or collects relevant data including process, perception and outcome data to monitor and improve behavior and achievement.</b></p> <p>The school counselor observes some second-graders having difficulty sharing and taking turns on the swings at recess. She decides to teach a lesson on pro-social behavior to the class but collects no baseline or outcome data to determine the effectiveness of her lesson.</p>	<p><b>School counselor accesses or collects relevant data, including process, perception, and outcome data to monitor and improve student behavior and achievement.</b></p> <p>After witnessing the difficulty with sharing on the playground, the school counselor pulls discipline data for second grade to determine the extent of the problem. She identifies a small group of students who are struggling with this issue. She decides to run a small group with the identified students rather than teach a developmental guidance lesson on pro-social behavior to the whole second grade. She pre- and post-tests the students in the group to measure students' understanding and uses discipline data for those students to monitor progress.</p>	<p><b>Students use data to improve behavior and achievement.</b></p> <p>Students in the group set goals around improving sharing skills. They monitor their progress using self-report and discipline data with the counselor's help.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Feedback to students</b>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA Ethical Standards A.6. d</b>			
	<p><b>School counselor does not follow up with students and does not document progress as appropriate.</b></p> <p>The school counselor needs to file a student referral to the Juvenile Review Board. She was supposed to meet with the student for an intervention and contact the family. She met briefly with the student but did not plan or deliver any interventions. She did call the family. The counselor did not document the family contacts and meeting she had with the student. As a result, the referral cannot be made until there is sufficient evidence that the family has been involved and that other interventions have been unsuccessful.</p> <p>The school counselor works with a student on career planning. The student indicates he would like to be a nurse and inquires if he will need physics. The counselor says, "No, I doubt it" and does not look in to it any further.</p>	<p><b>School counselor follows up with some students and sometimes documents progress as appropriate.</b></p> <p>During developmental guidance class several students refuse to participate in the activities. The school counselor does not follow up with all of the students but some students receive consequences following the lesson.</p>	<p><b>School counselor follows up with all students and documents progress as appropriate.</b></p> <p>During developmental guidance class, several students refuse to participate in the activities. Once the school counselor has gotten everyone started, they check in with the students quietly; the counselor meets with the students the next day to follow up. The school counselor documents the meetings by creating an action plan or using a software program (e.g., Naviance) to create a goal.</p>	<p><b>Students request follow up with the school counselor.</b></p> <p>After a developmental guidance lesson on how to get help paying for college, students make an appointment with the counselor to learn more about scholarship opportunities available to them.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Feedback to students</b>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
	<b>Reference: ASCA Student Standards Category 2 LS 1</b>			
	<p><b>School counselor does not encourage students to demonstrate critical thinking skills to make informed decisions.</b></p> <p>The school counselor says, "Your GPA is 2.75. Here is a list of schools that accept students with that GPA."</p> <p>The school counselor says to students, "If you have a problem at school you should talk to your teacher."</p>	<p><b>School counselor partially encourages some students to demonstrate critical thinking skills to make informed decisions.</b></p> <p>The school counselor says, "Your GPA is 2.75. Let's look at the analytics of the schools you want to apply to on Naviance."</p> <p>The school counselor asks students, "How would you solve a problem at school? Would you talk to a friend, a teacher, school counselor, or parent?"</p>	<p><b>School counselor encourages students to demonstrate critical thinking skills to make informed decisions.</b></p> <p>The school counselor says, "Your GPA is 2.75. How does that fit into your postsecondary plans and what can you do to get your GPA where you want it to be so you can attain your goals?"</p> <p>The school counselor asks students, "If you have a problem at school, what can you do? Who can you get help from here at school?"</p>	<p><b>Students encourage each other to use critical thinking skills to make informed decisions.</b></p> <p>One student asks another student how their GPA is getting them ready to apply to the college of their choice.</p> <p>Students remind each other about how they can solve a problem at school.</p>
	<p><b>School counselor's feedback is not specific or meaningful.</b></p> <p>The school counselor says, "Good job!"</p>	<p><b>School counselor feedback language is limited in specificity.</b></p> <p>The school counselor says, "You were so helpful."</p>	<p><b>School counselor's feedback language provides students with specific information about how they are doing in relation to prevention/intervention outcomes.</b></p> <p>The school counselor says, "It was great how you helped that other student just now. That's a good example of the PBIS expectation for responsibility."</p>	<p><b>Opportunities for specific self-reflection or peer feedback are provided.</b></p> <p>The school counselor asks students to think/pair/share a time that their partner was helpful to them and what that looked, sounded and felt like.</p>

### 3: SERVICE DELIVERY

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/intervention adjustments</b>	Makes no attempts to adjust delivery of prevention/intervention strategies.	Makes some attempts to adjust delivery of prevention/ intervention strategies.	Adjusts delivery of prevention/ intervention plan as necessary in response to individual and group performance.	Student(s) identify ways to adjust prevention/ intervention strategies that will be effective for them as individuals.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<b>Reference: ASCA School Ethical Standards A.9.g</b>			
	<p><b>School counselor does not assess the effectiveness of their program in having an impact on students' academic, career, and social/emotional development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps</b></p> <p>The school counselor offers programming but does not assess effectiveness.</p>	<p><b>School counselor assesses the effectiveness of their program in having an impact on students' academic, career, and social/emotional development through accountability measures without examining efforts to close achievement, opportunity and attainment gaps.</b></p> <p>The school counselor offers an Instant Decision Day in partnership with a local college's admissions office. She collects survey data from students who participate to assess perception and effectiveness of the program.</p>	<p><b>School counselor assesses the effectiveness of their program in having an impact on students' academic, career, and social/emotional development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.</b></p> <p>The school counselor wants to increase college applications to students who are potentially first-generation college students and students who have recently emigrated to the U.S. She offers an Instant Decision Day that is open to all students but personally invites students in her targeted population to participate. She collects survey data from students who participate to assess perception and effectiveness of the program overall and disaggregates the data to see if there was an impact on her targeted population.</p>	<p><b>Students assess the effectiveness of the program in having an impact on their academic, career, and social/emotional development.</b></p> <p>Students who participated in the program report whether the feedback they received from the college admissions personnel was helpful with the rest of their application process and if the program influenced them to apply to at least the partner college.</p>

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/intervention adjustments</b>	Makes no attempts to adjust delivery of prevention/intervention strategies.	Makes some attempts to adjust delivery of prevention/ intervention strategies.	Adjusts delivery of prevention/ intervention plan as necessary in response to individual and group performance.	Student(s) identify ways to adjust prevention/ intervention strategies that will be effective for them as individuals.
	<b>Reference: ASCA School Counselor Competencies III-A-5</b>			
	<p><b><i>School counselor does not demonstrate data-driven decision making.</i></b></p> <p>The school counselor buys a curriculum that has not been researched that he hears about at a conference from a vendor.</p>	<p><b><i>School counselor partially demonstrates data-driven decision making.</i></b></p> <p>The school counselor believes that there is a problem with bullying at the school. She knows of an evidence-based curriculum to address bullying and she purchases it.</p>	<p><b><i>School counselor demonstrates data-driven decision making.</i></b></p> <p>The school counselor reviews discipline data and sees that there are many aggressive behavior incidents, bullying, and verbal altercations between students. The school counselor researches evidence-based interventions on the Center for School Counseling Outcome Research and Evaluation website and decides on an evidence-based curriculum.</p>	<p><b><i>Student uses data to make decisions</i></b></p> <p>The school counselor and student review the student's academic record, examine the data and make a plan for improvement.</p>

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<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/intervention adjustments</b>	Makes no attempts to adjust delivery of prevention/intervention strategies.	Makes some attempts to adjust delivery of prevention/ intervention strategies.	Adjusts delivery of prevention/ intervention plan as necessary in response to individual and group performance.	Student(s) identify ways to adjust prevention/ intervention strategies that will be effective for them as individuals.
	<b>Reference: ASCA School Counselor Competencies V-B-II</b>			
	<p><b><i>School counselor does not use results obtained for program improvement.</i></b></p> <p>The school counselor reads the information from the student feedback survey and doesn't use it again.</p>	<p><b><i>School counselor inconsistently uses results obtained for program improvement.</i></b></p> <p>The school counselor analyzes the student feedback survey (school counselor evaluation survey) and sees that only 60% of students in the school believe that their school counselor encourages them to take challenging coursework. The counselor makes a point to tell students to take challenging classes.</p>	<p><b><i>School counselor uses results obtained for program improvement.</i></b></p> <p>The school counselor analyzes the student feedback survey (school counselor evaluation survey) and sees that only 60% of students in the school believe that their school counselor encourages them to take challenging coursework. The counselor creates a plan to explicitly talk with students about the relevance of taking challenging coursework during course selection time.</p>	<p><b><i>School counselor asks students to assess effectiveness of the service delivery. School counselor incorporates student feedback in future programs.</i></b></p> <p>The school counselor works with a student focus group to review the school counselor evaluation survey and gather feedback/ideas for improving the program.</p>