



Ethical Standards for School Counselors

Revised June 26, 2004

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (*e.g.*, counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students' educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel.

The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for:

- educating and consulting with the membership regarding ethical standards
- periodically reviewing and recommending changes in code
- receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
- handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

Legislation/Rules for School Counseling Services

Arkansas Department Of Education Rules Governing Standards For Accreditation Of Arkansas Public Schools And School Districts August 2015

16.01 GUIDANCE AND COUNSELING

16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

Public School Student Services Act

Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 18 Students

Subchapter 10 Public School Student Services Act

A.C.A. § 6-18-1001 (2015)

6-18-1001. Title.

This subchapter shall be known and may be cited as the "Public School Student Services Act".

HISTORY: Acts 1991, No. 908, § 1.

6-18-1002. Purpose.

It is the intent of the General Assembly to articulate the functions served by each of the components of a program of student services. It is further the intent of the General Assembly that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical schools. Such plan shall be implemented no later than the 1991-1992 school year. It is the intent of the General Assembly that student services coordinators be given time to fulfill their responsibilities under this subchapter.

HISTORY: Acts 1991, No. 908, § 2.

6-18-1003. Rules and regulations.

The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to:

- (1) A description of the student services program at all educational levels for which the school district board of directors is responsible;
- (2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;
- (3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school district board of directors in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry; and
- (4) Establishment of minimum standards for all areas of student services personnel.

HISTORY: Acts 1991, No. 908, § 8.

6-18-1004. School district plan.

- (a) (1) Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.
(2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service.
- (b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:
 - (1) Behavioral contracting;
 - (2) Dispute resolution;
 - (3) Classroom meetings;
 - (4) Logical consequences;
 - (5) Assertive discipline;
 - (6) Behavior modification; and
 - (7) Career and academic counseling.
- (c) (1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.
(2) The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.
- (d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Committee on Education and the House Committee on Education.

HISTORY: Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1; 2005, No. 1949, § 1.

6-18-1005. Student services program defined.

- (a) "Student services program" means a coordinated effort, which shall include, but is not limited to:
 - (1) Guidance and counseling services**, which shall include, but are not limited to:
 - (A) The availability of individual and group counseling to all students;
 - (B) Orientation programs for new students at each level of education and for transferring students;
 - (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
 - (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - (E) Utilization of student records and files;
 - (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
 - (G) The following up of early school dropouts and graduates;
 - (H) A school-initiated system of parental involvement;
 - (I) An organized system of informational resources on which to base educational and vocational decision making;
 - (J) Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;
 - (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

- (L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and
- (M) Guidance in understanding the relationship between classroom performance and success in school;
- (2) *Psychological services*, which shall include, but are not limited to, the following:
 - (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - (D) A system for the early identification of learning potential and factors that affect the child's educational performance;
 - (E) A system of liaison and referrals, with resources available outside the school; and
 - (F) Written policies that assure ethical procedures in psychological activities;
- (3) *Visiting teacher and school social work services*, which shall include, but are not limited to, the following:
 - (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
- (4) *Career services*, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;
- (5) *Group conflict resolution services*, which shall include, but are not limited to, the following:
 - (A) Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
 - (B) Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and
 - (C) Programs designed to prevent bullying;
- (6) *Health services*, which shall include, but are not limited to, the following:
 - (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized healthcare plans;
 - (B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(10)(D) or other professional licensure statutes, unless permitted under § 17-87-103(10) and (11).
(ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under § 17-87-103(11); and
 - (C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and
- (7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.
- (b) School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

HISTORY: Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1; 2003, No. 681, § 2; 2005, No. 1757, § 2; 2005, No. 1949, § 2; 2007, No. 1573, §§ 27, 28; 2011, No. 1172, § 1; 2011, No. 1204, § 2.

6-18-1006. Occupational and placement specialist.

- (a) The occupational and placement specialist shall serve as liaison between employers and the school.
- (b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the school district board of directors concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.
- (c) Furthermore, district administrative personnel shall report to the school district board of directors concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.
- (d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

HISTORY: Acts 1991, No. 908, §§ 4, 7.

6-18-1007. School student services status report.

- (a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Committee on Education, and the House Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.
- (b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.
(B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.
- (2) Each school district shall be responsible for submitting an annual report to the Assistant Commissioner of Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section.
- (3)(A) The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section.
(B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

HISTORY: Acts 1993, No. 1313, § 38; 1995, No. 1196, § 29; 1997, No. 112, § 12; 1997, No. 1275, § 3; 1999, No. 391, § 14.

6-18-1008. Implementation.

- (a) The State Board of Education shall cause the Commissioner of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.
- (b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the state board, the House Committee on Education, and the Senate Committee on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

HISTORY: Acts 1997, No. 1362, § 30.

6-18-1009. Career development.

- (a) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.
- (b) School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

HISTORY: Acts 2005, No. 1949, § 3.

Public School Student Services Act by Law

6-18-1001. Title.

This subchapter shall be known and may be cited as the "Public School Student Services Act". History. Acts 1991, No. 908, § 1.

6-18-1002. Purpose.

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History. Acts 1991, No. 908, § 2.

6-18-1003. Rules and regulations.

The State Board of Education is authorized to adopt rules to carry out the intent of this legislation; such rules shall include, but need not be limited to:

(1) A description of the student services program at all educational levels for which the school board is responsible;

(2) Criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies;

(3) Identification of alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board in providing the recommended student services, including, but not limited to, paraprofessionals, teachers, parents, and representatives of business and industry;

(4) Establishment of minimum standards for all areas of student services personnel.

History. Acts 1991, No. 908, § 8.

6-18-1004. School district plan.

(a)(1) Each school district shall develop and implement a plan which ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service.

(2) Only those trained and certified in the appropriate specialty or following a Department of Education Deficiency Removal Plan will be assigned to carry out the duties of each service.

(b) Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, but are not limited to, the following:

(1) Behavioral contracting;

- (2) Dispute resolution;
- (3) Classroom meetings;
- (4) Logical consequences;
- (5) Assertive discipline
- (6) Behavior modification; and
- (7) Career and academic counseling.

(c)(1) Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments.

(2) The tracking system shall include provisions for student services personnel in all schools to conduct an exit interview of students who are dropping out of school and for follow-up of such students when possible.

(d) The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate and House Interim Committees on Education.

History. Acts 1991, No. 908, §§ 4, 5; 1997, No. 1275, § 1.

6-18-1005. Student services program defined.

(a) A "student services program" is defined as a coordinated effort which shall include, but is not limited to:

- (1) Guidance and counseling services, which shall include, but are not limited to:
 - (A) The availability of individual and group counseling to all students;
 - (B) Orientation programs for new students at each level of education and for transferring students;
 - (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
 - (D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - (E) Utilization of student records and files;
 - (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
 - (G) The following up of early school dropouts and graduates;
 - (H) A school-initiated system of parental involvement;
 - (I) An organized system of informational resources on which to base educational and vocational decision making;
 - (J) Educational academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities; and alternative programs that could provide successful high school completion and postsecondary opportunities for students;
 - (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

- (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and
 - (M) Guidance in understanding the relationship between classroom performance and success in school;
- (2) Psychological services, which shall include, but are not limited to, the following:
- (A) Evaluation of students with learning or adjustment problems;
 - (B) Evaluation of students in exceptional child education programs;
 - (C) Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - (D) A system for the early identification of learning potential and factors which affect the child's educational performance;
 - (E) A system of liaison and referrals, with resources available outside the school; and
 - (F) Written policies which assure ethical procedures in psychological activities;
- (3) Visiting teacher and school social work services, which shall include, but are not limited to, the following:
- (A) Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - (B) Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
- (4) Career services, which shall include, but are not limited to, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;
- (5) Group conflict resolution services, which shall include, but are not limited to, the following:
- (A) Educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups; and
 - (B) Programs designed to promote understanding, positive communication, and a greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills;
 - (C) Programs designed to prevent bullying.
- (6) Health services, which shall include, but are not limited to, the following:
- (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have an individualized health care plan.
 - (B) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to § 17-87-102(2)(D) or other professional licensure statutes. The regular classroom teacher shall not perform these tasks.

- (C) Custodial health care services required by students under an individualized healthcare plan shall be provided by trained school employees other than the regular classroom teachers; and
- (7) The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

(b) School counselors shall spend at least seventy-five percent (75%) of work time each week providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each week to administrative activities provided that the activities relate to the provision of guidance services.

History. Acts 1991, No. 908, §§ 3, 6; 1997, No. 1275, § 2; 1999, No. 1565, § 1.

6-18-1006. Occupational and placement specialist.

(a) The occupational and placement specialist shall serve as liaison between employers and the school.

(b) It is the responsibility of the district placement to make written board recommendations to the superintendent for consideration by the district school board concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates or progress in subsequent education experiences.

(c) Furthermore, district administrative personnel shall report to the school board concerning adjustments in program outcomes, curricula, and delivery of instruction as they are made with the use of placement and follow-up information.

(d) The follow-up studies conducted by occupational and placement services shall be on a statistically valid random-sampling basis when appropriate and shall be stratified to reflect the appropriate vocational programs of students graduating from or leaving the public school system.

History. Acts 1991, No. 908, §§ 4, 7.

6-18-1007. School student services status report.

(a) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, and the Senate and House Interim Committees on Education a report outlining monitoring findings and the status of implementing each of the provisions of this subchapter by the various school districts, including which districts are in substantial compliance with the plan required under this subchapter.

(b)(1)(A) By January 1, 1998, the department shall have in place a staffing structure which assures that the department's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of this subchapter.

(B) The department shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

(2) Each school district shall be responsible for submitting an annual report to the Assistant Director for School Improvement and Instructional Support outlining its compliance with and implementation of plans for the provisions of this section.

(3)(A) The Director of the Department of Education, in consultation with the appropriate assistant director, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with this section.

(B) The monitoring shall include interviews with administrators, counselors, students, and teachers.

History. Acts 1993, No. 1313, § 38; 1995, No. 1196, § 29; 1997, No. 112, § 12; 1997, No. 1275, § 3; 1999, No. 391, § 14.

6-18-1008. Implementation.

(a) The State Board of Education shall cause the Director of the Department of Education to designate one (1) employee who shall be responsible for overseeing the implementation of this subchapter.

(b) By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the board, and the House and Senate Interim Committees on Education a report outlining the status of implementing each of the provisions of this subchapter by the various school districts.

History. Acts 1997, No. 1362, § 30.

6-18-1009. Career development.

(a.) Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals.

(b.) School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process. History. Act 1949.

D. Arkansas Department of Education Rules

GOVERNING PUBLIC SCHOOL STUDENT SERVICES

Revised September 1999

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing Public School Student Services.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Annotated § 6-18-1003 (Repl. 1993) and Ark. Code Ann. § 6-11-105 (Repl. 1993).

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC SCHOOL STUDENT SERVICES**

October 2012

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Public School Student Services.
- 1.02 These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-18-1001 et seq. and Ark. Code Ann. § 6-11-105.

2.00 LEGISLATIVE INTENT AND PURPOSE

- 2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:
 - 2.01.1 To articulate the functions served by each of the components of a program of student services;
 - 2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and
 - 2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.
- 2.02 The purpose of these rules is to provide guidance to local school districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq., the Public School Student Services Act.
- 2.03 The further purposes of these rules are to:
 - 2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;
 - 2.03.2 Establish criteria for the development by each school of a building-based student services plan which reflects input from parents, teachers, principals, students, and other agencies.
 - 2.03.3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and
 - 2.03.4 Establish minimum standards for all areas of student services personnel.

3.00 DEFINITION

- 3.01 Student services program" means a coordinated effort, which shall include, without limitation:
 - 3.01.1 Guidance and counseling services, which shall include, without limitation:
 - 3.01.1.1 The availability of individual and group counseling to all students;
 - 3.01.1.2 Orientation programs for new students at each level of education and for transferring students;
 - 3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;
 - 3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;
 - 3.01.1.5 Utilization of student records and files;
 - 3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;
 - 3.01.1.7 The following up of early school dropouts and graduates;
 - 3.01.1.8 A school-initiated system of parental involvement;
 - 3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making;
 - 3.01.1.10 Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;
 - 3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;
 - 3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three

- (3) per day or ten (10) per week; and
- 3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;
- 3.01.2 Psychological services, which shall include, without limitation:
 - 3.01.2.1 Evaluation of students with learning or adjustment problems;
 - 3.01.2.2 Evaluation of students in exceptional child education programs;
 - 3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;
 - 3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;
 - 3.01.2.5 A system of liaison and referrals, with resources available outside the school; and
 - 3.01.2.6 Written policies that assure ethical procedures in psychological activities;
- 3.01.3 Visiting teacher and school social work services, which shall include, without limitation:
 - 3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and
 - 3.01.3.2 Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;
- 3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;
- 3.01.5 Group conflict resolution services, which shall include, without limitation:
 - 3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;
 - 3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and
 - 3.01.5.3 Programs designed to prevent bullying;
- 3.01.6 Health services, which shall include, without limitation:
 - 3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology dependent, and students with other health impairments shall have individualized health care plans;
 - 3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11). The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and
 - 3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and
- 3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

- 4.01 Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.
- 4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation:
 - 4.02.1 Behavioral contracting;
 - 4.02.2 Dispute resolution;
 - 4.02.3 Classroom meetings;

- 4.02.4 Logistical consequences;
- 4.02.5 Assertive discipline;
- 4.02.6 Behavior modification; and
- 4.02.7 Career and academic counseling.

4.03 Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.

4.04 The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education.

4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL

Each school within a school district shall develop its own building-based student services plan by a process which includes identification of student services needs by parents, students, teachers, principals, and other agencies with which the school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, and others.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel:

6.01.1 Professionals or paraprofessionals in the social work or mental health fields;

6.01.2 Volunteers under the supervision of certified personnel; and

6.01.3 Medicaid licensed targeted case managers.

6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-licensed student services personnel shall have:

7.01.1 In-service training regarding the district's Students Services Plan; and

7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.

7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2.

8.00 DOCUMENTATION OF SERVICES

8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or local education agency (LEA) on forms provided by the Department of Education. 005.15 096-7

8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities, provided that the activities relate to the provision of guidance services.

8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

8.04 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01.

8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships

in their children's learning and career planning processes.

9.00 MONITORING OF SERVICES

- 9.01 Regular monitoring activities of the Student Services Plan for each school building site may occur when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitor individual schools on an as-needed basis.
- 9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the Public School Student Services Act, Ark. Code Ann. § 6-18-1001 et seq.
- 9.03 Pursuant to the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

- 10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act.
- 10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act.
- 10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.
- 10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act.
- 10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act.

11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

- 11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act.
- 11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.

Arkansas TESS School Counselor Rubric

The Arkansas Teacher Excellence and Support System provides statutory direction for reform of teacher and leader evaluation systems. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, provides critical information to state, district and school educators in the form of essential data and feedback to ensure College and Career Readiness leading to access and achievement for all Arkansas students.

The following resources provide school counselors with Arkansas Teacher Excellence and Support System (TESS) counseling specific guidance documents.

Aligning Danielson Framework with ASCA's School Counselor Competencies and Ethical Standards

- http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Aligning_Danielson_Framework_with_ASCA_SCC_and_ESSC2.pdf

TESS Smart Card for Counselors

- http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Smart_Card_School_Counselor.pdf

TESS for Specialty Areas - Counselors

- <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-for-specialty-areas/school-counselor-tess-documents>

TESS Artifacts and Evidence for Counselors

- http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS%20Artifacts%20and%20Evidence/TESS_Examples_of_Artifacts_Counselors_Updated_04282014.pdf

DOMAIN 1: PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little or no understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation
1a: Critical Attributes	<ul style="list-style-type: none"> Incorrect knowledge of counseling techniques Unable to identify appropriate application of various techniques 	<ul style="list-style-type: none"> Limited counseling theory and techniques Depth of knowledge is limited and variety of techniques does not extend to all populations served Inconsistent ability to identify appropriate application of various techniques 	<ul style="list-style-type: none"> Demonstrates solid knowledge of counseling discipline. Multiple techniques for all populations served Solid foundation of counseling techniques and their application to individual situations. 	<ul style="list-style-type: none"> Demonstrates extensive knowledge of concepts Familiar with a wide range of methods and how to use them flexibly. Links the concepts to other areas of counseling or other disciplines Extensive knowledge of the most appropriate techniques for each situation.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as recognizing exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. The counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.
1b: Critical Attributes	<ul style="list-style-type: none"> Cannot identify cognitive and/or social-emotional developmental attributes Does not value or use specific cultural or societal factors to guide counseling decisions Unaware of student background or experience. 	<ul style="list-style-type: none"> Has basic understanding of cognitive and/or social-emotional developmental theory Has limited knowledge of specific cultural or societal factors to guide counseling decisions Aware of student background and experiences but does not apply information to practice. 	<ul style="list-style-type: none"> Well informed about cognitive and/or social-emotional developmental theory Can identify specific cultural or societal factors to guide counseling decisions. Actively seeks knowledge of student's background, including skills, culture, language, interests, and special needs. 	<ul style="list-style-type: none"> Well informed about cognitive and/or social-emotional developmental theory applicable to the individual student population served Applies understanding of specific cultural or societal factors to individualized practice. Applies awareness of typical cognitive and developmental functioning to individual cases of practice Actively seeks and applies knowledge of student's background, including skills, culture, language, interests, and special needs from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION (continued)

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program or appropriate goals to either the situation or the age of the students.	Counselor's goals for the counseling program are undeveloped and/or are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the school, the environment, and the students.	Counselor's goals for the counseling program are highly appropriate to the situation, the school, and to the age of the students. The goals have been developed following collaboration with students, colleagues, and staff.
1c: Critical Attributes	<ul style="list-style-type: none"> • Cannot identify goals. • Goals do not represent response to the needs of the population. • No communication or collaboration with others in the development of goals. 	<ul style="list-style-type: none"> • Goals represent low expectations and rigor. • Goals reflect minimal consideration of needs of population. • Collaboration with stakeholders is minimal. 	<ul style="list-style-type: none"> • Goals represent appropriate expectations and rigor. • Goals reflect consistent consideration of needs of population. • Collaboration with stakeholders in the school setting is consistent. 	<ul style="list-style-type: none"> • Goals represent high expectations and rigor. • Goals are carefully tailored to meet the individual or group needs of the population. • Goals are developed through consistent communication and collaboration with multiple stakeholders including those outside the regular school setting.
1d: Planning the counseling program with appropriate resources	Counselor plan lacks coherence and is developed without input from stakeholders or inclusion of individual, school, and district needs.	Counselor plan contains guiding principles but is not consistent with individual, school, and district goals. Counselor seeks minimal input from stakeholders.	Counselor plan provides services and seeks resources that are consistent with individual, school, and district goals and individual student needs. Counselor actively collaborates with colleagues and staff in regards to designing plans.	Counselor plan provides extensive knowledge of resources including those available through the school or district and in the community. Counselor has a deep understanding of the student needs and the best practice and resources as to meeting those needs. Counselor identifies all stakeholders, ensuring collaboration with them when designing program of services.
1d: Critical Attributes	<ul style="list-style-type: none"> • No knowledge of resources appropriate for student population. • No collaboration with stakeholders. • No coherent structure to counseling plan/process. 	<ul style="list-style-type: none"> • Basic awareness of resources that are appropriate for the needs of individuals, school, and district. • Inconsistent collaboration with stakeholders. • Limited structure to the counseling plan/process. 	<ul style="list-style-type: none"> • Applies knowledge and understanding of available resources and student needs in creation of a comprehensive counseling program. • Counselor ensures ongoing input from stakeholders developing and updating the counseling program. • Plan provides a clear, detailed structure for implementing the counseling plan/process. 	<ul style="list-style-type: none"> • Regularly seeks updated information about resources and best practices for providing a comprehensive counseling program. • Demonstrates application of counseling knowledge to consistently develop individualized counseling services. • Collaboration with district and community stakeholders is evident in design of plan. • Plan reflects deep understanding of available resources and best practices for addressing individual student and building needs.

ARTESS SCHOOL COUNSELOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION (continued)

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Developing measures to evaluate the counseling program	Counselor has not created a plan to evaluate the program.	Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.	Counselor's plan to evaluate the program involves all stakeholders. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's plan to evaluate the program is highly sophisticated, with a wide-variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of stakeholders and careful data collection on program goals.
1e: Critical Attributes	<ul style="list-style-type: none"> No plan for evaluation of the counseling program exists. Plan contains no provisions for feedback from stakeholders. 	<ul style="list-style-type: none"> Evaluation plan has a limited provision for data collection. Plan contains limited provision for feedback from stakeholders. Plan doesn't reflect consideration of program goals. 	<ul style="list-style-type: none"> Plan provides for collection of relevant data. Plan is consistently updated based upon feedback from stakeholders. Plan provides for input from stakeholders. Plan is consistent with program goals. 	<ul style="list-style-type: none"> Plan includes processes for reviewing the counseling program so that formative adjustments can be made several times throughout the evaluation process. Counselor communicates with all stakeholders and seeks out support and resources for their practice and performance in order to best serve students and the needs of the community. Counselor uses a variety of methods in program evaluation. <ul style="list-style-type: none"> Organization of plan provides for changes to assessment methods and details as dictated by feedback from stakeholders and/or data collected. Counselor consistently evaluates his/her performance on an ongoing basis.

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 2: ENVIRONMENT

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2a: Creating an environment of respect and rapport	<p>Counselor does not create a safe and inviting environment.</p> <p>Interactions between counselor and students are negative, inappropriate, or insensitive to their cultural background.</p>	<p>Counselor creates an environment that is safe and accessible, with interactions between counselor and students being generally appropriate and free from conflict. They may be characterized by occasional displays of insensitivity or lack of responses to cultural or developmental differences.</p>	<p>Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and counselor are respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.</p>	<p>Counselor creates an environment that is always inviting and appealing reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.</p>
2a: Critical Attributes	<ul style="list-style-type: none"> Speaks disrespectfully to students Displays a lack of familiarity with or caring about individual student Unaware of cultural and developmental characteristics 	<ul style="list-style-type: none"> Occasional disrespect Attempts to make connections, but reactions indicate the efforts are not successful or usual Limited awareness of cultural and developmental characteristics 	<ul style="list-style-type: none"> Interactions uniformly respectful General connections with students are positive Aware of cultural and developmental characteristics 	<ul style="list-style-type: none"> Consistently demonstrates knowledge and caring about individual students Treats individual students with dignity in all situations Demonstrates and applies appropriate cultural and developmental awareness in interactions with students
2b: Establishing a culture for productive communication	<p>Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and counselor.</p>	<p>Counselor attempts to promote a culture of productive and respectful communication between student and counselor in the counseling setting.</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication between student and counselor</p>	<p>Counselor promotes a culture in the counseling setting for productive and respectful communication with the expectation of more in depth responses and commitment to the counseling process from the student.</p>
2b: Critical Attributes	<ul style="list-style-type: none"> Does not participate or attend meetings or discussions Unwilling to communicate with different stakeholders 	<ul style="list-style-type: none"> Attends some meetings and discussions regarding students Inconsistently communicates with different stakeholders 	<ul style="list-style-type: none"> Attends all meetings regarding students Communicates regularly with different stakeholders 	<ul style="list-style-type: none"> Initiates and or is involved in setting up and planning meetings regarding individual students Consistently initiates communication with all stakeholders

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 2: ENVIRONMENT (continued)

	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing routines and procedures in the counseling setting	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive tasks. Counselor does not have an organized plan to address emergencies.	Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.	Counselor's routines for the counseling center or classroom work effectively. Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan collaborating with all stakeholders.
2c: Critical Attributes	<ul style="list-style-type: none"> No established procedures or routines Procedures for other activities are confused or chaotic for the counseling sessions Counselor is unaware of roles and responsibilities in response to an emergency 	<ul style="list-style-type: none"> Procedures have been established, but operation is inconsistent Routines are developing or haphazardly organized for student involvement in the counseling sessions Counselor has limited awareness of roles and responsibilities in response to an emergency 	<ul style="list-style-type: none"> Office routines are followed consistently Positive is even and supportive for student involvement in the counseling sessions Counselor is aware of roles and responsibilities in response to an emergency 	<ul style="list-style-type: none"> Office routines are seamless and adapted as needed Counselor initiates suggestions from students regarding improving student involvement in the counseling sessions Counselor consistently collaborates and initiates communication with all stakeholders regarding different stakeholder roles and responsibilities in response to emergencies.
2d: Establishing expectations/norms for student behavior in the counseling setting	Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all stakeholders and is responsive to intervention needs related to student behaviors as they arise.
2d: Critical Attributes	<ul style="list-style-type: none"> No standards for student conduct have been established or not consistently addressed Discards violation of rules of the counseling session Does not collaborate with colleagues to support school-wide civility as a model for students 	<ul style="list-style-type: none"> Standards have been established and counselor attempts to maintain order, with uneven success. Response to student misbehavior is inconsistent during the counseling session Works with colleagues to support school-wide civility as a model for students 	<ul style="list-style-type: none"> Standards of conduct have been established and counselor maintains order with overall success Student behavior is consistently appropriate during the counseling session. Counselor models appropriate behavior expectations and collaborates with colleagues to embed a culture of civility throughout the school 	<ul style="list-style-type: none"> Students monitor their own behavior or student behavior is entirely appropriate Students address misbehavior of their peers in compliance with standards of conduct. Counselor always models and provides interventions for appropriate behavior expectations and provides leadership in supporting a culture of civility throughout the school

DOMAIN 3: DELIVERY OF SERVICE

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3a: Communicating with students to determine their needs	Counselor does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.	Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.	Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program either through individual, group, and or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.	Counselor conducts detailed and individualized behavior and/or academic assessments of student needs to develop a program plan. Provides opportunities for all students to be involved in the counseling program either through individual, group, or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.
3a: Critical Attributes	<ul style="list-style-type: none"> Counselor has no system for assessing student needs Counselor inaccurately interprets student data Counselor does not communicate or collaborate with colleagues regarding student needs 	<ul style="list-style-type: none"> Counselor utilizes a rudimentary assessment system Counselor displays limited ability to interpret student data Counselor sporadically communicates and collaborates with stakeholders regarding student needs 	<ul style="list-style-type: none"> Counselor has comprehensive system for assessing needs Counselor is proficient in interpreting assessment data and using data to identify needs Counselor maintains collaborative communication with colleagues throughout the assessment process to determine student needs 	<ul style="list-style-type: none"> Counselor has comprehensive system for assessing needs Counselor consistently interprets data to determine detailed individualized behavior and/or academic needs Counselor maintains collaborative communication with all stakeholders including colleagues, parents, and community agencies throughout the assessment process upon student needs
3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs	Counselor does not attempt to help students formulate academic, personal/social, and career plans.	Counselor attempts to help students formulate academic, personal/social, and career plans.	Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs.	Counselor helps individual students formulate academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to take part in the creation of their academic, personal/social, and career plan.
3b: Critical Attribute	<ul style="list-style-type: none"> Counselor does not seek out or develop appropriate guidance curriculum for needs of the school population Counselor does not utilize appropriate techniques when assisting students Counselor does not attempt to assist students in goal setting and problem solving. 	<ul style="list-style-type: none"> Counselor develops basic guidance curriculum for needs of the school population Counselor utilizes few techniques when assisting students Counselor is inconsistent in assisting students in goal setting or problem-solving. 	<ul style="list-style-type: none"> Counselor develops a comprehensive guidance curriculum for needs of the school population Counselor utilizes a variety of techniques when assisting students Counselor consistently assists students in goal setting and problem solving. 	<ul style="list-style-type: none"> Counselor develops a guidance curriculum that is individualized and personalized for the needs of the school population Counselor utilizes a variety of techniques and is able to make adjustments in all situations to meet student needs Students are actively involved in goal setting and problem-solving and the counselor is able to facilitate the needs of the individual student.

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 3: DELIVERY OF SERVICE (continued)

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Delivering counseling services and resources to support students	Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.	Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has basic understanding of services to be delivered but makes minimal use of resources and makes appropriate referrals inconsistently.	Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using available resources and makes appropriate referrals consistently.	Counselor collaborates with other colleagues, programs and agencies both within and beyond the school or district to meet individual student needs. Counselor utilizes available resources to provide appropriate services and makes the appropriate referrals on a consistent basis in collaboration with school service personnel based upon the needs of individual student needs.
3c: Critical Attributes	<ul style="list-style-type: none"> Counselor lacks knowledge of community or school resources Counselor does not provide appropriate services to assist in meeting student needs Counselor does not advocate for individual students. 	<ul style="list-style-type: none"> Counselor is aware and utilizes a limited set of community and school resources Counselor makes a limited number of referrals Counselor is inconsistent in advocating for individual students. 	<ul style="list-style-type: none"> Counselor is well versed in all school, district, and community resources for students Counselor collaborates with stakeholders in the school setting to maximize services and resources for students Counselor makes appropriate referrals in addressing the student needs Counselor advocates for each student as necessary. 	<ul style="list-style-type: none"> Counselor uses a wide variety of resources available to provide the most appropriate services Counselor partners with community agencies and sources outside of the school setting in the development of services designed to meet students needs Counselor seeks out and makes appropriate referrals based upon student needs Counselor is proactive and highly engaged in student advocacy.
3d: Using assessment to guide counseling services	Counselor does not evaluate student progress or consult with team members to meet students' needs.	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs.	Counselor consistently evaluates student progress and consults with team members to meet students' needs.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.
3d: Critical Attribute	<ul style="list-style-type: none"> Counselor does not monitor student progress or communicate with student No data collection to determine student progress No communication or collaboration with school personnel involved in the plan to monitor progress across settings 	<ul style="list-style-type: none"> Counselor inconsistently monitors and communicates student progress Limited data collection to determine student progress Limited communication and collaboration with school personnel involved in the plan to monitor progress across settings 	<ul style="list-style-type: none"> Counselor consistently monitors student progress and communicates with student Data collection is used to guide and determine student progress Communicating and collaborating with school personnel involved in the plan to monitor progress across settings 	<ul style="list-style-type: none"> Students are able to self-monitor their individual progress related to counseling Ongoing data collection from multiple sources to determine student progress Communicating and collaborating with all stakeholders involved in the plan to monitor progress across settings

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 3: DELIVERY OF SERVICE (continued)

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Counselor does not adjust and prioritize routines to meet student needs.	Counselor makes minor revisions and adjustments in the daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice.	Counselor is aware of student needs and makes revisions and adjustments to the daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.
3e: Critical Attributes	<ul style="list-style-type: none"> Counselor does not adjust to address student needs Counselor does not prioritize tasks with student or school goals in mind Counselor's plan is not informed by assessment Counselor is unaware of advances to technology and new practices in the field. 	<ul style="list-style-type: none"> Counselor inconsistently recognizes student needs and make adjustments accordingly. Counselor attempts to modify priorities to address student needs Counselor has limited awareness of advances in technology and new practices and is inconsistent in their application. 	<ul style="list-style-type: none"> Counselor recognizes change in student needs and makes adjustments accordingly Counselor will routinely modify priorities to meet the needs of students Counselor is aware of advances in technology and applies new practices in the field. 	<ul style="list-style-type: none"> Counselor consistently monitors and uses ongoing student needs to make adjustments accordingly Counselor seeks a thorough understanding of student needs and modifies program accordingly. Counselor actively seeks information about advances in technology, educational trends, and applies this knowledge to daily best practices.

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4a: Reflecting on counseling practice	Counselor does not reflect, adjust, or evaluate practice.	Counselor's reflection, adjustment, and evaluation on practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources.	Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources.	Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.
4a: Critical Attributes	<ul style="list-style-type: none"> Counselor does not participate in the process of evaluation 	<ul style="list-style-type: none"> Counselor participates in the process of evaluation Counselor reflections and evaluations of practice are moderately accurate Counselor makes general suggestions on how to improve the program Counselor utilizes minimal data in order to improve the program 	<ul style="list-style-type: none"> Counselor actively participates in the process of evaluation Counselor's reflections and evaluations of practice are accurate Counselor makes specific suggestions on how to improve the program Counselor utilizes a variety of data in order to improve the program 	<ul style="list-style-type: none"> Counselor initiates and leads participation in the process of evaluation Counselor independently reflects on and revises current practices Counselor's reflections and evaluations of practice are highly accurate Counselor makes detailed suggestions on how to improve the program and initiates these suggestions when appropriate Counselor utilizes several data sources in order to improve the program
4b: Maintaining Accurate Records	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and could serve as a model for other colleagues.
4b: Critical Attributes	<ul style="list-style-type: none"> Counselor does not maintain records Records are inaccurate Counselor does not meet deadlines 	<ul style="list-style-type: none"> Counselor maintains records, but organization is lacking Counselor recordkeeping is occasionally inconsistent and/or inaccurate Counselor meets deadlines inconsistently 	<ul style="list-style-type: none"> Counselor maintains organized records Counselor reports are accurate. Counselor consistently meets deadlines 	<ul style="list-style-type: none"> Counselor maintains records that are well organized Counselor reports are accurate on a consistent basis Counselor consistently meets deadlines and is able to complete reports efficiently. Counselor serves as a model for record keeping and completion of reporting.

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Counselor provides no information to families, either about the counseling program, affiliated student service programs or about individual students.	Counselor provides limited information to families about the counseling program, affiliated student service programs or about individual students.	Counselor provides thorough and accurate information to families about the counseling program, affiliated student service programs, and individual students.	Counselor consistently and regularly provides thorough and accurate information to families about the counseling program, affiliated student service programs and individual students, in a variety of ways and include other colleagues when necessary.
4c: Critical Attributes	<ul style="list-style-type: none"> Counselor does not contact parents Counselor does not respond to parent requests for contact or information 	<ul style="list-style-type: none"> Counselor's communication with parents is minimal. Counselor will respond to parent requests for information. 	<ul style="list-style-type: none"> Counselor communicates with parents regularly. Counselor initiates contact with families, providing thorough information. Counselor makes contact in timely fashion. 	<ul style="list-style-type: none"> Counselor communicates with families in a variety of ways. Counselor seeks out avenues and means to further engage communication with families Counselor ensures a variety of means of access are available to families.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. Counselor does not support and has no involvement in implementation of the district mission.	Counselor participates in school and district meetings and events when specifically requested to do so. Counselor's relationships with colleagues are cordial. Counselor supports the district mission and is somewhat involved in its implementation.	Counselor actively participates in school and district meetings and events and maintains positive and productive relationships with colleagues. Counselor is supportive of the district mission and actively engaged in its implementation.	Counselor assumes a leadership role and makes a substantial contribution to school and district meetings and events and creates positive and productive relationships with colleagues. Counselor is highly supportive of the district mission and actively involved in its implementation.
4d: Critical Attributes	<ul style="list-style-type: none"> Counselor does not interact positively with other staff Counselor is unaware of district and school missions 	<ul style="list-style-type: none"> Counselor has minimal communication with other staff Counselor is aware of the school or district mission but is minimally involved in its implementation. 	<ul style="list-style-type: none"> Counselor is interactive with staff on a regular basis and maintains positive relationships Counselor actively engages in meetings and events toward the improvement of the school and district. 	<ul style="list-style-type: none"> Counselor is interactive with staff on a regular basis and builds positive relationships Counselor is a highly active participant in meetings and events to address the improvement of the school and district Counselor seeks out opportunities to address needs that exist in the building and communicate concerns to other for the purpose of feedback Counselor serves in a leadership role in the development of school and district mission.

AR TESS SCHOOL COUNSELOR RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and developing professionally	Counselor does not participate in professional development even when the need is evident.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks additional opportunities for professional development to enhance best practice, content knowledge and pedagogy.	Counselor actively provides a leadership role in seeking out professional development opportunities for increasing district counseling services. Counselor makes a substantial contribution to the profession and takes on a leadership role by presenting information to colleagues.
4e: Critical Attributes	<ul style="list-style-type: none"> Counselor does not participate in continuing education Counselor is not involved in any professional associations 	<ul style="list-style-type: none"> Counselor participates in little continuing education Counselor is a member of a professional organization Counselor does not seek out additional professional development opportunities 	<ul style="list-style-type: none"> Counselor participates in continuing education Counselor has active memberships in professional organizations Counselor actively seeks out additional professional development 	<ul style="list-style-type: none"> Counselor frequently participates in continuing education related to the needs of the population served. Counselor has an active membership in professional organizations and participates as a speaker/presenter at the district, state, or national level Counselor actively seeks out contemporary and relevant professional development Counselor serves as a role model/mentor for colleagues
4f: Showing professionalism	Counselor does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor does not adhere to district, state and federal regulations.	Counselor displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor is inconsistent in adherence to district, state and federal regulations.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor advocates for students when needed. Counselor's practice reflects high professional and ethical standards as well as adherence to district, state and federal regulations.	Counselor consistently maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations. Counselor advocates for all students. Counselor models professionalism with colleagues.
4f: Critical Attributes	<ul style="list-style-type: none"> Counselor does not maintain confidentiality with students, staff or parents Counselor is dishonest with staff, students, or parents Counselor violates district, state and federal regulations 	<ul style="list-style-type: none"> Counselor maintains confidentiality in most situations Counselor is honest and ethical Counselor is inconsistent in compliance with district, state and federal regulations 	<ul style="list-style-type: none"> Counselor maintains confidentiality and honesty with all stakeholders Counselor advocates for students as needed Counselor maintains integrity in all situations Counselor demonstrates respect for stakeholders Counselor follows district, state and federal regulations 	<ul style="list-style-type: none"> Counselor consistently maintains highest standards of confidentiality and honesty with all stakeholders Counselor advocates for all students Counselor consistently maintains integrity in all situations Counselor serves as a mentor and role model of professional and ethical standards Counselor models professionalism among colleagues. Counselor strictly adheres to district, state and federal regulations

Glossary of Terms

Academic Advisement is provided for class selection by establishing academic goals in elementary, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting the profession of school counseling and supporting policies that promote student success.

Assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs, and also to show student growth (pre/post test).

Calendars are maintained by school counselors and are distributed to educators, students, and parents regularly. Planning, visibility and credibility are enhanced by effective use of a master calendar

Career orientation and exploration helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Classroom Guidance is the curriculum component of school counseling that consists of structured developmental lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive school counseling programs are an integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and social/emotional development that promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a regular and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communication with educators and stakeholders concerning student problems and needs.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics or other forms of data.

Delivery systems identify how the comprehensive school program is organized and delivered.

Direct services are counseling services that are provided directly to students; individual, group, classroom guidance, and responsive services.

Domains are areas of knowledge (academic, career and social/emotional) that promote and enhance the learning process.

Ethical standards are followed by school counselors to ensure all students equitably receive counseling services to ethical, legal and professional standards developed by state and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Management system addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline the purpose or vision of the school counseling program. They identify long range, desired outcomes for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation programs are implemented for new students at each level of education and for transferring students to help them transition and adjust to a new school setting.

Personal Competencies define the specific knowledge, attitudes and skills students should obtain.

Outcome or results data demonstrate that learning, performance or behavioral change has occurred or not following guidance and/or counseling. How are students different as a result of the school counseling program?

Perceptual data measure what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Process data answers the question “what”. It describes the activity that is occurring; the target population and how many students are affected.

Program audit is the assessment used to review strengths of the school counseling program, and areas for improvement. Data from the profile is used to guide the school counseling program..

Responsive services meet students’, parents’, and teachers’ immediate need for referral, consultation or information.

Social/emotional development: Maximizing each student’s individual growth and social maturity in the areas of personal management and social interaction

Systemic change is change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration and teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students’ success?)

Acknowledgements

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- Arkansas Department of Education guidance and School Counseling
<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources>
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<http://www.arcounseling.org>
- Teacher Induction/Mentoring
<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-inductionmentoring>
- College Board Counselor Resources
<https://professionals.collegeboard.org/guidance/counseling/counselor-resources>
- ACT Counselor Resources
<https://www.act.org/content/act/en/products-and-services/the-act-educator/training-and-resources.html>
- RTI Arkansas
<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>
- Various State Models

Arkansas Rules and Legislation

Public School Student Services Act

<https://drive.google.com/file/d/0BxrthnQodwRXb3NCZFIBRi1sdnM/view?pref=2&pli=1>

Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

http://www.arkansased.gov/public/userfiles/rules/Current/FINAL_Standards_for_Accreditation.pdf

College and Career Readiness Planning Program

http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/College_Career_Readiness_Planning_Program_Rules_2015_Update_Final.pdf

College and Career Readiness Assessments

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/ACA_206_15_2012.pdf

Rules Governing Public School Student Services

http://www.arkansased.gov/public/userfiles/rules/Current/ade_096_Public_School_Student_Services_October_2012.pdf

Rules Governing Teacher Excellence and Support System

http://www.arkansased.gov/public/userfiles/rules/Current/TESS_Final_Rule_for_SBOE_2015_11_12.pdf

Bullying and Cyberbullying

http://www.arkansased.gov/public/userfiles/Learning_Services/Technology_Initiatives/Cyber_Safety/Act115.pdf
http://www.arkansased.gov/public/userfiles/Learning_Services/Technology_Initiatives/Cyber_Safety/Act905.pdf